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THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES

Standards, Quality and Improvement Plan for St Peter's RC Primary School



St. Peter's RC Primary aims to provide a learning environment of the highest quality where all pupils are happy, confident and secure; and where each child acquires the necessary skills for learning and skills for life, in an atmosphere which values and respects each individual and encourages working together in partnership for the good of all, in accordance with our Catholic faith

Standards and Quality Report for session: 2012-13
Improvement Plan for session: 2013-14

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Standards and Quality Report

1. The school in context

St Peter's Primary School serves a large catchment area, which includes the Roman Catholic parish of St Peter's and parts of the parishes of St Columba's, the Sacred Heart, St Albert the Great and St Patrick's. The main parishes, the first three named above, have particularly close links with the school.

The school roll is 402 divided into a fourteen class organisation. The Nursery class provides 30 morning places and 30 afternoon places.

The Head Teacher has been in the post since January 2013. The senior management team is made up of the Head Teacher, two Depute Head Teachers, who each have a class teaching commitment, which allows them to support the learning and teaching throughout the school, in addition to their management responsibilities and the Business Manager. There are 21 class teachers, some of whom are part time. The Nursery is staffed by one full time teacher and two full time Early Years Practitioners. Learners are supported by two part time Support for Learning teachers (3.25 days and 1 day.) There is a part time specialist Physical Education teacher (2 days).The teaching of I.C.T. and Art is supported for one day each. Two string instructors visit for one day per week. Support staff comprises of a school administrator, school support assistant, 12 pupil support assistants, three Early Years Practitioners, a dining supervisor and a Service Support Officer.

7% pupils receive support for English as an Additional Language for half a day until October, increasing to a full day thereafter.

The district secondary school is St Thomas of Aquin's R.C. High School.

The P.T.A. plays a very large part in creating the warm ethos which exists in the school by organising family, social and fund raising events. A Parent Council replaced the School Board in September 2007 as required by the Scottish Schools (Parental Involvement) Act 2006.

There is a very popular breakfast and after school care club catering for pupils from P1 to P7.

2. School's self evaluation

1.1 Improvements in performance

Standards of attainment over time	Overall quality of learners' achievement	Impact of improvement plan
<p>Almost all of the Nursery children are making very good progress in their learning. Most children can share their ideas confidently. Children listen well to instructions and respond enthusiastically to questions during class/group discussions. They talk with confidence about their learning, using their Floor Plan as a prompt. Effective transition arrangements are in place to enable P.1 to build on the progress made. Across the school almost all learners are seen to be making good progress. Staff have assessed pupils as developing, consolidating or secure using City of Edinburgh Significant Aspects. SMT/pupil discussion about learning sheets have been used in all classes. Throughout the school most pupils are making good progress in Literacy and Numeracy. Baseline and Progress tests in P.1 indicate good progress for almost all pupils. Standardised Tests are used from P2-P7 in Reading and in P.4 and P.7 for Maths. A new electronic tracking grid is being utilized and pupils' test scores for numeracy and literacy are tracked. Teachers use assessment results to inform their planning and next steps. The Nursery staff have piloted the City of Edinburgh Council Literacy and Numeracy Planning and Assessment tools.</p> <p>Children across the school speak confidently about their school and their learning. Children listen carefully and take turns when speaking and are polite and articulate. They are confident when discussing their learning. The SMT often hold learning discussion meetings with groups of pupils from Nursery to P.7. Accelerated Reading has been piloted from P.4-7 and with individual children in younger classes. This was introduced to raise attainment in reading, but there have been varying degrees of success. The overall impact of Accelerated Reading was not significant enough to continue with it. Writing across the school is of a high standard. The pupils write for a variety of purposes, focussing on different genres which are shown in planning folders e.g. Persuasive and Report Writing. Pupils use two stars and a wish to indicate/discuss what would improve their learning and inform their next steps. Most pupils can transfer their literacy skills to other aspects of the curriculum.</p> <p>Number Counts strategies have been introduced across the school. Using Number Counts in P1 has led to an increase in the Progress Test scores and teachers report that pupils are using greater numbers to add and subtract. We are making good progress in developing Numeracy across the curriculum and linking Numeracy to real life contexts e.g. through the whole school Financial Education focus and organising charity fund raisers.</p> <p>P6-7 classes benefit from highly positive residential experiences to Benmore and Lagganlia. This session our P7s went to Benmore with P7 pupils from St Mark's, one of our Cluster schools. Our P4-7 pupils are invited to join various committees e.g. Pupil Council, Enterprise, Eco, Health and JRSO. We celebrate Achievements and Wider Achievements of pupils and staff in class, at assembly, by announcing over the school tannoy system, in newsletters and by displaying photographs on the Achievement Board and on the school website. In the Nursery we have a new achievement display celebrating children's success and achievements are shared through the Nursery blog. Class wider achievement booklets are created at the beginning of each session and are shared with SMT and new members of staff.</p> <p>We are working towards our Eco School Green Flag and our pupils are aware of sustainability issues and pupils, parents and Nursery children tend our garden. Harvested vegetables are cooked, used for snack or sold. P.1-3 have opportunities to develop the school garden. All pupils are encouraged to visit and observe the changes within the garden. This year we developed a link with Waitrose and were involved in their Grow and Gain project.</p> <p>IMPACT OF THE IMPROVEMENT PLAN</p>		

