

St Charles’ Primary School & Nursery

STANDARDS AND QUALITY REPORT

June 2019

This report will inform you of the school’s progress and achievements in the last session and let you know about our plans for 2019-2020. I hope that you find it helpful and informative.

# Judith Kirk

Head Teacher (Acting)

## OUR SCHOOL

St Charles Primary school is a co-educational, denominational school situated in the south side of Paisley serving the immediate area and that of Alloway, Strathcarron & Hawkhead estates. The current school roll is 392 organised over fifteen classes.

St Charles’ Primary school is an increasingly diverse & inclusive community. Difference & diversity are

highlighted & celebrated, within the classroom setting & across the school.

The non-denominational Nursery currently provides 100 part-time places for children 3-5 years and up to 20 part-time places for eligible children 2-3 years. Nursery staff are deployed across the two different age groups to support learning in an age appropriate environment.

The Nursery offers an increasingly flexible service with up to 40 full day places available to those families who require it to support employment and/or training & wraparound hours can also be purchased. The school has an established a breakfast service which is used daily by up to 40 children.

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| OUR VISION  The vision of St Charles' Primary School is for all to be safe, happy, and confidently engaged as learners in an environment where all individuals are respected; where the message of Christ is central in all that we do; where parents and carers are highly valued as partners and where everyone is motivated and encouraged to do their very best.    OUR VALUES  We value **GOD'S LOVE**  We will endeavour to live our lives according to the life & teachings of Jesus Christ. We will demonstrate our faith in words & actions, through prayer & worship.  We value **INCLUSION**  We will recognise and celebrate our own uniqueness and that of others. We will encourage everyone to develop in their own individual way.  We value **EACH OTHER**  We will listen to and appreciate the opinions and contributions of others.  We will show consideration and kindness to others, especially those in need.  We value **RESPECT**  We will treat each other, with kindness & courtesy, as we would like to be treated.  We will be mindful of the feelings of others & try to make our school a happy place for all. We will take care of ourselves, each other, our property & surroundings.  We value **HONESTY**  We will always be truthful & accept ownership of our own words and actions We value **HARD WORK**  We will strive enthusiastically to do the best we can in all that we do.  We will take pride in our achievements.  We value **RESPONSIBILITY**  We will be responsible for our own actions and consider the effect of these on others.  We will actively participate in the life of our school, parish, local and wider community. |
| OUR AIMS     * To provide a broad general education that meets the needs, expectations and aspirations of pupils and parents supported by well-trained motivated staff and well organised modern education resources. * To create a welcoming atmosphere and a positive ethos, allowing all children to be educated according to their needs in a safe, secure, happy and health-promoting environment based on Christ’s Gospel values * To enable learners to realise their full potential through the provision of high quality learning opportunities which encourage independence & co-operation in learning. * To support children’s growth in all aspects of their intellectual, physical, spiritual, social and emotional development affording all children equality of opportunity. * To ensure all pupils value learning & achievement and are motivated to participate in the wider life of the school community. * To provide highly effective personalised support for learners to minimise the impact of potential barriers to learning. * To develop a genuine partnership with parents & other service users where every member of the community holds a deep respect for all others and their personal wellbeing and happiness. * To ensure the school’s approach & commitment to improvement through self-evaluation, and high   quality leadership at all levels, maximises pupil attainment & achievement. |

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| SUCCESSES & ACHIEVEMENTS  Here are some of our more notable successes & achievements from session 18/19     * Pupils across the school organised our 50th Golden Jubilee celebration, providing hospitality & entertainment for parents, carers, former staff and pupils, the police, church and local businesses. We had a very successful open evening organised and run by the pupils who took pride in showing off their school * Intergenerational community links established with Rowan Gardens with the nursery and school * Enterprise project with ‘Entrepreneurial Me’ involving P6 children & parents with all profit then donated to Scottish Charity – Calum’s Cabins * Business partnerships established with Scottish Water & continued with Steven Cameron Funeral Directors * Success of Fundraising Group who raised over £1477 for both local & global charitable causes * Our school singing club performed in school & for local community groups throughout the year, including during the Jubilee celebrations and joining nursery children to sing for sheltered housing residents * School App used from nursery to P7, to improve home/school/parish communication links * 60 learners from Primary 7 involved in annual end of year school show production * Expansion of extracurricular activities beyond sport to include children, who do not regularly participate in other clubs * Family learning opportunities staffed by volunteers (FAB Club) and (Christmas Craft Club) & highly evaluated by participants * Renfrewshire Football Tournament - reached the semi finals * Parents walk & talk group established. Group meets weekly in school * 40 children from P6/7 stage entered the Renfrewshire Schools Road Race. All children completed the 2KM race and enjoyed the competitive experience against other schools. * One of our P7 pupils won First place in The All Britain Fleadh. She is British Champion for Under 12 Traditional Irish Singing. She then progressed to the final in The All Ireland Fleadh, The World Championship Traditional Irish Music Competition. One of our P6 pupils participated in the same competition playing the accordion with his band. * One P7 pupil entered the Dance World Cup in Portugal and her dance team, Bandstreams Theatre School, were placed Third and Sixth in their group. |

