

St Dominic's RCPS

Standards and Quality



& ELC

Report 2019-20



School Aims and Values

Mission Statement

In St Dominic's RCPS, we seek to grow together as a community of faith and learning in which every member feels welcomed, included, valued and safe. Guided by the gospel values of Jesus Christ, our staff will work to provide the highest quality of education for the young people in our care. In doing so, we will help them to become successful learners, confident individuals, responsible citizens and effective contributors to our school and to society.

Vision

Our vision is for a harmonious and inclusive community where the rights of all are held in high regard; where Gospel values are held at the heart of our mission. We are committed to develop the self-esteem, dignity and respect of all members of the community. We promote a culture of high achievement and inspire our global citizens. Our aim is for everyone to feel welcome and to know that we will work in partnership to ensure that all learners grow and develop educationally, socially, emotionally and spiritually.



Values

LOVE, FAITH, HOPE

Aims

Learning We provide our children with: an excellent curriculum that is fit for the 21st century which is creative and innovative, a stimulating and encouraging environment where everyone achieves their potential, opportunities for developing skills for learning, work and life; problem solving, leadership, working with others, enterprise, ICT, literacy, numeracy and health and wellbeing skills.



Empowering Relationships, Building Foundations for Learning

We foster meaningful partnerships with our parents and carers, actively promote links with our community and parish family and develop well-mannered individuals through an emphasis on mutual respect, patience and forgiveness

Developing Our Community of Faith, Improving Learning

We develop spiritual growth with an emphasis on the teachings of Jesus Christ, develop our Christian values through personal example and hold in high regard the rights, dignity, worth and individuality of all in an inclusive world

Improving Health, Improving Learning

We provide a range of health and wellbeing opportunities to enable children, parents, staff and the wider community to achieve their full potential involving outside agencies, specialist staff and the wider community

Developing Citizenship, Improving Learning

We develop confidence and self-esteem through a range of opportunities, including through Citizenship and Learning Communities, develop entrepreneurial citizens who can approach problem solving with confidence, develop and sustain duties and responsibilities of responsible citizenship and take thoughtful and responsible action, locally and globally

Context

During 2019-20 we have been challenged through Global events and have maintained our determination to move forward. Building on our recently agreed shared values of love, faith and hope the children and young people of St Dominic's RCPS and ELC have actively engaged in our community of faith and learning, contributed positively to building up our school community, and have overcome obstacles and challenges to achieve success. None more so than COVID 19, almost all of our children and young people have embraced their new normal and continue to make progress. Almost all learners have engaged very well and continued to meet our high expectations with home learning during our lockdown period and we have received very positive feedback from our parents.

Our school roll again sits at capacity with 142 pupils. As always, 2019-20 has included several staffing changes. Mrs Thornber began her maternity leave and Mrs Kaminski has returned from hers. Mrs Forsyth joined us as a newly qualified teacher and Mrs Ogg delivers drama on a Tuesday and Friday.

In 2019-20 our Pupil Equity Funding (PEF) was used to provide extra support for early intervention. This enabled us to extend or begin some initiatives focused on raising attainment, including; the employment of additional support for targeted support with literacy.



In January 2020, our self-evaluation and our improvement priorities were verified by our Quality Improvement Officer during our Learning and Achievement Visit. Strengths identified during the visit were the positive respectful relationships, high expectations for all, an enabling environment, and use of digital technologies

Review of Progress

Attendance, Attainment and Achievement

Attendance- Academic Year 2018-2019: 94.6% Academic Year 2019-2020: 92.25%,

We have ensured that the priorities of the National Improvement Framework are key to the planning and decisions being made across the school. This has been developed and led across the whole school learning community.

Children across the primary stages continue to make very good progress in listening, talking, reading, writing and mathematics. The school has maintained high standards of attainment.

Achieved a Level	Primary 1	Primary 4	Primary 7
Reading	95%	63%	94%
Writing	95%	63%	94%
Maths	91%	69%	94%

Most children achieve CfE levels appropriate to their stage. New, focussed approaches to developing children's spelling skills across the school are improving attainment and helping children to be confident and successful readers. In maths, children tackle mental and written calculations well and have regular opportunities to solve problems in a variety of contexts, including science.

Children have a very good understanding of how to keep fit and healthy; all children have enjoyed an enhanced PE programme, with children in the upper stages achieving notable success in sports both at school, regional and national level. Some of this session's highlights in achievement are listed below:

- As a Roman Catholic school, we are proud of our achievements in developing our distinctive ethos and mission through our work in the following areas: Sacrament Groups, Class Masses, SCIAF and Mary's Meals, Catholic Education Week.
- Health and Wellbeing (HWB): Healthy Hearts Week, Lendrick Muir, P1-7 annual theatre trip. Children across the school have achieved notable success in representing the school: cross country, gymnastics and swimming.
- Community partnerships have been strengthened through the Citizenship Groups, ECO work with Crieff Community Garden, REMAKE, links with Duchlage Court, Richmond House, School Concerts at Strathearn Community Campus and MacRosty Park.
- Music achievements include; concerts, many classes singing for Care Homes and Community groups, and our choir's success
- Charity Fundraising: SCIAF, Mary's Meals, Blythswood Shoeboxes, Crieff Christmas Lights Appeal and the Poppy Appeal.