We have an appropriate improvement plan in place with identified priorities. Each member of staff is a member of a school working party and good progress has been made in all working parties. The school improvement plan has a positive impact on the life and work of the school and is regularly evaluated throughout the year during staff meetings.

What are we going to do next?

Further develop pupil groups.(Priority 4)

Further develop On Track with Learning. (Priority 3)

Further improve mental calculations. ((Priority 2)

Children identify clubs/activities which senior pupils will help to organize and lead. (Priority 3)

Introduce and implement new resource 'Literacy Evolve' to help improve skills and raise attainment in literacy. (Priority 2)

Further develop links with Waitrose. (Priority 1)

Further develop tracking of wider achievement. (On going work of school)

2.1 - Learners' Experiences

Learners are motivated, eager participants in their learning.	Learners make good progress in their learning.	Learners know their views are sought and acted upon. They feel valued.	Learners feel safe, nurtured, healthy, achieving, active, included, respected.
<p>Almost all learners in the Nursery class are highly motivated and can speak confidently about what they are learning. They feel safe, secure and continue to develop in confidence.</p> <p>Across the school, most children are motivated and keen to learn. When given the opportunity, children work well together in pairs and in groups. Interaction between children and staff is very positive and respectful. All children are treated with respect and fairness, and staff know them well as individuals. Most children feel safe and secure. Almost all children are enthusiastic about their learning and keen to do well and can confidently talk about what they are learning and how to improve it. All staff share learning intentions with the children and together they decide on the success criteria. All staff use formative assessment strategies to assist learning. Almost all learners are motivated and contribute well in lessons. All learners work with the teachers to plan their learning, identifying initially what they already know and what they would like to find out more about and are able to reflect and evaluate their learning. Some learners are very confident and articulate and benefit from the extended independent and group learning activities provided.</p> <p>There is a good range of learning opportunities to support the range of learning styles. Many of the classes use Critical Skills or Co-operative Learning strategies. Most learners are making good progress from their prior levels and show increased skills in discussing their learning and what they need to do to improve. Peer/self-evaluation is particularly evident in all areas of the curriculum.</p> <p>Take 5 sessions, stars and wishes and PLJs have supported learners to reflect on their achievements and in planning next steps for learning.</p> <p>There are good opportunities for pupils to be involved in school and in the community and a wide range of fund raising for St Columba's Hospice, Clic Sergeant, SCIAF, Mary's Meals, CHAS and Richmond Hope and other events which has encouraged all learners to feel successful and take responsibility. Children represent the school in the wider community and have developed links with St Columba's Charity Shop, Royal Bank of Scotland, Waitrose, Morningside Library, Oaklands, Cluny Lodge, Open Door, St. Joseph's Home for the Elderly and the three parishes of St Peter's. New links are being developed with St Ursula's School in Tanzania through the Twende Pamoja programme.</p> <p>Learners know that their views are sought and acted upon. We share results of questionnaires with staff, pupils and parents and together look for ways to make improvements. Improvements are highlighted in newsletters and the website.</p> <p>Learners have increased opportunities to participate in Outdoor Education, lunch time clubs and extracurricular activities e.g. school choir, skiing, basketball, cheerleading, chess, etc. The school choir have performed at numerous venues. Almost all P.6-7 have achieved the Bronze Award for JASS. The hugely successful P.6-7 production of 'The Lion King' provided opportunities for the pupils to take leading roles in its production and organisation. A large number of parent volunteers and staff members helped to make the show such a success.</p> <p>An increased focus on outdoor P.E. has enabled a significant improvement in the P.E. across the school. The P.E. specialist, teachers with P.E. qualifications and high quality coaches offer a wide range of activities which almost all pupils participate in fully.</p> <p>Pupils engage well in a wide range of learning experiences both indoors and outdoors. The pupil council has been actively involved in gathering views about use of outdoor play area and improvements have been made as a result.</p> <p>Pupils support each other through reading and playground buddy programmes. Cooperative Learning and Circle Time promote mutual respect and develop social skills. Effective pastoral care procedures are in place to ensure that children feel safe, nurtured, healthy, achieving, included, active and respected.</p>			
<p>What are we going to do next?</p> <ul style="list-style-type: none"> • Further enhance the use of the school's outdoor space. (Priority 1) • Further develop the use of Progression Pathways in all curricular areas. (Priority 2) 			

