



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

## Standards and Quality Report June 2018

This report will inform you of our progress and achievements in the last session and let you know about our plans for 2018-2019. I hope that you find it helpful and informative.

*Mrs Sharon Mazzoni*

Mrs Sharon Mazzoni  
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 219 pupils in our primary school (P1-7). The school has a very active and supportive parent council. This year, they have worked extremely hard to organise many events throughout the year and have raised a magnificent amount of money. This has been put to very good use through consultation with pupils, staff, parents/carers and partners

The Head Teacher, Depute Head Teacher and Principal Teacher make up the school's management team. Our teachers are keen to lead in areas of the curriculum and we have many Coordinators among them. Our Early Learning and Childcare (ELCC) team consists of a Senior ELCC Officer and 4 nursery officers. We have access to our Early Years Teacher 1.5 days per week. Our Homelink Worker supports children in a variety of ways. 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 and advise staff. Our music instructor visits one hour per week to teach brass instruments. There is currently one full time classroom assistant, 2 full time ASNAs (Additional Support Needs Assistant). We welcomed two new members of staff this year as a result of our Pupil Equity Fund. We now have 1 full time Inclusion Support Assistant and 1 part-time Classroom Assistant. We are supported by a Service Delivery Officer, a full time Senior Clerical Officer, one full time Clerical Officer, a janitor, janitor cleaner, 1 cleaner and 3 people within the catering team.

It is important to us that all staff, parents, pupils and partners feel valued and that everyone is aware of their roles and responsibilities in maintaining the very strong and positive ethos that exists in St. Peter's. Together, staff provide a warm, friendly, safe and supportive environment for learning and ensure that each and every individual has the opportunity to reach their potential.

### **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 welcomed 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.

#### **Our Values**

We value safety, education, health, responsibility, honesty, respect, friendship and success. We live our lives focused on remaining faithful to the teachings of the Gospel.

#### **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 in:

- To be known for our high standards and caring atmosphere
- To offer a curriculum that meets the needs of all and each individual reaches their potential.
- 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
- 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 monitoring and self-evaluation
- To ensure that pupils, staff and parents plan together to ensure careful use of resources
- To allow the Christian ethos shine through 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.

- Most of our children reached expected levels of attainment in Literacy, Numeracy and Health and Wellbeing with almost all in some areas of the curriculum
- We successfully introduced the PATHS programme (Promoting Alternative Thinking Strategies) which is helping all of our children to become more confident when dealing with their emotions and encouraging them to make good choices
- Each class took part in various activities during Maths Week and they experienced very positive learning opportunities while developing their numeracy skills
- Our new Literacy programme to develop Writing skills has been very successful and our pupils are becoming better writers as a result. Attainment in Writing increased at all stages (by 6% in primary 1, 2% in primary 4 and 19% in primary 7) during 2017/2108
- Pupil Voice continues to be extremely strong with every child participating in a Citizenship Group.
- We raised a tremendous amount of money which went towards helping others (LEPRA, SCIAF and MISSIO). Our pupils also raised a lot of money which went towards their own school fund and has helped towards the cost of school trips.
- 12 senior pupils participated in the Pope Francis Faith Award and 3 received commendation from the Parish
- The whole school participated in Renfrewshire Team Up to Clean Up and contributed towards the school playground and surrounding areas looking much cleaner and tidier
- We have continued to contribute to the positive ethos in the Glenburn community and have established a football tournament with 3 local schools (Bushes Pr, Lanraigs Pr and St. Mary's Pr) led by our Inclusion Support Assistant. This will now become an annual event.
- We have established a community group aimed at improving our school grounds in partnership with our Community Engagement Officer from Stronger Communities. Parents, staff and pupils are part of this group and they currently are devising an action plan.

- We have a very high level of participation in school clubs (lunchtime and afterschool) which are organised by school staff, parents and Active Schools
- Our links with our local community police have become very strong and our children have developed a very positive relationship with them as a result
- Our pupils from our Drama Club performed two shows (Christmas and Summer) and they were thoroughly entertaining
- Many of our pupils have been selected to perform in theatre productions in Glasgow and Paisley following successful auditions
- Our Parent Council reached their target of £5000 this year to enable them to buy curtains for the school hall. The curtains are now installed and they look magnificent as well as adding the final touches to our school shows.
- Our school has Fairtrade Status
- We continue to maintain our 2 Eco flags

## **HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT**

### **Leadership**

The whole school community have worked together to create our shared vision, values and aims. Pupils worked together to choose a school motto which is shared at each weekly assemblies.

