



## St Charles Primary School

### Standards and Quality Report 21/22

#### Context of the school:

St Charles' Primary School is a school in a semi-rural area of SLC. The current roll is 353 over 14 classes. The local area is a mixture of social and privately owned housing. Access to transport is very good and the area has been heavily developed with new housing in the Newton area over the last 15 years. The new school building was opened in 2011 and an extension of 5 additional classrooms was opened in April 2021. The building provides an excellent, modern environment in which our children can learn and achieve.

In St Charles' Primary School, we provide a welcoming and friendly environment, which celebrates the diversity of our community.

We are a nurturing school where everyone feels safe, happy and valued and all children are supported to reach their full potential. This is achieved through working together with children, their families and the community, based on a shared sense of direction.

Our values are based on the Gospel values we hold and a belief in the qualities, skills and talents of our whole school community

The staffing situation had been stable over the last year however, COVID illness and periods of isolation has had an impact on staffing.

We have an active and engaged Parent Council who support the school in many ways including in fundraising. Our local community is interested in school involvement and we have developed strong links with St Bride's and St Cadoc's Parish groups, Kilbryde hospice, St Andrew's Hospice, COP 26, Climate Changemakers, The Moment, Make It Happen, Newton Station Community Garden Project and Taylor Wimpey business.

We are part of the Trinity Learning Community and we have developed strong links with local schools. We work very well with all nurseries and Trinity High secondary to ensure that smooth transitions are planned take place.

## Review of progress for session Aug 2021- June 2022

<b>School priority 1:</b>	
<p><u>NIF Priority (select from drop down menus)</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> School Improvement</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 1.3 Leadership of change</p>
<p><b>Strategy</b></p> <p><b>What did we set out to do?</b></p> <ul style="list-style-type: none"> <li>• Analysis of PUMA and SNSA standardised assessment had identified a number of pupils in P2 (4), P3 (5), P 4(3), P 5 (17) and P6 (9) who are a year behind their expected age range in Outer maths.</li> <li>• Support Staff will work with identified pupils weekly to undertake the Outer Maths programme</li> <li>• Class Teachers to work with identified pupils in small groups and/or one-to-one twice per week. CT will reinforce learning undertaken in the small group/individual sessions within class as much as possible.</li> <li>• PEF teacher will provide a 6-week learning block after-school for identified pupils and their parents/carers. Home-learning packs will be purchased to support these sessions and encourage further learning at home</li> </ul> <p><b>Progress and Impact</b></p> <p><b>What difference did we see? What did we achieve?</b></p> <ul style="list-style-type: none"> <li>• Outer Maths intervention delivery was impacted by staff absences despite these gaps in identified year groups have been reduced. In P5 PUMA and SNSA data shows this has been reduced to 8 children behind their age range with over year gap (further 1 within 6m to 1yr) In P6 PUMA and SNSA numeracy data, shows the gap has been reduced from 9 children to 8 children with over a year gap (further 2 within 6m to 1y).</li> <li>• In P7 whilst ACEL data shows 8 remain off track, SNSA data showed all learners (100%) on track in numeracy.</li> <li>• Outer Maths intervention timetable has been affected by staff absences across the school. Additional teacher delivered input using 5 minute literacy intervention to support early reading, with all learners making personal progress.</li> <li>• As Outer Maths intervention timetable was impacted by staff absence, a supported study after school club was run for 6 weeks Jan to March for identified children in Numeracy, staff reporting these small group sessions had positive impact on confidence of children in attendance.</li> </ul> <p><b>Next Step(s) to inform SIP for 2022/2023:</b></p> <ul style="list-style-type: none"> <li>• PUMA summative assessments in term 1 and again in May for P2, P3, P5, P6 and SNSA assessments in P1, P4 and P7.</li> <li>• Whole School Problem Solving approaches to be used across all stages.</li> <li>• The attainment gap in P4 (9 (17%) and P5 (8 (17%)children ACEL data over 6m gap respectively) will be targeted through Problem Solving</li> <li>• PUMA and Big Maths assessments will be used as a baseline and after period of intervention to measure impact – Sept, Feb and May</li> </ul>	

**School priority 2:**

NIF Priority (select from drop down menus)  
Improvement in children and young people's health and wellbeing  
NIF Driver  
School Improvement

HGIOS?4 QIs (select from drop down menus)  
3.2 Raising attainment and achievement  
2.3 Learning, teaching and assessment  
2.2 Curriculum