- Further develop Up, Up and Away resource to develop literacy skills. (Priority 2)
- Provide parents with termly class newsletters. (Priority 1)
- Continue to plan whole school themed weeks termly. (Priorities 1+3)
- Further develop Big Writing lessons in P.2-7 from start of the year and in P.1 from January. (Priority 3)
- Identify additional emergent writing opportunities for Nursery pupils. (Priority 2)
- Build on success of after school clubs to develop clubs for younger pupils. (Priority 3)
- Review PLJs. (Priority 2)

5.3 - Meeting Learning Needs

Tasks, activities and resources	Identification of learning needs	The roles of teachers and specialist staff	Meeting and implementing the requirements of legislation
<p>Staff increasingly take account children's interests to plan experiences. Within the Nursery staff respond to children's ideas which informs their planning on a daily basis. Staff know children and families well and are very responsive to their individual needs and circumstances. Across the school clear instructions and explanations are evident in all classes.</p> <p>The organisation of the P.1 Literacy and Numeracy groups have helped to support and challenge the children, as have individual targets. Staff are very aware of their responsibilities in supporting children requiring additional help with their learning and are well supported by the two SFL teachers.</p> <p>Learners who require additional support are promptly identified and through discussion with parents and outside agencies. Getting It Right For Every Child (GIRFEC) Children's Planning Meetings are held regularly to work with parents, school staff and outside agencies to make sure that every possible support is put in place to enhance learning. These Child Planning Meetings show effective partnership between parents, staff, pupils and partner agencies. On occasion, pupils are invited at the end of the meeting. Positive outcomes have been evident following clear short term tasks/activities set at the end of each meeting which are then followed up and reviewed. The core principles of Getting it Right are becoming more embedded within the school and staff are familiar with and use the GIRFEC circle when considering barriers to learning. Piloting of the city of Edinburgh Council planning and assessment toolkits has identified individual pupil needs. As a result of that staff can plan accordingly.</p> <p>To support EAL pupils in the Nursery with their transition, the Early Years Practitioner worked with parents on literacy strategies. This work was recognised as very good practice and DHT and Early Years Practitioner disseminated this work at a Sharing the Agenda session with City of Edinburgh colleagues. Individual Education Plans are used to support children with a high level of needs, which may be on a short or long term basis. Targets are set and reviewed regularly with staff, parents, partner agencies and pupils. The SFL teachers liaise with class teachers and Learning Assistants to devise programmes which the Learning Assistants can follow. Teachers and Learning Assistants share these targets with the children on a daily basis. All staff have shown a commitment to accessing relevant and up to date training to support additional needs. Specialist teachers and EAL staff have the opportunity to liaise with class teachers as appropriate.</p> <p>Number Counts is being used to raise attainment in Maths throughout the school, including the Nursery. Nursery staff have shadowed their P.1 colleagues and have become knowledgeable about Number Counts strategies. All teaching staff and Learning Assistants have benefited from training on using Number Counts and this programme is used mainly in younger classes, as well as on an individual basis for children who need support in Maths.</p> <p>New phonics based reading resources, which were highly recommended by the Dyslexia Support Service, have been purchased to help meet the needs of pupils with dyslexic tendencies or who are reluctant readers. To challenge more able pupils, they have been involved in the use of the NRich website, Sum Dog competitions and the Scottish Maths Challenge, as well as working with a parent volunteer, with very positive results.</p> <p>A new continuum of support helps to ensure that there is a clear, regularly updated overview of the range of additional support needs within each class. Pathways of support have been identified and there is a culture of Support for Learning being the responsibility of all.</p>			
<p>What are we going to do next?</p> <ul style="list-style-type: none"> • Continue to improve the ways that tasks and activities are matched to learning needs. (Priorities 1-4) • Review and enhance use of Personal Learning Journeys in consultation with pupils and parents. (Priority 2) • With EAL teacher plan enhanced support for the assessment and tracking of learning of pupils who have English as an additional language.(Priority 2) 			