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| HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?  **School Leadership**   * School leadership continues to be a focus of our improvement agenda. Key school staff have taken up the opportunity to become involved with Renfrewshire Council’s Leadership Development Programme resulting in increased staff skills & confidence to undertake leadership roles in the school & cluster * A number of teaching staff have become ‘Champions/Leaders of Learning’ in specific curricular areas; others have developed leadership capacity by leading teams of colleagues to implement specific projects at both strategic & operational level. * All staff are committed to & recognise the value this distributed leadership & collegiate working brings which benefits pupil learning & develops teacher professionalism. * Primary One teachers, who worked with the University of Strathclyde last year to explore & develop pedagogy in Primary one, have supported current P1 and P2 teachers to implement the pedagogical approach this year. This has resulted in continuity of child-led learning & high quality learning opportunities based on sound, current educational research. * Staff in the nursery have engaged with other establishments to facilitate a Health & Wellbeing project with children and their families. Children in the nursery worked on cross curricular activities with P1 children in our school, cluster nurseries and neighbouring primary schools.     **Teacher Professionalism**   * Staff have created a Nurture Core Group and have developed Renfrewshire’s Nurturing Relationship Approach (RNRA) throughout the school. Staff across the school have embraced Mindfulness and Nurture practices and this has had the benefit of supporting all learners and enhancing every child’s school experience. * Further partnership working & training with Educational Psychology Services has resulted in a staff steering group of volunteers being established to inform future nurture developments. Working with Winning Scotland Foundation has allowed all staff the opportunity to explore Growth Mindset & the research underpinning this approach, to further support nurture developments*.* * Staff across the cluster engaged in weekly Zumba and yoga sessions. As a result, staff feel more supported, valued & empowered to deal with their professional role. * All staff attended training with Stan Godek who educated staff on Mindfulness and Growth Mindset. * All staff attended training with The Violence Reduction Unit. This supported staff to reflect & evaluate their own practice and gave staff an awareness of barriers to learning and Adverse Childhood Experiences (ACES). All of this investment in professional learning has been possible as a result of availability of Pupil Equity Funding & has undoubtedly developed the professionalism of staff across cluster schools. * Working with staff from St Andrew’s Academy & all other associated Primary schools, teaching staff have continued their training in “The Write Stuff”. There has been a significant improvement in the structure & content of most children’s written work, at all stages. School & Nursery staff are now involved in a process with colleagues from the same schools to ensure standards of expectation & judgements are accurate in relation to Curriculum for Excellence writing benchmarks. This process of moderation has assisted staff to develop a shared understanding & consistent approach to assessing learning progress. * Staff trained in Stages of Early Arithmetic Learning (SEAL) approaches and Beyond SEAL have embedded the strategies in their classes. With support from a trainer all classes have embraced SEAL techniques. |