**Strategy****What did we set out to do?**

- Class Teachers focused HWB learning and teaching on the language of SHANARRI in the first 2 weeks of term – familiarising pupils with the meaning of every indicator and real-life examples of what they look like in practise and increasing emotional literacy of pupils.
- SHANARRI self-reflection tool distributed to every child in September 2021, increasing Autonomy in school as 20/21 GMWP survey showed an average of 19% of pupils across the school felt their peers did not listen to them.
- GMWP survey administered to the whole school in April to monitor and track motivation and wellbeing in the school.
- Staff used skills acquired in SLC Attachment Training and Emotion Works to provide any class based interventions for those children who need it.
- Continued with the staged intervention procedures already in place to identify and support children who require extra support – e.g. Nurture, counselling.

**Progress and Impact****What difference did we see? What did we achieve?**

- Staff reported all children were able to understand and use the terms of SHANARRI more accurately after the focused lessons were delivered. Emotional literacy of all pupils was increased throughout the school with almost all children being able to use the language of SHANARRI to express their emotional needs.
- SHARRI self –reflection tool questionnaire reflected this increased comprehension of the SHANARRI indicators, with all pupils being able to access and complete the questionnaire accurately.
- Almost all the children in the school scored themselves 8 and above for each indicator and pupils in P4 upwards could provide examples.
- From the questionnaire, 5 children were identified as requiring support in establishing and maintaining friendships and increasing self –esteem. This support was a short intervention delivered by class teachers in class or PT in the playground and repeated self – evaluation questionnaire and behaviour displayed demonstrated increased capacity in these areas from all children involved.
- GMWP showed an increase in perceptions of Autonomy in our school, increasing from 81% in 20/21 to 96% in April 2022. 15% more of pupils reported that they felt “listened to” in school by peers and staff.
- GMWP evidenced high levels of motivation and feelings of wellbeing across the school, with all areas achieving an average of 86% or above.
- Staged intervention procedures identified and supported a total of 12 children requiring Nurture support throughout the session. This was delivered by PT or trained SA in twice-weekly sessions for a period of between 8-12 weeks. 10 out of the 12 children no longer

require this extra input and the intervention has ceased. The 2 remaining children will continue receiving this into the next session.

- Staged intervention procedures identified and supported 3 children requiring Emotion Works intervention. This was delivered by SST and was very successful, all children have been discharged and report feeling more able to identify and cope with their changing emotions.

**Next Step(s) to inform SIP for 2022/2023:**

- Continue to administer SHANARRI self- evaluation questionnaire and GMWP next session in order to track and monitor feelings of wellbeing and motivation across the school.
- Attachment Ambassadors to introduce Attachment yearly Calendar including:
- Staff to undertake Attachment Audit on INSET 1, focusing on A-Z Attachment, to identify areas of strength and development across the school. Repeated at the end of the year.
- Whole school monthly focus on Nurture principles involving Assemblies and focused Family Learning homework activities.
- Attachment newsletter distributed to inform parents of Attachment focused activities undertaken throughout the year.
- Repeated Staff Audit at the end of year to measure progress of identified areas of development.
- Parent and child questionnaire administered to garner feedback on calendar of focused activities.

**School priority 3:**

NIF Priority (select from drop down menus)  
 Improvements in attainment, particularly in literacy and numeracy  
NIF Driver  
 Assessment of children's progress  
 Teacher professionalism

HGIOS?4 QIs (select from drop down menus)  
 3.2 Raising attainment and achievement  
 2.3 Learning, teaching and assessment  
 2.2 Curriculum

**Strategy****What did we set out to do?**

- Analysis of GL NGRT and SNSA standardised assessment had identified a number of pupils in P5 (8), P6 (12) and P7 (8) who are between a year and a year and a half behind their expected age range – improve reading age of these learners closing their gap.
- Teacher paid through PEF will work with identified pupils twice weekly to undertake the Catch-Up Literacy programme
- PEF teacher will release CTs to work with identified pupils in small groups and/or one-to-one twice per week. CT will reinforce learning undertaken in the small group/individual sessions within class as much as possible.
- New texts will be purchased, which will engage these pupils in reading. Pupils will visit the in-school library each week to ensure they have appropriate texts at home to read for enjoyment.
- PEF teacher will provide an 8-week learning block after-school for identified pupils and their parents/carers. Home-learning packs will be purchased to support these sessions and encourage further learning at home