- A 'Seasons for Growth' programme introduced to support children in dealing with loss and change.
- The Pupil Council will review findings from the Pupil Wellbeing Questionnaire and discuss ways of further supporting the children in our school.

5.1 The Curriculum

The rationale and design of the curriculum	The development of the curriculum	Programmes and courses	Transitions
<p>The curriculum is designed to meet the needs of all learners and takes account of our local circumstances and of local and national advice, and reflects the views of parents and carers. We ensure progression in learning with well-planned, joined up learning across the four aspects of the curriculum. Staff in the Nursery and school are continuing to make good progress in planning, teaching and assessing for CfE experiences and outcomes across the curriculum. The Literacy and Numeracy Planning and Assessment Trackers were piloted in the Nursery and will be used to extend learning and record progress. Staff work with their stage partner to plan children’s experiences. Staff across the school are continuing to make good progress in planning within the CfE and are identifying opportunities for real life contexts. All staff including the Nursery confidently use SAY, MAKE, WRITE and DO assessment strategies. Staff have participated in a pilot project to use ‘On Track with Learning’ to plan, assess and track pupil progress. Despite technical issues, progress has been made with this. As the school’s computers have recently been upgraded, this should no longer be an issue. Planning offers personalisation and choice with all pupils being actively and regularly involved in planning content and approaches. Opportunities for real life contexts have been offered through whole school focuses on Financial Education (which the pupils showcased to family members and visitors and which the school was invited to showcase at the Edinburgh Learning Festival), Science and Engineering (to which many parents/visitors contributing their expertise both in and out of school) and Health (again with a great deal of involvement of parents, Active Schools and staff skills), all of which received very positive feedback from all pupils, staff, parents and authority colleagues. The implementation of ‘Number Counts’ throughout the school has shown raised attainment in Numeracy, particularly at the early levels. The introduction of the ‘Big Writing’ programme has had a positive impact on quality of pupils’ writing.</p> <p>We develop and refresh the curriculum on regular basis and effectively manage curriculum change and innovation. We involve our parents and carers to help them understand how changes will benefit their child. We monitor and evaluate the impact and outcomes of change in the curriculum in an on-going way. Parents were involved in a very successful Curriculum Evening which provided them with experiences which their children were involved in Numeracy/Maths. Following parental evaluations it was decided to offer two Curriculum Evenings with a focus on Literacy to allow parents with children at different stages more time to visit classes. Accelerated Reading has been piloted in P.4-7, as well as with some younger pupils. This programme has had varying degrees of success. Interdisciplinary learning has been further developed and utilised. Following a parental survey, it was indicated that communication about children’s progress could be better. A Maths Tracking booklet was introduced to show progress and coverage of experiences and outcomes.</p> <p>We are designing and refreshing programmes and courses using the experiences and outcomes to plan a coherent approach to learning, teaching and assessment. We continue to make good progress in the implementation of Health and Wellbeing through a whole school health week, active schools programme and pupils’ involvement in the environmental garden. Views have been sought about how we can increase the use of the school grounds as a learning environment.</p> <p>Staff are fully implementing the new ‘This is our Faith’ R.E. programme. There has been involvement at cluster level in assessment, moderation and reporting of R.E.</p> <p>Personal achievements are recognised in classes, at assemblies, in newsletters and achievements are displayed on the Achievement Noticeboard, class blogs and the school website.</p> <p>We have flexibility in determining the content to be covered to provide stimulating, challenging, relevant and enjoyable experiences. The learners from Nursery to P.7 have a regular involvement in planning. We are planning for progression through the Curriculum for Excellence levels using flexible pathways to meet the needs of all learners.</p> <p>The P.E specialist works with pupils for two days each week and all pupils experience two hours of quality physical education weekly. Following a high level of interest by the pupils we decided to continue with Gaelic football throughout the year and will continue next session.</p>			

