



Renfrewshire Council

St Paul’s Primary School &

Anchor Base

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.



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 Anchor Base, named by the school community, supports children across Renfrewshire who have social and communication difficulties. The school roll has consistently risen over the last 5 years and is expected to increase to 204 for August 2019. This comprises of 8 mainstream classes and 3 base classes to accommodate 24 pupils. The new school building opened in August 2018 providing high quality facilities throughout. These include a separate gym hall and dining hall, a dance studio, an early years play space as well as various small flexible learning spaces throughout. These areas of the school 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. Each classroom has immediate access to the playground, increasing outdoor learning opportunities throughout the day. Our nurture room, named by children and staff as “The Dandelion Den” offers a space to provide targeted support, by trained staff, for identified children.

Our last external validation from Education Scotland took place in February 2015. Self-evaluation and Leadership of Change were identified as particular areas of strength. Together, as a school community, we continue to work to further improve and develop our practice and “create a happy, safe and stimulating learning environment” for our young people.

OUR VISION, VALUES AND AIMS

**Vision**

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

**Values**

**S**piritual, **T**alented, **P**assionate, **A**mbitious, **U**nderstanding, **L**oving, **S**uccessful

**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

KEY STRENGTHS OF THE SCHOOL

* Happy, independent learners who are engaged and motivated to learn
* Welcoming, inclusive ethos with a strong focus on wellbeing
* Pupil views are valued and acted upon with regular involvement in decision making across various aspects of school life
* Children report a main strength of the school being the staff, who care for them, support them and encourage them in their learning
* QI visits confirm that staff use skilled questioning to engage children and promote deeper thinking and learning
* Learning intentions, success criteria and effective feedback are key elements of our daily classroom practice
* Strong focus on wellbeing, inclusion and establishing strong relationships, throughout the school
* The effective use of the new school environment provides a rich motivating context for learning and enhances learners’ experiences.
* Strong collegiate approach and partnership working with a flexible approach to meeting the needs of all our learners
* Staff in the base know the complex needs of learners very well and focus on supporting them in appropriate ways
* Commitment and support of parent council to support our ability to enhance experiences for children with external trips and visits
* Strong proactive approach on achieving consistency and embedding the areas that have a positive impact on pupil wellbeing, achievement and attainment

SUCCESSES AND ACHIEVEMENTS

* Pace and commitment to continuous change to improve learning experiences for our learners
* Very strong long term commitment to develop whole school nurturing relationships for all learners
* Positive use and measurement of Pupil Equity Funding with HT sharing the good practice of the school locally and nationally
* HT pilot of LISN (Locality Inclusion Support Network) for local authority
* Commitment of staff to support new staff to continue the development of initiatives to benefit learners.
* In the last session the school has developed pedagogy, SEAL (Stages of Early Arithmetical Learning) Maths, Writing methodologies, daily Mindfulness sessions and Growth Mindset in order to enhance core areas of the curriculum and improve pupil HWB
* Engagement with parents, offering 2 sessions each week to support Health and Wellbeing
* Continued focus on supporting children who have experienced Adverse Childhood Experiences, with staff engaging in regular trauma informed training and additional CLPL (Career Long Professional Learning) to improve own understanding and practice across the school
* Success in achieving 3rd Eco Flag for continued work towards sustainability
* Successful implementation of pedagogy programme into Primary 2
* Introduction of new transition programme for Primary 1 parents
* 24 children completing the Pope Francis Faith Award Programme with received Parish commendation for their contribution to Parish life.
* Successful STEM (Science Technology Engineering Maths), Maths and Careers weeks providing opportunities for the development of skills for learning, life and work in various contexts
* Participation in local team up to clean up initiative
* Successful transition to new building within an open plan environment
* Successful Scottish Engineering Leaders Awards with 2 children achieving distinction

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

**School Leadership**

* All teachers and some support staff have taken on leadership roles linked to their skills, interests and the priorities in our school improvement plan. These are reviewed annually and allows a collaborative approach to whole school improvement
* One class teacher has attended Compassionate and Connected Classrooms training this session and will lead development across the school next session
* One class teacher has attended Assessment and Moderation Lead training (QAMSO) they will lead and support across the school. Another class teacher was part of the inter-authority moderation working with Education Scotland. Both these leadership developments have supported our staff team to ensure professional judgements are valid and reliable.
* All children are members of school leadership groups across the school. These include Pupil Council, Charities, Fairtrade, Travel Plan & Health and Wellbeing. They are reviewed annually, by the children, to ensure they continue to be relevant to the school community.