**Progress and Impact****What difference did we see? What did we achieve?**

- Reading intervention Catch Up Literacy delivery was impacted by staff absences despite this gaps in identified year groups have been reduced.  
 In P5 GL NGRT reading data shows this has been reduced to 7 children behind their age range with over year gap (further 2 within 6m to 1yr)  
 In P6 GL NGRT reading data shows the gap has been reduced from 12 children to 6 children with over a year gap (further 2 within 6m to 1y).
- In P7 whilst ACEL data shows 8 remain off track, SNSA data showed all learners (100%) on track in reading.
- Reading intervention programme Catch up Literacy was delivered twice weekly by trained support assistant 1 to 1 sessions. The delivery of this intervention was impacted by staff absence despite this Catch Up Literacy has had positive impact on both children's confidence and reading ability – with increases in both reading accuracy and reading comprehension shown by Salford reading assessments prior to intervention this session and again after period of intervention. 5 children who were receiving this intervention this session are now reading above their chronological age (1 P3, 2 P4, 2 P5 and 1 P7- - this intervention has closed their gap with gains ranging from months to over 3 years in the period of intervention, further 3 made gains in reading accuracy to within 3 months of their age, with all 8 children now exceeding their age in comprehension prior to completing programme. (3 children on alternative intervention) Of further 18 children receiving this intervention, 16 (89%) have increased in their reading accuracy - (6 P3, 5 P4, 4 P5, 1 P6 ), with many doubling gains over time period and some exceeding double gains. 2 further children began using this intervention late in last term.

- PEF teacher timetable has been affected by staff absences across the school. Additional teacher delivered input using 5-minute literacy intervention to support early reading, with all learners making personal progress.
- Some new novels will purchased for senior stage to extend the variety of texts at these stages and school subscribed to Pearsons Literacy online programme which enabled home access for all learners to engage in reading at home.
- As PEF teacher timetable was impacted by staff absence, a supported study after school club was run for 6 weeks Jan to March for identified children in Reading, staff reporting these small group sessions had positive impact on confidence of children in attendance.

**Next Step(s) to inform SIP for 2022/2023:**

- NGRT summative assessments in term 1 and again in May for P2, P3, P5, P6 and SNSA assessments in P1, P4 and P7.
- Guided reading approaches to be used across all stages.
- In attainment gap in P3 (14 (25%) children ACEL data and 8 (14%) GL NGRT data over 6m gap respectively) will be targeted through Catch Up Literacy intervention with 9 children in this stage P4 next session who have begun receiving this support this session – will be continued. In P4 attainment gap 7 (13%) will be targeted through Catch Up Literacy intervention and gaps in P5 will also be supported with targeted individuals receiving Catch Up Literacy.
- Salford reading assessments will be used as a baseline and after period of intervention to measure impact – Sept, Feb and May (and/or as individuals begin the intervention)

**National priority: How we are ensuring Excellence and Equity?**

**Strategy**

**Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken**

- All children in SIMD 1 and 2, FSM were specifically targeted to participate in supported study after school club was run for 6 weeks.  
Children received personalised tutoring focusing on literacy or numeracy The tutoring sessions were individually planned and resourced to reflect the individual needs of the children.  
Focuses ranged from early phonics, reading strategies, numeracy and maths skills and teachers made use of a range of media and indoor and outdoor environments. The sessions are planned weekly in advance once individual progress has been measured and evaluated and structured to continue meet the progression of the learners.
- Using PEF funds taxis were paid for to improve pupil attendance.
- After School activity clubs are free
- Support offered to cover School Outings
- Nurture support sessions for children experiencing emotional difficulties

## **Progress and Impact**

### **What difference did we see? What did we achieve?**

- Staff reported these small group sessions had positive impact on confidence of children in attendance.

The children who participated fully (5 pupils have had limited attendance) have shown an improvement in their focus and greater understanding of concepts taught and increased engagement in a classroom setting.

Parents and carers have noted an improvement in self-esteem of their children and improved academic performance and report an increased confidence in supporting their children at home

In each case, the comparative data from the end of the tutoring showed improvement in student outcomes. Children also reported increased confidence and greater understanding.

Everyone who has actively engaged in the project has reported positive outcomes.

- Attendance improved for 2 children.
- Over 90% uptake of After School Clubs across all stages
- All children take part in School Outings.

### **Next Step(s) to inform SIP for 2022/2023:**

- Continue with Supported Study Classes
- After school clubs continue to be free of cost
- School Outings spread across the year and ensure all children attend these events.