



St. Peter's Primary School

Braehead Road

Glenburn

Paisley PA2 8DZ



Standards and Quality Report

June 2022

This report will inform you of our progress and achievements in the last session and let you know about our plans for 2022-2023.

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 208 pupils in our primary school (P1-7). The school has a very active and supportive parent council who has worked extremely hard to support the life and work of the school. The Head Teacher, Depute Head Teacher, Principal Teacher and Senior ELCC Officer make up the school's leadership team. We have one full time Inclusion Support Assistant (Pupil Equity Funding) who supports many families and children. Our Early Learning and Childcare (ELCC) team consists of a Senior ELCO, 7 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 are currently two part-time classroom assistants, three full time ASNAs and one part-time ASNA (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
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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 strive to provide opportunities which ensure the best possible outcomes for all learners.

- Our vision, values and aims continue to be central to our work. Children can confidently talk about these while demonstrating them in practice.
- We have been able to work together in person again with our parents/carers (from April 2022) with everyone who supports the work of St. Peter's Primary and this has had a positive impact on the wellbeing of all staff, children and families.
- We welcomed new members of staff to St. Peter's by increasing our support team. We have one more additional support needs assistant and two new classroom assistants. Our children who require additional support have benefited from the 1:1 help they have received, e.g. allocated time in our sensory room and timetabled support in class.
- School trips were reintroduced with the whole school (P1-7) enjoying a trip to Heads of Ayr in June.
- Visitors were welcomed into our school and ELCC class to enhance learning and teaching. This included staff from the Money Minds project in connection with Yorkshire Building Society who delivered workshops for primary 6 & 7 to give children the opportunity to explore life skills while learning about how to successfully save and manage money. We also welcomed music tutors from National Youth Choir of Scotland to the school who delivered lessons to classes in primary 3 & 4. We also invited children and their parents/carers or grandparents to family learning workshops, e.g. Samba drum workshops. An increase in children's confidence while expressing themselves through music was evident through observation as a result.
- After school clubs and Active School lunchtime clubs became available again and were well attended by children across the school. These contributed to children leading a more healthy and active lifestyle while developing team work and social skills.
- Our ELCC class organised a fun day to celebrate the Queen's Platinum Jubilee. They had inflatables, pony rides and lots of other fun activities. It was extremely well attended and evaluated very positively.
- We reintroduced stay and play sessions for parents/carers in our ELCC class.
- We carried out an induction programme for children transferring to primary 1 in August 2022 (from our Early Learning Childcare Class and other ELCC establishments). This involved a series of visits for the children and information sessions for parents/carers to ensure a smooth transition for the children and their families as they begin their Primary 1 experience.
- Induction visits took place to support Primary 7/S1 transitions including visits to St Andrew's Academy (or receiving secondary school) for all children.
- Enhanced transition via the summer homelink programme will take place during the summer holiday to offer additional experiences for those identified as requiring support.
- We initiated a new community project with Bushes Primary and Langcraigs Primary in Glenburn. The work is focused on keeping safe within the community. Our local community police have continued to regularly attend our school and are keen to contribute towards the work of this group.
- Our app, Twitter, Facebook, website and other platforms (seesaw and dojo) were utilised regularly by staff, children and parents/carers and many evaluated these as positive methods of communication.
- We introduced PATHS (Promoting Alternative Thinking Strategies) to our ELCC class and it is now becoming embedded across the whole school and ELCC community. The use of Mindfulness across the school is continuing to have a positive impact on the language and strategies pupils use when solving problems and talking about emotions.
- Three members of our ELCC team completed the Froebel in Childhood Practice Continuous Professional Learning (CLPL) which was a year long certificated course offered by Edinburgh University, leading to improvements in our ELCC learning zone and improved outcomes for children with new and innovative practice. They introduced block play and our Senior ELCO presented to members of staff across Renfrewshire Council about the success of the project. Staff observed increased levels of children's engagement and involvement in children who were absorbed in rich play. Staff also noticed an increase in children's mathematical skills as well as their ability to work collaboratively and imaginatively.
- Our sensory room has been used effectively by many children who have benefited from the opportunity to spend time there during timetabled visits. This is helping children to self-regulate and find calmness. Teaching and support staff report that children are able to deal better with their emotions as a result and levels of anxiety are reduced.
- All classes across the school have embedded effective communication strategies while taking forward the Renfrewshire Inclusive Communication Environment project (RICE). This has improved all classroom environments and has helped staff support all children, especially those who may require support to communicate their needs.
- Pupils led and participated in enterprising activities to raise funds for charity and the school. We donated to the Bishop's Charity (MISSIO) and SCIAF. We also raised funds for the school to help towards the transport of school outings.