Positive relationships are key to our successes and achievements and contribute towards our ethos which is built on mutual trust and respect where everyone is valued. Almost all of our teachers have responsibility for a curricular area or aspect of school life. We have parent volunteers who contribute towards planning and implementing the curriculum. Support staff are encouraged and are beginning to seek opportunities to take a lead role within our school too. One of our classroom assistants is undertaking Scottish Vocational Qualifications while gaining her SSSC registration (Scottish Social Services). Four members of our staff team have undertaken the Aspiring Principal Teacher course over the past two years. One of our Nursery Officers is beginning to undertake her BA in Childhood Studies and our Principal Teacher has almost completed her Masters Qualification in Education. The Head Teacher and Depute Head Teacher have participated in the 'Step Back' leadership programme.

Almost all staff are involved in Citizenship by leading a group and children are given leading roles. All pupils are encouraged to be leaders of learning and we established a Digital Leaders Group this year who have carried out some very successful work. Pupils are always asked to carry out duties, e.g. monitoring, buddying, organising the tuck shop, leading various events and leading our monthly Mass in St. Peter's Church. 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.

### **Workforce Professionalism**

Every member of staff engages positively in the Professional Review and Development process which allows them the opportunity to reflect upon their performance and choose areas of priority to develop both personally and professionally. Each year we ensure that all staff are updated in terms of Child Protection and Data Protection. We recently welcomed an Inclusion Support Assistant and an additional Classroom Assistant as a result of our Pupil Equity Fund (PEF). They have become very effective members of the team who work closely with many children across the school. With our staff team growing, it is very encouraging to see the continuous professional learning activities being undertaken by all staff members. This is giving us a wealth of experience and skills to share across the staff team. We build in opportunities to allow staff time to share their knowledge, learning experiences and to develop practice as a result.

## Assessment of children's progress

Our whole school community is committed to ensuring that the learning environment is suited to meeting the needs of all of our children. We strive to ensure that we are Getting It Right for Every Child and our approach is very much focused on early intervention. We regularly meet as a team which includes school staff, parents, agencies (and pupils where appropriate) and we create a plan which is centred around the child. All successes are rewarded and celebrated.

We carry out assessment in Literacy, Numeracy and Health and Wellbeing in a variety of ways. Teachers use the benchmarks within Curriculum for Excellence to determine whether a child is secure at Early (for most by the end of Primary 1), First (for most by the end of Primary 4) or Second Level (for most by the end of Primary 7). We also carry out online standardised assessments which gives us additional information. Teachers are continuously gathering information about pupil progress throughout the year. They have been working on building up a portfolio of pupil work by speaking with children and allowing them to set targets which establish next steps in learning. We very much encourage parents to visit the school regularly for various showcase events, to meet the new teacher in August/September and for Parents' Evenings in November and March so that the progress of each child can be discussed. This year, we have carried out GL assessments in Literacy and Numeracy for pupils in Primary 2, 3, 5 and 6. Pupils in P1, 4 and 7 completed the Scottish Government SNSA Assessment. These have added value to the wealth of information we have on pupil progress.

## Parental Engagement

We have tried to increase parental engagement in various ways. This is an area we need to develop during school session 2018/2019. Our homework club was well attended by pupils but parents were unable to come along and support this. Nevertheless, our attendance at Parents' Evening is always very high with almost all of our pupils being represented and most pupils this year attending with their parent/carer to discuss the child's progress. Parents/carers are keen to come along and offer support when we require adult helpers during the school day and we are very grateful for this. There will be many opportunities for parents/carers to attend workshops during session 2018/2019 and we hope to make effective use of the ipads and large screen which has now been installed in our school hall to facilitate family learning events.

Our Inclusion Support Assistant (PEF) has developed strong and positive relationships with many families which is allowing us to work in close partnership. This is helping to reduce barriers to learning and contributing to ensuring all of our learners are included in positive experiences at school. All of the pupils and families supported have reported very positively about their experiences.

