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**Saint Patrick’s Primary School**



**Standards and Quality Report**

**for Parents**

**September 2015**

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| Improvements in Performance |
| **Strengths**  • The reciprocal teaching approach is now embedded across all stages and this    is having a positive impact on children’s learning. A focus group of pupils    commented that ‘They were well trained in Reciprocal Reading’ and that ‘It    makes you really think’.  • Analysis of data from P.3 Screening, P.1 Baseline assessments and GL   assessments has been used effectively to identify those pupils needing   additional support and challenge.  • Pupils are provided with a wide range of learning experiences, including   collaboration with partners to plan learning, e.g. one of our parents works in a   bank and provides input at second level for our P.5-7s during Financial   Education Week  • Attainment and achievement of individuals and groups is recognised and   celebrated at assembly through weekly certificates and the children say that   they like this.  **Area for Development**  • Further develop our means of tracking Outcomes and Experiences to ensure   coverage and progression in knowledge and skills. |
| Learners Experiences |
| **Strengths**  • Pupils are involved in setting their own targets and these are on display in the   classroom.  • There are a variety of opportunities for pupils to showcase their learning   through profile folders, displays of work, annual open afternoon & assemblies.  • Pupil voice is genuinely facilitated through well established pupil groups such as   JRSO, Pupil Council, Eco Schools Committee, RRS and our Sports Committee.  • We have excellent links with our Active Schools Coordinator and our pupils   benefit from many breakfast, lunchtime and after school clubs, some of which   are run by parents or staff/coaches. There has been a steady increase in the   number of participants in these activities and we have also increased our links   with clubs in the community, namely Funk Forever, Kirktonhill Tennis Club and   Loch Lomond Rugby Club. This along with other initiatives resulted in a Sports   Scotland Gold Award, the first school in West Dunbartonshire to achieve this.  • Children’s knowledge and understanding of the world is developed through   fundraising activities and their work on global citizenship. We received a   UNICEF Recognition of Commitment Award in February 2015 and are currently   working towards Level 1 Rights Respecting School Award.  **Area for Development**  • Develop a system so that teachers are provided with feedback following on   from pupil dialogue with members of the management team. |
| The Curriculum |
| **Strengths**  • Our pupils benefit from and are enthused by a number of special   collaborations with partner agencies, e.g. Music Motivator (P.4), Clyde in the   Classroom (P.5), Pope Francis Faith Award (P.6), Experiential Learning (P.7).  • Staff at the same stage share Non Class Contact Time and use it to plan    collaboratively.  • There is a planned programme of transition for children transferring to P.1    and S1 including visits for children and meetings for parents.  • All children and staff are familiar with the Primary 1 French programme.   Teachers have started to integrate French into everyday classroom routines.   Children display a positive attitude to language learning.  Primary 6 & 7 receive    additional language lessons to extend their knowledge. Staff have attended    CPD to improve their knowledge of approaches to deliver the French    curriculum. Two staff have completed a course run by the local authority and    two members of staff  attended an intensive 1 week course in France during    the summer holidays.  **Area for Development**  **•** Develop the use of our P.4-7 open area to create a STEM Hub, with a focus on    strengthening existing partnerships and establishing new ones. |
| Meeting Learning Needs |
| **Strengths**  • As a result of commitment to regular TLC meetings, staff have an improved   understanding of formative assessment strategies. This is used to make   judgements about children’s learning and to identify next steps.  • Provision for Additional Support Needs pupils was highlighted as a strength   during our recent validation visit. Support plans are regularly reviewed and   updated accordingly and there is a whole school overview of staged   intervention. Very good deployment of our learning assistants ensures that   children are well supported.  • Peer learning visits allowed staff to observe the reciprocal teaching approach   at another stage, leading to a better understanding of progression in learning.  • Regular target setting meetings enable class teachers to discuss pupil   progress with the head teacher. Next steps/action points may be identified.  • Our well established Seasons for Growth programme ran two groups this   session for P.4-5s and P.7s. Parents rated the programme either ‘very good’ or   ‘excellent’ and they commented very positively about the benefits of the   programme for their child.  **Area for Development**  • Identify opportunities for outdoor learning and build a bank of resources. |
| Improvement Through Self-Evaluation |
| **Strengths**  • During teacher Professional Review and Development meetings there is a   clearer focus on the impact of professional learning activities in relation to   teaching and learning and school improvement.  • Feedback from forward plan monitoring is useful in terms of informing future   planning.  • Teachers’ evaluations of learning and teaching inform next steps.  • The Senior Management Team  observe teaching and learning and provide   feedback to teachers.  • Staff carried out an interim audit of the school improvement plan and were   involved in various self evaluation activities, which informed the school   improvement plan and standards and quality report respectively.  • The school values the views of the children and Senior Management Team   engage in pupil dialogue each term to give them the opportunity to comment on   their learning, how they know they’ve been doing well and their views on the   wider life of the school generally.  • The views of parents are sought through evaluations of class assemblies and    parents receive feedback with regard to their suggestions through the    monthly newsletter.  **Area for Development**  • Continue to develop ways in which we gather the views of staff, children,   parents and partners. |

   
  
 *This report fulfils the*

*school’s duty to inform*

*parents and carers*

*of its priorities*

*for improving the education of pupils.*