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| * Our ISA (Inclusion Support Assistant) has built solid relationships with many families in the school. She has supported with attendance, time keeping and involving parents in after school clubs and Heart Start training. She has developed a safe place in school for children, named the Tranquillity Den. She has also involved children in lunch time clubs with the aim of developing social skills and friendships.   **Parental Engagement**   * Family learning opportunities **(FAB Club)** around numeracy have been offered for identified year groups. Fab Club has been highly evaluated by parents resulting in staff volunteers delivering for a third time this year. This has facilitated greater numbers of parents being involved in their child’s learning & working in direct partnership with school staff. * A parents walk & talk group now meets in the school weekly & nursery parents are invited to ‘Stay & Play’ with their child on a regular basis throughout the year * All Primary Six learners engaged in a project with “Entrepreneurial me” developed around financial education & enterprise which parents were encouraged to participate in. The investment of money in a successful business project resulted in the profits being donated to a local charity. * Our ISA has involved parents in clubs, training and walking groups. She has organised family events at Lapwing Lodge, inviting parents and children to evening sessions building fires, dens and playing games. She has organised family days out, including a day at the beach and strawberry picking. * Parents were invited to an NSPCC Online Safety Workshop, as this was highlighted as an issue. * Our school App, website, Twitter feed and Facebook page inform~~s~~ parents about school events. * Parents have been consulted throughout the year about their opinions, including a Question of the Month in the school foyer. All classes are utilising SEESAW as a way to showcase academic and other achievements. Parents are keen to comment on this forum and this has proven to be a valuable parental engagement tool. SEESAW will be rolled out in the nursery next session   **Assessment of Children’s Progress**   * Seesaw App has continued to be implemented to profile & celebrate pupil achievements in P1-7. The feedback from all users, learners, parents & staff, has been very positive. It has also been used to enhance communication with parents & has increased parent-teacher engagement. * Curriculum review and an increase in full day places in the nursery has allowed a wider range of high quality learning opportunities to be on offer, indoors & outdoors, which ensures the best experience for all children * Support for learning in literacy & numeracy has been provided for targeted pupils in Primaries 4 & 5. Pupil Equity Funding has allowed for a part-time teacher to be employed solely for this purpose. Learning interventions are carefully planned & progress individually tracked. Our attainment data shows all learners involved have demonstrated improvements. * Pedagogy of Play in Primary 1 has proven to be a success with improvements in Primary 1 Curriculum for Excellence attainment data * Our nurture approach has shown an increase in engagement and improvements in attainment for individual children   **School Improvement**   * School & Nursery have continued to use ‘Question of the Month’ and policy review stations to illicit views as parents/visitors enter the building. Many service users have provided helpful feedback in this way. * All staff have been involved with developing Renfrewshire’s Nurturing Relationships Approach in partnership with the Educational Psychology Service. Successful embedding of the nurture principle and consistent practice across the school has shown the commitment of the school community to improve the school experience for all children * Mindfulness has become a daily occurrence in all classes. The school community has embraced the practice and can see improvements in focus, behaviour and readiness to learn. Soft starts, class check ins, bespoke check ins – Toast Time, the Tranquillity Den and using Do Be Mindful resources and Emotion Works have all supported the nurture journey this year. * Moderation practices throughout the nursery and school has increased staff confidence in their professional judgement.     **Performance Information**   * Attainment Data has shown an increase in attainment in Literacy and Numeracy in most stages in the school. Tracking data has been a big focus this year, and SMT have been using the results to identify gaps in learning which need to be addressed. * Evaluating learning, teaching and assessment and the quality of what goes on our classrooms has been further developed to include visits to & from other establishments. This has supported teachers own self-evaluation of standards & has enriched professional dialogue with Senior Managers. How Good is Our School (4th edition) has been used by staff to support reflection & determine how good our provision is for learners, as we strive towards excellence for all. * Effective monitoring & tracking processes are in place to maximise pupil progress & attainment at all stages. Teachers & Senior Managers regularly scrutinise data to plan & prioritise learning interventions. Through Professional Development & Attainment Meetings, staff and SMT have identified individuals who require support with their learning and discuss potential resources and strategies to help them. Individual targets have helped support children and involve parents in the learning. * A focus on data gathered in school has offered staff an in depth view of what we are doing well and areas for improvement and where gaps appear. This range of data includes attainment in testing across the school, literacy levels, numeracy levels and aspects of health and wellbeing; including attendance at school and at clubs. |
| KEY STRENGTHS OF THE SCHOOL   * A nurturing and welcoming ethos * Highly motivated learners who strive to succeed * Effective collegiate partnerships in school & nursery which are helping to drive improvement * Increased parental involvement in the life of the school * Commitment & support of Parent Council * Community links * Transition arrangements at all points of transfer * Pastoral Care of pupils & staff * Celebrating pupil achievements * Cluster links & partnerships with other establishments * Staff leadership at all levels | | |

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| OUR NEXT STEPS – PRIORITIES FOR 2019-20    We believe that we have made very good progress during session 2018-19 and we will use the  Improvement priorities listed below to build on this progress moving forward. We will be-     * Continuing to improve learners’ emotional wellbeing through developing consistent approaches to Nurture, Mindfulness and Growth Mindset, using a range of approaches. * Developing a Mental Health strategy to enable staff to better support and deal with children’s mental health. * Developing Science, Technology, Engineering and Maths subjects (STEM), through collegiate training opportunities in school & with cluster partners, to ensure consistency of approach & offer opportunities for staff to moderate learners’ progress. * Planning for increased nursery entitlement in August 2020, through reviewing nursery curriculum, practice, policies and planning. * Increasing opportunities for family engagement through a wide range of curricular and recreational activities, fostering positive attitudes to lifelong learning. * Striving to improve the attainment of all pupils in Literacy and Numeracy and across the curriculum. * Develop high quality outdoor learning activities for all stages in the school. |

Full details of the school’s improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.

HAVE YOUR SAY!



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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.