Almost all staff completed the Growing Confidence training over eight two hour sessions. All SMT have undergone the leadership course for Growing Confidence. A group of parents have completed a six session course in Raising Children with Confidence. Feedback from these parents indicated that it was a very positive, worthwhile experience. This training along with the implementation of Creating Confident Kids programme has had a very positive impact and has offered very good support in emotional health and wellbeing for all learners.

The children make very effective use of ICT to support their learning. We have a computer suite and our DHT teaches all classes ICT. This session pupils have had experience of Glow, powerpoints, information handling, spreadsheets, i-movies and comic life. In P3-7 classes children are taught French or Spanish through a range of well planned activities and interactive experiences. P.1 pupils have experienced 'Language of the Month'.

Curriculum transition procedures and programmes are designed to meet the needs of all learners, including those with additional support needs, to ensure continuity and progression in learning. Shared activities and experiences are effectively planned to support progress and achievement. Arrangements for support and induction into the next phase of learning, including the world of work, ensure our learners creative, enterprising and positive about their next steps in learning. We are supporting children in developing an increased awareness of themselves as learners through further developing Personal Learning Journeys and profiling.

Effective transition are in place at all stages, with the primary focus being on children transferring from nursery to P1 and P7 to S.1. This session the P7 pupils from St Mark's joined our P7 classes at Benmore. Friendships were made and this was evident at the 3 day Transition Event. The 'World of Work' event at St Thomas', involvement with secondary staffing teaching Modern Languages to P.7 and P.7's 'French café' invite to P.7 from St Mary's, London Street, have all helped to enhance the transition process. An enhanced transition programme is available for pupils who have been identified as requiring additional support. The work on enhancing transition for our EAL pupils from Nursery to Primary 1 was identified as very good practice and the Early Years Practitioner and DHT were asked to give a presentation at a 'Sharing the Agenda' session for colleagues within the authority.

What are we going to do next?

- Continue to develop the use of On Track with Learning as a planning, assessment and tracking tool for P.1-7. (Priority 1)
- The Nursery will continue to implement the Literacy and Numeracy Planning and Assessment Toolkit. (Priority 2)
- Review and adapt the current PLJs. (Priority 2)
- Establish and develop firmer community links. (Priority 1)
- Offer further Raising Children with Confidence parent courses. (Priority 2)
- 'Emotions Talk' training organised for all staff. (Priority 2)
- Maintain and continue to source opportunities for Outdoor Learning. (Priority 1)
- Further develop 'Big Writing' (on going work of school)
- Further develop formative assessment (on going work of school)