- Many senior pupils gained the Pope Francis Faith Award by making positive contributions to the community and reflecting upon their responsibility as young citizens.
- Our large team of trained members of staff have supported almost all children from p5-7 to gain their bikeability certificates.
- Our ELCC class secured funding from Renfrewshire Council to install an outdoor classroom, new flooring in the playroom and various structures for children to enjoy throughout the day. This has improved the learning environment (indoors and outdoors) for many children.
- We successfully enjoyed another health week with various visitors joined us to support activity throughout the week.
- We once again provided our primary 7 pupils with various outdoor activities similar to those they would have received on a residential outing (den building, team games, nature trail, silent disco and cinema experience).
- We introduced new reading materials – Big Cat resource – to further engage children in reading at all stages
- Teachers have reported increased confidence in teaching numeracy following our team commitment to engaging in Limitless Learning in Maths CLPL throughout the year.
- During our consultation with parents/carers on school improvement, family engagement was commented on as very positive. This feedback came from parents/carers of children in some classes due to digital platforms used (seesaw/dojo) where families can communicate with their child's teacher.
- We successfully launched Laudato Si by sharing the message of Pope Francis to look after our world. Leaflets produced by the children were shared in our local church and distributed to our parishioners.
- We entered a girls and boys football team into the Renfrewshire Tournament and they both made it to the finals.



- A group of Primary 6 children attended the Euroquiz and were awarded 3rd place.
- We celebrate our 8th Eco flag award.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT

Leadership

- Almost all staff have continued to enjoy leadership roles connected to their skills and talents and are keen to use these to develop our curriculum and ethos while contributing to ongoing school improvement
- Our Senior ELCO and ELCC graduate work well together with ELCC team to improve all aspects of ELCC class
- Our pupil council and eco committee across the school and ELCC began having face to face meetings once again and have been successful in their aims ensuring pupil voice continues to be a priority. Representatives from each class were given time to meet with children from their own class and gather views before sharing these at meetings to enable all children's voices to be heard. Representatives from each class also attended parent council meetings for the first 20 minutes and shared the views of their class with parents leading to stronger partnership working.
- Our Principal Teacher has supported St. Peter's pupil council to initiate a community council consisting of members of Langcraigs Pr and Bushes Pr pupil councils to help improve life for children and young people in the Glenburn community
- 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.
- Our parent council worked extremely hard to continue to ensure the parent forum is kept up to date with educational developments across the year. Our Chairperson attends the parent council liaison meetings and provides updates to the parent forum on educational matters.

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.