## Performance Information

Our Teacher Professional Judgement results are as follows:

Primary 1	Listening & Talking	Reading	Writing	Numeracy
	97%	85%	79%	94%

Primary 4	Listening & Talking	Reading	Writing	Numeracy
	85%	82%	76%	94%

Primary 7	Listening & Talking	Reading	Writing	Numeracy
	89%	89%	89%	87%

Most of our children reach expected levels of attainment with almost all reaching learning goals in aspects of the curriculum. Writing was an area of priority within our school improvement plan in 2017/2018 and there has been an increase in the levels of attainment within writing across the school. We plan to continue to build on this during next school session 2018/2019.

## **Establishment Improvement**

We use self-evaluation processes to continuously improve the life and work of our school. We do this in a variety of ways and the information gathered forms the basis of our improvement plan. This year, we have participated in many quality improvement activities including work with our Education Manager from Renfrewshire Council who visited classes and engaged in discussion with staff. This has allowed us to reflect upon the strengths of our school as well as identifying areas of development. All staff are keen to use the information gathered to reflect upon practice and plan steps for developing how experiences and outcomes are explored at each stage, leading to better outcomes for all learners.

Our monitoring and tracking process have become more robust and they enable us to regularly gather information about each child focused on GIRFEC and attainment in Literacy, Numeracy and Health and Wellbeing. Parents/carers and partners/agencies are invited to be included in planned discussion, where there is a need, in order to provide some additional support or challenge. We have had an increase in the amount of pupil achievements with almost 90 children attending our annual achievement lunch.

During school session 2017/2018 we have managed to include everyone in developing areas of priority in our school improvement plan. We are very proud of the progress achieved and look forward to our next school session where we will begin to undertake work which will lead to further improvements.

### **OUR KEY STRENGTHS**

- The commitment of everyone in the school community to Getting It Right For Every Child
- Children who are supportive of each other
- 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 fulfilling every day
- Staff willing to develop their professional knowledge and skills and share the leadership of school priorities

### **OUR NEXT STEPS – PRIORITIES FOR 2018/2019**

We believe that we have made very good progress during session 2017-18 and we will use the improvement priorities listed below to build on this progress moving forward.

#### **1. HEALTH AND WELLBEING**

- Mindfulness – to engage all staff, children and their families in a Mindfulness programme which helps teach relaxation techniques and encourages pupils to feel calm and ready to engage in learning
- Growth Mindset – we aim to encourage all pupils to understand that they can achieve their goals with a positive mindset
- PATHS (Promoting Alternative Thinking Strategies) – we are now in year 2 of this programme which is helping children to become more resilient and able to deal with their emotions by making good

choices. We aim, this year, to raise more awareness among parents/carers by organising workshops so that families can learn more about the programme together and can use some of the strategies at home

## **1. LITERACY**

- Writing - We are developing The Write Stuff programme across the school to help our children become better writers. There will be workshops for parents/carers so that there is a clear understanding of the work being carried out in school and children can be well supported at home. Teachers will work closely with a teacher in another school within the cluster; this should help professionals share understanding of levels within the programme and help children to get the most out of a variety teaching styles. Parent workshops will be offered throughout the year.

## **2. NUMERACY**

- Numeracy Moderation – All staff in the St. Andrew’s cluster will meet to discuss learning and teaching within Numeracy and plan a programme of work which will be delivered in their own class. They will meet to agree levels achieved by children which will help staff within Renfrewshire to more accurately share standards and help children in the cluster to enjoy similar teaching and learning experiences

## **3. LEADERSHIP**

- Staff Working Groups – Our teachers who are curricular leaders will organise working groups to ensure that any areas for improvement can be planned and actioned in a systematic and timely manner
- LISN (Locality Inclusion Support Network) – Our Pupil Support Coordinator will attend monthly meetings to discuss effective ways in which pupils who experience barriers to learning can be supported
- Primary 1 Pedagogy – Our Primary 1 teachers will learn about this play based approach to learning and teaching which has been very successful in many schools across Renfrewshire. We will begin to introduce aspects of this throughout the year and provide information to parents/carers through ‘Meet The Teacher’ events and Information afternoons/evenings

## **4. PARENTAL ENGAGEMENT**

- Parental Information Sessions – there will be various workshops delivered this year in relation to our priorities and we hope that there will be many parents/carers or family members there to enjoy learning about our school improvements and to hear about ways in which families can support children at home to achieve their full potential