- Integrated working: Rhyme Time for all local care providers including parents, childminders and nurseries



Learning

Across the stages, children are talking about their learning; they are developing a good understanding of what they do well and how to improve their work. They take a pride in their work and share their views confidently. Almost all children feel that teachers encourage them to work to the best of their ability. Teachers across the stages have developed skills based learning. Some of this session's highlights in learning are listed below:

- Transition (P7-S1): good transition arrangements are in place for children transferring to St John's Academy and Crieff High School.
- Transition (N-P1): very good transition arrangements are in place for children making the step from Nursery to P1.
- Good reading levels have been maintained and in some cases improved through consistent approaches to the teaching of reading
- Learning and Teaching continues to be of a good standard: very good collegiate working between staff, interdisciplinary learning, staff sharing good practice with each other and co-operative learning have all had a positive impact on learners' experiences, making learning more interactive, relevant and enjoyable. Across the session, staff have mentored 1 probationer, 3 trainee teachers and 6 Early Years Practitioners.
- Early Learning and Childcare continues to offer a flexible, consistent and nurturing learning environment for our very youngest children and those across Crieff for afterschool and holiday care.
- All children nursery- P7 have experience of Learning Communities. Each week all learners have benefitted from 2 assemblies
- Global Learning; through interdisciplinary learning topics such as; Mary's Meals, Africa and French / Gaelic Studies/ Spanish/ China

Leadership

The whole school self-evaluation process includes opportunities for staff, children and parents/ carers and the local community in discussions and written form to agree the school's strengths and areas for improvement. Staff are committed to their professional development and participate energetically in a range of working groups and development opportunities. The school has a very good reputation in the community; strong and effective partnership working is a key feature of the school's success. Some of this session's leadership highlights are noted below:

- Staff have worked across the St John's Cluster to moderate learning.
- Specific and robust staff and pupil developments for Child Exploitation Online Protection (CEOP) and Child Protection; CEOP 'Thinkuknow' programme rolled out across the whole school community during home learning, March-April 2020. The Emotional Health programme (ICE) continues to have an impact, measure by pupil engagement and attendance levels.

- There is a commitment to Leadership at all levels through: Citizenship Groups, Staff Co-ordinator Duties, very high level of parental/grandparent involvement in learning, music and sport.
- Leadership has had a clear focus on improving learning and raising levels of attainment and achievement evidenced in the clear improvements in attainment and positive staff working relationships.
- Care Plans have been designed and created by Wraparound Care staff and service users to ensure continuity of care and quality of individuality experiences

School Priority 1: Improvement in attainment particularly in literacy and numeracy and mathematics.

Our children are increasingly leading their own learning, engaging with assessment feedback and self-assessment, and setting short and long-term targets/goals. Our children and lead learning experiences in lessons across the school and through peer mentoring programmes in literacy, numeracy and health and wellbeing. In the ELC, the enabling environment and the strong relationships support all learners to make progress in their learning. There is a consistent high quality of teaching of literacy and numeracy and mathematics across all classes with almost all monitored lessons at very good or above. Parents and carers have an increased awareness of their active role in home learning through Parent Council activities, target setting and the new reporting framework. Teacher-leaders are taking forward priorities such as improving opportunities for professional engagement, peer observations, improving the quality of learning conversations, enhancing pupil voice, promoting restorative approaches, digital learning, mentoring, anti-bullying, etc. The Modern Languages strategy 1+2 continues to be developed across the school, with Language 2 (French) well established across the whole school and Spanish being introduced.

School Priority 2: Learning, teaching and assessment to meet the needs of all learners

We have been developing the quality of learning experiences through a wide range of activities. These range from reviewing our curriculum to improving pupil voice, from continuing to promote our relationships policy which has restorative practices embedded within it, to engaging with the local community which provide opportunities for learners to understand their learning within the context of the world of work. We work in partnership with Active Schools and participation rates are increasing. Through PEF, we employed extra support for pupils who require additional support in their learning. Our outdoor learning including Forest Schools learning is shared across the nursery and school, and through PEF, has created targeted interventions for those we have identified as not engaging in learning and needing support to develop resilience and metacognitive approaches. We have developed a number of opportunities for greater parental engagement and family learning, particularly in the early years. In partnership with our Community Link Worker, Community Learning, Parent to Parent and others we have ensured that families requiring additional support have been engaged with us. This session we have been focusing on improving differentiation, the quality of feedback and the leadership of learning in response to our self-evaluation evidence from last session. Development opportunities on these have been undertaken, including a whole school in-service input on differentiation. We have been further developing our



use of digital technologies, including the use of iPads. The school has a clear focus on raising the bar and closing the poverty related attainment and achievement gap across the school and is making good progress in this. In ELC, almost all children are achieving the expected milestones before entering P1 than last year, up to 96%. In early years there has been a focus on improving expressive vocabulary and in reading comprehension and spelling from P2-P7. There is evidence emerging (including from Scottish National Standardised Assessments) that this focus is having a positive impact on attainment. