

St. Paul's Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

East Main Street,

East Calder,

EH53 0ES

ABOUT OUR SCHOOL

St. Paul's Primary School is located in the town of East Calder. Our school catchment area serves the villages of East Calder, Mid Calder, Pumpherston and Kirknewton. We also have placing requests from outside our catchment area every year. St. Paul's Primary is a Roman Catholic co-educational school. As a denominational primary school, Christian principles and Gospel values underpin our ethos. Our school has strong links with the local Parish of St. Theresa's and other local churches as we foster partnerships across the wider faith community. Our widespread catchment is reflected in the diversity of our school community. Our Catholic, Christian ethos promotes a safe, happy and inclusive learning environment for all. Our commitment to effective partnership working, self-evaluation and wellbeing enables us to form effective, supportive links with our pupils and families. We are highly committed to ensuring that our learning provision is of the highest quality, with high aspirations for all. We have developed strong working partnerships with our cluster high school, St. Margaret's Academy and our linked cluster primaries. Our pupils and families are proud to be part of St. Paul's school and we are well respected within the local community.

In session 2022-2023, St. Paul's had a nursery class and 6 primary classes. P1-3 were composited (P2/1 and P3/2) with P4-7 single stream classes. The school role fell to just above 120 pupils during session 2022-2023 however the role increased to over 130 by the end of the session. The school leadership team consists of the Head Teacher and 1 Principal Teacher. We currently have 10 class teachers across our 7 class stages and have 2 full-time and 3 part-time Pupil Support Workers. The school also has a support for learning teacher on three days per week, a visiting Brass specialist one day per week and a P.E. Specialist who currently attends on a Friday. The ELC provision is led by the Early Years Officer and managed by an Early Learning and Childcare Support Manager. Our ELC team consists of 5 ELC practitioners and 1 Pupil Support Worker. Our ELC provision provides Early Learning and Childcare across 50 weeks of the year. In session 2022-2023, the class structure at St. Paul's will consist of 7 classes within the primary school setting and the ELC, providing 24 spaces per session.

There is a significant housing development across the community of East Calder with a large construction area in the locality of the school. There are plans underway to provide the school with a significant refurbishment, including a new ELC provision and hall extension as well as the development of the land across the school estate. With a delay now for the extension works – these will now begin during session 2023-2024.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2022-2023 was...</p> <p>To ensure all learners will receive consistent, high quality learning experiences which offer challenge, differentiation and pace in literacy and numeracy.</p> <p>...to ensure that all learners receive high quality learning and teaching experiences in Numeracy.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We created school improvement groups led by curriculum co-ordinators and involving all class teachers and ELC staff. • Staff engaged in improvement methodology CLPL and devised SIP actions plans providing regular self-evaluation opportunities across the year to monitor, review and drive forward whole school improvements. • In Literacy, we worked with the Cluster Literacy Pedagogy officer and our cluster school partners on effective moderation of writing. This collegiate approach developed teacher knowledge and understanding of accurately assessing children's progress in writing and confidence in informing teacher professional judgement. • We continued to embed the WLC Early Literacy Activities Framework and developed our approaches to reviewing the coverage of EY trackers for Literacy and Numeracy. Staff are developing their confidence in the use of the EY trackers and using this information to inform and develop purposeful play experiences. • We embedded a writing assessment framework across every level and engaged in school based moderation activities. This continued to inform and develop teacher professional judgement of pupil progress and attainment. • All staff engaged in Quality Assurance activity looking at approaches to the teaching of reading. We engaged in CLPL with the cluster Pedagogy officer to begin developing a reading framework to be implemented across the school. • We continued to review our Literacy Programmes across the school with continued focus on the development of reading and refreshed materials. • Our Support Staff received training on approaches to teaching reading with the cluster Literacy Pedagogy Officer to develop their knowledge, understanding and confidence in helping to support children's reading across the school. • We maintained our focus on developing family engagement opportunities with a focus on reading this session. We planned and implemented a successful whole school play, stay and read session for World Book Day which was positively received. • All staff continued to engage in self-evaluation of learning, teaching and assessment and had the opportunity to engage with the theory of 'Visible Learning' (John Hattie 2018) to consider and begin to evaluate their own impact on pupil learning. • Our Support for Learning Teacher worked with the Numeracy Pedagogy Officer to develop the use of the Numicon Recovery Programme. A small scale intervention was planned for targeted individuals using this approach. • All teaching staff engaged with their class data at regular intervals across the school year to identify and plan appropriate interventions for Literacy and Numeracy for specific individuals and class groups. Teaching and learning approaches were tailored to match planned interventions to address gaps in attainment. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners across all stages have continued to benefit from receiving a structured framework of assessment in writing, leading to improved teaching and learning approaches and enhanced teacher confidence in assessing pupil progress. • Learner engagement in reading has been enhanced as a result of the review of reading programmes, reflective practice of teachers and additional training of support staff. • Learners across all stages have continued to make very good progress in literacy and numeracy, with almost all learners at P1, 4 and 7 achieving expected levels of attainment in Reading and Listening and Talking. Most learners are achieving expected levels of attainment in Writing, Numeracy and Maths. • All staff feel confident or very confident planning high quality learning experiences in literacy using the WL Progression Pathways. All staff feel confident using the writing framework to plan, teach and assess writing. All staff feel confident using new resources and approaches to plan, teach and assess effective and challenging reading lessons. • All staff feel confident planning, teaching and assessing in Numeracy using the WL Progression Pathways.
<p>ELC</p>	<p><u>ELC 2022 - 2023</u></p> <ul style="list-style-type: none"> • Staff offer experiences and activities based on the learning needs of the children and take account of Curriculum for Excellence (CfE) early level experiences and outcomes

	<p>and West Lothian early level progression trackers, ensuring effective learning and progression</p> <ul style="list-style-type: none"> • Staff observations were audited to inform next steps required to improve staff practice in literacy and numeracy • Staff/key workers record and monitor children's individual learning using online learners' journals which are also accessible to parents / carers • All planning in the nursery is responsive to the children and staff incorporate relevant learning experiences using their interests, recorded within our floorbooks • A new numeracy lead has been delegated by the EYO who has also been supporting the staff member to embed numeracy throughout the nursery. • The robust tracking procedures are in place and learners are accessing provocations that challenge and support appropriately. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Staff are more confident in providing opportunities for learners to build oral language skills through singing, rhyming and stories. • Stay and Play and Stay and Sing sessions have taken place regularly throughout the year to provide opportunities for families to be engaged in their child's learning. Parental feedback shows that these sessions are valued by parents. • Staff have continued to develop their practice and confidence through their individual leadership roles. All staff have undertaken professional development opportunities and this has reflected positively on the learners.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2022/2023 was ...</p> <p>...identified children and groups will continue to be supported with targeted interventions and supports.</p> <p>...all learners will benefit from a strategy of universal supports to ensure equity for all.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress. What did we do?</p> <p>The school was awarded £19,600 of Pupil Equity Funding (PEF) The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning. 15 priorities were planned and 7% of these priorities were fully achieved with 73% making good or better progress (20% moderate progress). PEF was used effectively to recruit a Literacy Pedagogy Officer and PEF Lead to oversee all equity priorities across the school, to provide training for staff in literacy approaches and interventions. PEF was also used to part fund two additional pupil support workers to help support the needs of identified learners. Interventions this year have focused on increasing attendance, engagement, addressing gaps in literacy and numeracy, and supporting life skills. Examples include: learning support packs for targeted pupils, phonics intervention, targeted focus on writing and reading core targets and maths recovery sessions</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • High frequency word recall has improved for identified learners in Primary 2 • Identified learners in Primary 6 and 7 have improved reading fluency • Identified learner in Primary 7 is now attaining expected level in reading • Identified learners in Primary 2, 6 and 7 have made progress towards core writing targets • Numeracy baseline assessment were carried out at the end of session. Data was interrogated to identify gaps in learning. Targeted interventions planned for learners. Professional dialogue during transition highlighted progress made and next steps for learners. • Attendance for identified learners has remained consistent just below 90% for most identified learners • Participating in life skills sessions has improved listening and talking skills for identified learners
<p>ELC</p>	<ul style="list-style-type: none"> • Keyworkers have worked closely with SALT to support individual children to reach their targets.

	<ul style="list-style-type: none"> • Staff have built confidence in the use of Renfrew testing resulting in more accurate assessments and tracking of progress. • Staff have worked on strengthening relationships with wider agencies which has resulted in improved support for individual children. • EYO interrogated data from ELC trackers to ensure appropriate support was in place for all learners • Personal plans are reviewed regularly, in partnership with parents/carers, to ensure pupils' needs are met. • Transitions were effectively planned for learners entering both the nursery setting and Primary 1. • <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Staff are more confident in accurately updating personal plans and will continue to develop this next session. • Child Planning Meetings have taken place involving key nursery staff, parents, the school leadership team and partner agencies for all learners requiring additional support and also for those requiring enhanced transition into the nursery setting or Primary 1.
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2022/23 was to ...</p> <p>...ensure that our pupils experience a health wellbeing curriculum relevant to their current developmental needs and which develops pupil understanding and awareness of the importance of ensuring mental health and wellbeing.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • We interrogated the health and wellbeing data using children's self-reporting, school ethos survey information and Shine survey information to shape health and wellbeing experiences for pupils across the school. • We continued to implement a health and wellbeing recovery curriculum that continued to support resilience building, emotional regulation and a focus on mental health and wellbeing. We implemented the Zones of regulation and Emotion Works programme across the school with regular input at school assemblies from our Support for Learning Teacher. • The Support for Learning Teacher provided CLPL for school support staff to ensure that a shared language around the Zones of regulation and Emotion Works was used across the whole school. • We implemented our 4 context plan with ELC parents and developed a similar model for the school, to ensure that our curriculum be refreshed as part of a review of our Rationale. • Our Health and wellbeing champion led a working group to devise a health and wellbeing action plan for the school year and reviewed this regularly to ensure all learning was well matched to pupil need. • We provided pupil leadership opportunities in health and wellbeing through our mini champs who assisted in planning a series of wellbeing opportunities across the year, including a focussed 'Wellbeing Week, with themed days and opportunities for parental engagement. • All staff completed CLPL on supporting mental health and wellbeing with a focus on examining the impact of Covid 19 on young people (PolicyHubScotland) • All staff completed a refresh on developing nurturing classrooms, which included the theory of childhood trauma on pupil behaviour and communication. • Staff continued to implement the use of SCARF (Safety, Caring, Achieving, Resilience, Friendship) to provide further depth and breadth of learning in health and wellbeing for pupils. • We provided ASN pupils with wider wellbeing opportunities to develop self-help/self-care skills such as local planned outings. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Almost all children report that they feel safe in school and that staff treat them fairly and with respect. • Most children report that they have a trusted adult to speak to if they feel upset or worried and that they feel supported with their school work. • Most children feel that they are taught to make healthy choices.
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	<ul style="list-style-type: none"> Children self-report against the wellbeing indicators and data shows that almost all learners report 'Green' in all of the wellbeing indicators.
<p>ELC</p>	<ul style="list-style-type: none"> Health and wellbeing continues to be at the forefront of the nursery and all staff are aware of the Vision, Values and Aims. New children were consulted about the Vision, Values and Aims and can now sing their vision song. Good relationships have been formed and are evident within the nursery. Children feel settled and happy to approach members of staff. Staff are continuing to develop their understanding of nurturing approaches and language. There are knitted characters for each of the wellbeing indicators which the children have access to throughout their nursery session. Staff model the language of the wellbeing indicators and share with parent/carers when their child has shown good understanding of one of the indicators. The Thinking Box is used to develop learners to identify emotions and how to regulate emotions. Staff model this through daily interactions. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Learners are familiar with the Wellbeing Indicator characters and interact with characters through their play. They are showing understanding of the wellbeing indicator vocabulary Parents are becoming familiar with the terminology and the impact on their child through regular staff communication. Parent feedback shows that parents feel that the nursery setting is a respectful, welcoming and nurturing environment for learners and their families. Parent feedback indicates that they appreciate the regular communication and updates provided including: personal plans, learners' journals, communication board and weekly app notifications.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2022/2023 was to ...</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> We continued to develop a robust and sustainable digital strategy this session. An audit of our classroom technologies demonstrated a positive ratio of devices per pupil with all pupils having access to suitable devices where appropriate. We continued to build on the success of our Digital Resilience award, refreshing pupils' contracts and having a continued focus on maintaining informed attitudes to appropriate use of technologies in the classroom. Our digi leaders continued to provide support across all classrooms enhancing a sustainable strategy for the development of these skills across the school. Microsoft Teams is now embedded into daily practice as part of teaching and learning. Our upper school pupils engaged in digital transition projects including producing a Sway presentation for new pupils to the school. Our Upper school have continued to develop programming skills through the application of coding, spheros and lego technology. Block play has been implemented at all stages of the school with some classes planning for creativity (STEM) themed afternoons. We will continue to evaluate and develop this next session. We will continue to review and refine our skills for life, work and learning framework and continue the introductory work we have done to review the curriculum at St. Paul's. Our skills for learning, work and life framework is now embedded into teaching and learning plans. Staff regularly plan experiences for learners across the school which have explicit links to skills for life, learning and work. Our P2/1 class engaged with West Lothian College to introduce woodworking at this level, with staff attending CLPL and delivering both joint sessions and independently taught sessions within the P2/1 classroom. We will continue to develop this next session. We have re-introduced opportunities to engage with the wider community, seeking opportunities to link with the local building developers as well as regular visits by our ELC children to local shops and the library. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Learners continue to demonstrate high levels of engagement when using digital devices as part of learning and teaching. The school's Digital Lead ensures devices are maintained so they are readily available.