**Teacher Professionalism**

* All teaching staff participated in training on Number Talks and Stages of Early Arithmetical Learning (SEAL) with a focus on using concrete materials, pictorial representation and abstract ideas to ensure a solid foundation of number. These have been used to identify gaps in learning and improve attainment in numeracy and maths. There has been a notable improvement in attainment in Maths at P7 this session as a result of this targeted support by teachers.
* All staff engaged in further training on new approaches to Functional Writing. Teachers now deploy a wide range of innovative and creative teaching approaches to motivate children. This has resulted in increased engagement of pupils in writing.
* Another classroom assistant has participated in training to develop her skills in literacy and numeracy. She is now more confident and skilled in supporting children during literacy and numeracy activities.
* All staff have engaged in further training on nurturing relationships and have increased their knowledge of “The classroom offers a safe space” developing a consistent approach across the school. During the session staff requested additional training in supporting distressed behaviours and this was provided for all staff.

**Parental Engagement**

* We have worked alongside UC Mind-solutions to provide fun and informative sessions for parents on Mindfulness and Growth Mindset. Parents understand better the benefits of these and how they are used to support children in school.
* We worked with Active schools to offer weekly parent fitness sessions, this was supported by the Inclusion Support Assistant with positive feedback from those who attended.
* We encouraged our families to support their children’s learning at home, by inviting them into Maths sessions and Reading Café sessions to allow the children to share their learning. Parents reported that this made them feel more confident in helping their children and they enjoyed sharing activities with their children.
* Regular sessions for parents in the base provided opportunities for parents to share concerns and support one another. Outside agencies from health and Educational Psychology department supported these sessions offering advice and support when appropriate.

**Assessment of Children’s Progress**

* Teaching staff met regularly to plan together and discuss assessment activities. They used research and discussion topics, to develop a shared understanding of appropriate activities to assess children’s progress.
* Cluster moderation work has been successful in working towards a clear shared understanding of expectations. Teachers report increased confidence in making professional judgements about children’s progress and in identifying interventions that will make a positive difference.
* Assessment processes across the school are now more consistent and varied depending on pupil need. Staff are creative in designing assessments to demonstrate pupil progress well.
* Our attainment information continues to improve. The number of children in Primary 7, year on year, secure at second level, has consistently increased over the last 4 years, across all the organisers of literacy and numeracy

**School Improvement**

* We have worked collegiately to introduce the development of emotional literacy across the school to improve pupil wellbeing. This programme has proven to be a success. PEF (Pupil Equity Funding) has allowed us to employ PLACE2BE counselling service. The termly reports tell us that children are able to talk about their feelings and emotions very well. We have shared this work with parents and some of them are using this at home. Reports show that over 300 Place to Talk sessions have been held and that individual sessions have improved from high threshold to low threshold.
* Self-evaluation of leadership, learning, teaching & assessment, children’s wellbeing and attainment and achievement has allowed us to demonstrate our strengths and identify areas for improvement.

**Performance Information**

* Robust monitoring and tracking of individual progress allows interventions to be put in place to support pupil attainment. Management support and challenge staff to ensure rigorous processes of assessment.
* Strategies for supporting and challenging children are identified and teachers regularly discuss a variety of assessment evidence to support accurate teacher judgement in line with Curriculum for Excellence benchmarks.
* Members of the senior management team meet termly with groups of teachers to discuss children’s progress. We have revised these tracking meetings to ensure there is a greater focus on supporting the most vulnerable and disadvantaged children. Staff discuss what interventions are in place and next steps for support.

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.

* Focus on improving the Health and Wellbeing of learners, staff and families. Using programmes to support such as Massage, Compassionate and Connected Classrooms, RNRA (Renfrewshire’s Nurturing Relationships Approach) and Emotion Works. Use ARC (Attachment, Regulation and Competency) Trauma Framework to ensure coherence of work across the school.
* Continue to improve attainment in Literacy and Numeracy with training of new staff and by embedding approaches consistently across the school to allow children to make good or very good progress in their learning. Review of Curriculum Rationale will ensure the curriculum meets the needs of our school community.
* Continue to increase distributed leadership opportunities across all staff and learners, empowering them to take ownership of learning and whole school improvements.

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.

We look forward to working with you in partnership this session.

**St Paul’s Primary School & Anchor Base**

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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.