5.9 Improvement through self-evaluation

Commitment to self-evaluation	Management of self-evaluation	School improvement
<p>We work with learners, parents and carers and other professionals in self-evaluation and are aware of strengths and development needs and are committed to making improvements. Evidence gathered includes effective arrangements to assess and track progress and achievement. To support improvement we have quality support for career-long professional development in place. Appropriate mentoring is in place for mentoring and supporting students and newly qualified teachers. All staff are involved in the school's professional review and development programme. Early Years Practitioners have bi-annual reviews. All classes, including the Nursery class, have very successfully involved pupils in planning, assessing and identifying next steps. The Nursery class is included in the school's annual monitoring and evaluation programme.</p>	<p>An annual monitoring calendar is used to evaluate progress and to plan further activities. This monitoring includes performance analysis meetings, shared practice visits, peer shadowing, learning rounds, discussion of forward planning and sampling of children's work. Most staff are reflective practitioners and are keen to further improve the quality of their work. A newly introduced format to evaluate the quality of teaching and the learning experiences for the children has proven to be very effective as a focus for discussion. Staff reflect on and share an understanding of the features of good practice. We reflect on current practice and evaluate any new initiatives and changes which have been introduced. The head teacher gathers and collates information to compile an annual standards and quality report. Staff are regularly involved in discussions about progress made with the school improvement priorities.</p>	<p>The school enjoys very positive partnerships with parents and the community. The school gathers stakeholders' views through questionnaires, through 'Stars and Wishes' and Green for Growth and Tickled Pink books displayed in the Reception areas of both the Nursery and the school. An Ideas Trail which has been used in the Nursery for several years was used this year with parents of children from Primary 1 to Primary 7. Views collected from this will be taken into account when planning our development of the outdoor learning space. This is evidenced for parents in the minutes of the Parent Council and Pupil Council, in newsletters and in the school website. Moderation of Science and Writing within the Cluster and for transition purposes has improved teachers' confidence in assessing and allocating CfE levels. Staff have identified the benefits of these sessions and are keen to continue to work collaboratively within the Cluster.</p>
<p>Personal Learning Journeys with new evidence jotters have been used from Primary 3 to Primary 7. These will be reviewed at the beginning of the start of next session. Following focus weeks on Financial Education and Science/Engineering, evaluation exercises were carried with the children and comments were gathered from parents, almost all of which were very positive. All staff were consulted about 'What is going well and what do we need/want to change within the school'. Suggestions and ideas from this will be used to inform the school improvement plan.</p>	<p>Children's views and suggestions are sought through the Pupil Council, Eco Committee and Enterprise in Education Group. Children's views are also sought through surveys about Personal Learning Journeys, Health and Wellbeing and playground experiences. After Health Week, additional activities were arranged by pupil request e.g. fencing and Gaelic football. Further opportunities are offered in the 'Take 5' sessions and in learning discussions with senior management. Opportunities for peer and self assessment are incorporated into lessons to further involve children in identifying their next steps. Maths 'Traffic Lights' booklets were introduced to help pupils self evaluate their progress. It is the intention that these booklets will transfer with the pupils each year to enable effective tracking to progress and coverage of experiences and outcomes. Following a very successful Curriculum Evening with a focus on Maths, the evaluations completed by parents suggested that the larger part of the evening was spent in the classrooms finding out about teaching strategies and information about what the classes were doing.</p>	

The Nursery piloted the City of Edinburgh Planning and Assessment tool for literacy and numeracy. The Nursery staff have attended many sharing and evaluating sessions. The DHT and Early Years Practitioner have spoken to Nursery and P.1 colleagues to report on their findings. They also presented to their colleagues within the authority at a 'Leading the Agenda' meeting in June.

The school is involved in piloting 'On Track with Learning', which has been used to track children's progress and coverage of learning outcomes. The DHT has successfully led staff training to implement the programme. Two 'On Track with Learning' champions were trained to assist staff at regular drop-in sessions. Difficulties with technology have hindered the rate of progress, but following the recent ICT Refresh when most of our computers have been replaced with new models, these difficulties should not be an issue next session.

P.1 teachers visited another authority to see how 'Number Counts' strategies were being used and later shared their experiences with colleagues from another Edinburgh school.

We work with partners to focus on continuing improvements to learning and teaching, our curriculum and the achievements of our learners.

What are we going to do next?

- City of Edinburgh Toolkit for Self Evaluation used regularly at staff meetings and in-service days throughout the year. (Priorities 1-4)
- Develop leadership skills of all staff through working groups. (Priority1- 4)
- Improve transition experiences for all year groups by e.g. one year group sharing a topic or aspect of work with another. (Priority 1)
- CPD courses to be identified to meet above needs. (Priority1- 4)