	<ul style="list-style-type: none"> • Following the success of the CRIS Award, learners continue to engage in monthly assemblies from Google's Be Internet Legends ensuring breadth and depth of knowledge and class teachers provide opportunities for discussions around Cyber Resilience. • Learners in P4-7 continue to use TEAMS in everyday practice. Primary 7 have engaged in transition projects lead by the secondary school which has further developed learners' Digital Literacy skills. • Practitioners have engaged in online training courses in Seesaw and TEAMS provided by the Local Authority and the school's Digital Lead to ensure learners can engage with online platforms to enhance and support learning.
ELC	<ul style="list-style-type: none"> • Transitions are robust and carefully planned throughout the year with a strong focus on children moving from N5 to P1 during the last term. • Nursery learners have benefited from building relationships with the Primary 6 learners through the 'Buddy' programme helping to further develop their confidence and independence. • The Promethean panel has been a great addition to the nursery, providing so many rich experiences including researching, yoga sessions and educational games. • Children regularly visit the local community and it is an integral part of nursery life. There is a strong focus on outdoor learning and learners benefit from weekly forest sessions. • The Curriculum Rationale was refreshed involving learners, staff and parents. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • There was a smooth transition into Primary1 for learners and they were able to quickly follow routines. • Observations have shown that learners are confident in the use of the iPad and promethean board. • Learners can confidently share their ideas about what they would like to learn and how they would like to do this.
<p>5.</p> <p>Developing In Faith Theme 'Honouring Jesus Christ as the Way, the Truth and the Life'</p> <p>Our specific outcome for 2022/23 was to demonstrate our commitment to the search for wisdom in life, to the pursuit of excellence, through the development of each person's unique God-given talents and to uphold the moral teaching, faith tradition and Sacramental life of the Catholic church.</p>	<p>We have made very good progress What have we achieved?</p> <ul style="list-style-type: none"> • We plan various opportunities for our pupils to 'encounter' Jesus through daily prayer, reflection. • We use our patron school saint, St. Paul to provide a good role model of values for our school and use opportunities across the year to explore other Saints such as St. Andrew to demonstrate what we can learn from their example of strong faith. • We regularly visit and use our school values as in integral part of school life such as being part of our school badge and at school assemblies. • The Charter for Catholic Schools is displayed in the school with all staff refreshed on its content annually. • We provide wider pastoral support for all pupils and are strongly committed to developing positive partnerships working with our families. • GIRFEC is at the heart of our schools work. Our pupils have opportunities to lead the health and wellbeing school priorities through our mini-champs roles. • We offer wider opportunities for pupil achievement such as the Pope Francis Faith Award. • We offer a variety of opportunities across the school year for our pupils to commit to various forms of service such as fundraising and community links. • We plan effective transition programmes for our pupils and work in partnership with St. Margaret's Academy to provide supported experiences. • Our R.E. curriculum at all stages is based on 'This Is Our Faith' with our relationships guidance following appropriate church guidance. • Our school Mass programme and whole school assemblies provide opportunities for children to experience prayer in their lives. • Our sacred spaces in classrooms display appropriate liturgical colours with seasons and feast days highlighted for children. • We work in partnership with out Parish priest to plan and celebrate Sacramental programmes.