- All teaching staff are becoming increasingly confident at analysing data and planning appropriate interventions to encourage an increase in children's attainment in Literacy, Numeracy and Health and Wellbeing.
- All teaching staff engaged in high quality CLPL offered by Renfrewshire Council – Limitless Learning in Maths. This has led to increased staff confidence across the school in teaching Numeracy and Maths. Staff will continue to use the strategies explored next school session. Continued focus on these will lead to an increase in attainment in Numeracy across the school.
- All our Early Learning and Childcare team engaged in Early Protective Messages and Promoting Alternative Thinking Strategies (PATHS) training. Children feel supported to communicate their thoughts, feelings and emotions and are confidently using their colour monsters to express their feelings on a daily basis. This is enabling staff to provide effective support strategies quickly and effectively.
- All ELCC staff participated in Family Learning CLPL provided by West Partnership and have engaged with families in creative ways leading to stronger partnerships. Feedback from families suggests that parents/carers are very satisfied with their level of involvement in supporting their child's learning.
- Three members of our ELCC team completed the Froebel in Childhood Practice Continuous Lifelong Professional Learning (CLPL) which was a year long certificated course offered by Edinburgh university, leading to improvements in our ELCC learning zone and improved outcomes for children with new and innovative practice.
- All staff participated in RNRA training which has provided deeper understanding of child development, attachment theory and nurture principles. Everyone is looking forward to engaging further in this training throughout the next school session and seeing the positive impact of the work of our Core group.
- Who Cares Scotland? provided all staff with a very purposeful and meaningful information session focused on how we support children who have experience of the care system.
- All staff have worked collegiately and supported each other through the recovery phase of the covid pandemic. Relationships and team work are very strong as a result.
- 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

- We have used digital platforms effectively to stay in touch with our parents/carers. Information regarding aspects of school life and planned events have been communicated via our monthly newsletter, email, text messaging via seemis, school app, website and twitter. Our ELCC class have made excellent use of facebook to showcase learning on a daily basis. A few classes make effective use of seesaw and dojo to share information with parents/carers about their child's learning. All classes use google classroom to outline home learning tasks.
- Our parental survey carried out in May indicated that most parents strongly agreed or agreed that St. Peter's was effective in many areas. The results from the parental involvement and engagement census carried out in 2021 indicated that parents/carers would like to be more involved in the life of the school. This is an area of priority for us in the next school session.
- Our Head Teacher and two representative teaching members of staff continued to attend online Parent Council meetings on a monthly basis and maintain contact with Parent Council Chairperson by email regarding business matters. Strong, positive partnership enabled our parent forum to raise funds which have enhanced teaching and learning opportunities for our children.
- All meetings (virtual and face to face) were very well attended by parents/carers. This helped ensure that parents/carers were kept up to date with their child's progress through the year and given the opportunity to discuss any areas of worry or concern.
- Our Inclusion Support Assistant (PEF) continues to maintain and develop strong and positive relationships with many families while supporting lots of children who require support to access learning opportunities. All children and families have reported very positively on their experiences. Their views are included in our self-evaluation exercises. Staff complete an evaluation weekly which gives them the opportunity to record any impact they see from observing children's wellbeing following timetabled and unplanned interventions.

Assessment of children's progress

- Every teaching staff member prepares a transition folder for each child. This is passed on to the receiving teacher which provides necessary information regarding learning styles and needs. The information is used by teachers and support staff at the beginning of the year to ensure that prior learning is taken account of and built upon.
- Staff meet termly with our Senior Leadership Team to discuss children's attainment across the curriculum with a particular focus on Literacy, Numeracy and Health & Wellbeing. The wellbeing indicators (wellbeing web) and benchmarks are used effectively as the basis for discussion. This information is recorded using our attainment tracker.
- A new method of tracking children's progress has been introduced in our ELCC class - Renfrewshire Council's progression toolkit. This will help ELCC staff share important information about children's attainment and promote discussions around next steps in learning.
- 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

