

# St David's RC Primary School



## Standards, Quality and Improvement Plan *(Session 2016-17)*

### **A Guide for Parents**

*Each year we write a report to:*

- Show the progress made by the school in the previous year.
- Highlight the achievements with pupils, staff, parents and others.
- Identify areas for improvements for the coming year.

## **Our success and achievements in 2015-16**

### **Improvements in performance:**

#### **ELCC (Early Learning and Childcare)**

- All children are developing their Literacy and Numeracy skills very well and the use of trackers helps ensure appropriate pace and challenge.
- Children achieve through taking part in whole school activities as well as joint project work with other nurseries.
- There is a strong focus on community involvement which allows children to develop their skills and achieve out with the ELCC.

#### **Primary**

- Curriculum for Excellence levels and spelling assessments have clearly demonstrated that pupils are making progress from prior levels of attainment in Reading, Writing, Spelling and Mathematics. The school is well placed to further improve attainment levels.
- Children are making very good progress in developing their health and well-being including how to stay safe and healthy. They have a good understanding of emotional health.
- Learners are treated fairly by staff and we are proud of our inclusive and respectful ethos.
- Our continuation of 'themed' weeks allow opportunities for wider achievement in school. Out of school achievements are encouraged and celebrated and displayed in the school.
- Pupils voice is strong in St. David's and all pupils are actively involved in the life of the school.
- Our P5-P7 learners continue to work towards accreditation in programmes including JASS, John Muir and the Pope Francis Award.
- The school continues to supporting a number of charities including; Macmillan Cancer, Missio—SCIAF and Mary's Meals.

## **Learners' Experiences:**

### **ELCC**

- Staff provide broad, varied and exciting learning experiences to meet learners needs and children enjoy learning in the nurturing and safe environment.
- Children enjoy taking risks and are encouraged to see risk-taking as part of the learning process.
- When accessing the outdoors children are learning through active exploration and investigation.
- The ELCC continues to use Online Learning Journals to record children's learning and achievements and identify next steps. These are accessed frequently by parents who have the opportunity to comment on their child's learning.

### **Primary**

- In the Primary stages pupils are very proud of their school and enjoy learning in St David's and celebrating achievements and successes.
- There is a caring nurturing ethos evident in the school which enables learners to learn in a positive, inclusive environment.
- The behaviour in St. David's is of a high standard and all children and staff are treated with fairness and respect.
- Children across the school are given opportunities to be involved in a variety of lunch time and after school activities .
- One to one devices is transforming our learning and teaching and has increased home links with parental involvement in the learning process..
- We provide many opportunities to engage parent/carers in their child's learning and how they can support their child's learning at home.
- Pupils' views are sought and valued through Learners Conversations and St. David's Dens
- Pupils continue to engage in positive work with our neighbouring school.

## **Meeting Learners Needs**

### **ELCC**

- There is a high level of pastoral care, support and attention to ensure the needs of all children are being met.
- Staff are continuing with their responsibilities within the nursery to audit, plan and provide resources to ensure learners needs are being met and challenged,
- Staff work very positively with agencies and professionals to ensure children's needs are being met including the EAL team.

### **Primary**

- Teaching staff meet regularly with the SMT to discuss planning, teaching and learning and to monitor and track pupil attainment and identify next steps including pupils who require additional support or challenge.
- We are continuing to further develop pace and challenge in teaching and learning to ensure consistency across the school.
- Staff are more confident when planning Inter Disciplinary Learning (IDL) resulting in the learning being more meaningful and relevant for pupils.
- The support for learning teacher has a clear remit, regularly consulting with class teachers to discuss the progress of children and to set and review targets. She also meets regularly with the Pupil Support Assistants to plan appropriate resources and tasks.
- All staff are confident in implementing GIRFEC procedures to ensure the needs of all children are being identified and met and continue to work closely with a range of agencies and professionals including the EAL team.
- Staff continue to participate in appropriate training to meet the needs of learners in the school.
- We have a very robust transition programme from Nursery-P1, stage to stage, P7-S1 and for new enrolments.

## **The Curriculum**

### **ELCC**

- Staff provide children with a valuable broad general education. This includes providing rich and meaningful experiences outdoors.
- Children are encouraged to lead the learning and this is evident in the nursery responsive planning.
- Children are provided with meaningful contexts to connect different aspects of their learning to real life situations. This includes areas set up in the nursery, visitors to the nursery and visits to places of interest.

### **Primary**

- The curriculum in St. David's focuses on the child as a learner and allows for breadth and depth of learning, offering challenge and enjoyment.
- The implementation of a variety of progressive curricular programmes ensures that we are working towards consistency with pace and challenge appropriate to all learners.
- Pupils are provided with opportunities to plan and lead their own learning. They also evaluate their work and the work of others and plan next steps in their learning.
- Pupils views are sought in a variety of ways. These views are valued and inform next steps in planning the curriculum.
- St. David's Dens allow all children the opportunity to contribute to leading the learning of the school through whole school initiatives.
- Staff continue to work with cluster colleagues to moderate and assess aspects of Literacy and Numeracy thus increasing staff confidence and accuracy in reporting Curriculum for Excellence Levels.
- The school works closely with the parish and parents in preparing pupils for their Sacraments.
- Transition at all stages is effective and robust.

## **Improvements through Self-Evaluation**

- All staff are actively involved in the annual audit of our current position and in the identification of priorities for the following year.
- Working parties continue to encourage staff to develop aspects of the curriculum, take on leadership roles, share responsibility and work collegiately.
- The school's rigorous on-going quality assurance programme including all stakeholders ensures a culture of reflection, self-evaluation and self-improvement.
- St. David's Dens evaluate the impact of their work in the school and community and report back to their peers.
- Individual, whole school and cluster training ensures that staff training is meeting the needs of all learners.
- Parents/carers are encouraged to evaluate events and provide feedback.

### **Our Improvement Priorities for 2016-2017**

#### **School**

- To continue to develop a progressive Reading programme to ensure the raising of attainment across stages.
- To improve children's health and well-being using a progressive programme of work.
- To further build positive partnerships—developing the young workforce.
- To work towards Rights Respecting Schools Level 2.

#### **Cluster**

- To continue to moderate and assess in areas of Literacy and Numeracy.
- To further develop the Spanish programme Nursery—P7.
- To develop as a community of faith and learning.

This is a summary of our report. A full copy school can be obtained from the school office.