	<ul style="list-style-type: none"> • We actively share Parish news with our school community as an integral part of newsletters and through our school App. • We actively promote Catholic Education week with our pupils in school as an annual themed week within the R.E. programme. Our staff attend a locally organised Mass which is planned in partnership with local authority secondary schools.
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Attendance and Exclusion Data

Attendance at St. Paul's PS is consistently high with an overall percentage rate above 93%

There were no school exclusions during session 2022-2023.

School Engagement with Parents and Stakeholders

At St. Paul's PS, we encourage our parents and stakeholders to be actively involved in children's learning across both the school and ELC. The contribution and engagement of stakeholders and parents is offered through a range of opportunities across the school year. Examples of this include:

- Our parent council is very supportive and plays a vital role in supporting the school. Regular meetings across the session provide opportunities for the school management team to share information and seek feedback on whole school improvement priorities.
- Our parents and pupil response rates to the West Lothian Council Ethos Survey demonstrate high confidence levels across almost all aspects of school life.
- Reporting on and evaluating school improvement progress is carried out through Newsletters, Parent Council meetings and our school app. We make regular use of Microsoft forms to gather parental views on improvement priorities and consultations.
- Termly SWAY newsletters provide opportunities for parents to engage in the life of the school with updates on pupil learning and key school events. We regularly evaluate the information we send out to parents to ensure that it is both timely and well matched to parental interest. Results of any data gathered is shared with parents.
- Our P4-7 pupils have been involved in leading and influencing change in our community with a range of pupil leadership groups (Health and Wellbeing, Digi- leaders, Eco Warriors, Charities and Fundraising and Pupil Council). Each leadership group has an action plan for the session ahead to plan and implement positive change in each area across the school.
- We consult with wider partners to inform next steps on our improvement journey.

Our Wider Achievements this year have been:

- P6 Cross country, girls 1st Place achievement and Boys 2nd place achievement
- WLC Euro Quiz winners – competing in national finals
- Participation in Woodworking project
- Participation on Local MOD - winning the Gold badge and the Òran-Gnìomh Luchd-Ionnsachaidh Shield
- Launch of new school choir
- Whole School Health Focus Week
- Fischy music in school linking to school Health Week
- Continued successful engagement in online learning platforms: Seesaw (P1-3), Microsoft Teams (P4-7)

- Successful Partnership working with West Lothian College on Woodworking Project with Early Level
- Termly SWAY newsletters
- Celebrating the Sacraments of Reconciliation with P3
- Celebrating the Sacrament of Confirmation with P7
- Celebrating the Sacrament of First Holy Communion with P4
- P7 Residential School Camp Experience
- Whole School Fundraising for SCIAF Turkey/Syrian Earthquake Appeal
- ELC fundraisers for Children In Need
- Buddy Programme for P7-P1 – P6 as part of transition
- Development of pupil leadership roles across P4-7
- Successful Sports Day
- Whole school Christmas Nativity – return to parent audience in School
- Successful Class assemblies with opportunities for ‘Stay and Share Our Learning’ with parents
- After School club experiences : Football, Basketball and Multisports
- Participation in East Calder Gala Day – Art Competition winners across the school, the school children walked in the Gala Day and P6/7 entered at Gala Day relay team
- A successful Career’s Day for P5-7 pupils

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Very Good

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children’s progress	Good

+Delete if not relevant

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)