- We continue to focus on health and wellbeing as a priority. We have embedded strategies within RICE and are working towards gaining accreditation at the beginning of next school session. Children across the whole school (ELCC- P7) can confidently use strategies within the PATHS programme to share their feelings and emotions and support each other to find resolve when faced with challenges. Our sensory room has been a tremendous success experienced by many children who require the therapeutic intervention it provides. All staff now have a greater understanding of the principles of nurture through the introduction of RNRA and the work of the RNRA core group. The two key members of staff who have explored Non-Violence Resistance training (NVR) will disseminate their learning through planned CLPL opportunities for all staff in the coming session 2022/2023.
- We made it priority to celebrate the Catholic faith of our school community as we began our Laudato Si journey. Children, staff and our parish community displayed enthusiasm for sharing Pope Francis' message to look after the world we live in.
- Numeracy intervention – Limitless Learning in Maths has provided all teaching staff with opportunities to look at creative ways of differentiating lessons to ensure that all children's needs and learning styles are considered. Staff have reported that they feel more confident in this area. There is a current increase in Numeracy attainment at p1, 4 and 7 and at almost all other stages.
- We recognise that our priority for establishment improvement is Writing. Our Literacy champion planned purposeful professional learning opportunities with our RC Literacy Development Officer which was successful in refreshing approaches. We began participating in Talk for Writing CLPL and will continue with this as a major focus for CLPL during session 2022/2023.
- We have had opportunities this year to meet face to face as a staff team to collegiately consider our progress with our school improvement plan and identify areas for development. We continue to work closely with our Education Manager who supports our journey and helps contribute to our successes.

Performance Information

- 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 based on curriculum for excellence bench marks.
- 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.
- Our aim is always to ensure that all children reach their learning goals and fulfil their potential. Looking at attainment over the past two years, the impact of Covid school closures and restrictions has shown that not all of our children have achieved expected targets. While it is difficult to show through end of year results, we are already seeing some positive results through the delivery of targeted interventions for identified learners. We aim to secure pre-pandemic levels of attainment by June 2023.
- At staff meetings, we discuss how the school is performing against comparator schools and across Renfrewshire. Teachers are provided with lots of important information about the children in their class and planned interventions are put in place to support those experiencing barriers to learning.

	Reading				Writing				Talking and Listening				Numeracy			
	2018	2019	2021	2022	2018	2019	2021	2022	2018	2019	2021	2022	2018	2019	2021	2022
P1	85%	85%	81%	77%	79%	81%	68%	77%	97%	81%	88%	100%	94%	85%	88%	100%
P4	82%	91%	72%	61%	76%	83%	50%	46%	85%	94%	72%	75%	94%	83%	59%	68%
P7	89%	71%	75%	83%	89%	62%	59%	71%	89%	79%	88%	100%	87%	65%	78%	83%

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, especially for those affected by the poverty related attainment gap. St. Peter's Primary School was awarded £46,496 in session 2021/2022 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:

- 1:1 and small group support - 94% of children who work with our Inclusion Support Assistant reported that they enjoy the work undertaken on a weekly basis, 94% of parents who responded stated that their child feels happier and they are able to concentrate on their work better following support time with our Inclusion Support Assistant.
- Targeted groups and individuals were supported in Numeracy by using SEAL Maths (Stages of Early Arithmetical Learning) and specialised Literacy resources such as Nessy, Toe by Toe, Code Cracker and Word Wasp - all leading to increased levels of attainment for some in Numeracy and aspects of Literacy.
- Many children were provided with 1:1 support and continued to have 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.
- 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.

OUR KEY STRENGTHS

- The commitment and enthusiasm of everyone in the school community to Getting It Right for Every Child
- High expectations of everyone in our school community to ensure the highest levels of attainment and achievement
- Children who are motivated and clear about their learning targets and keen to achieve success
- Positive and enthusiastic 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 2022/2023

We believe that we have made good progress during session 2021/2022 and we will use the improvement priorities listed below to build on this progress moving forward.

- Develop and strengthen opportunities for parental engagement through planned family learning sessions throughout the year. We hope to develop the confidence of parents to engage with their children's learning.
- Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy with a priority focus on writing.
- Development of Digital Technologies to ensure that our children have access to everything that will help them achieve their learning goals.

- Further development in the consistency of nurture to improve social, emotional and mental Health and Wellbeing.
This includes continuing:
 - ★ our Renfrewshire Nurturing Relationships Approach (RNRA) journey
 - ★ our outdoor Learning programme
 - ★ next steps in our Laudato Si Programme
 - ★ partnerships with Bushes and Lancraigs Primary

Full details of the school's improvement priorities and actions are detailed in 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.

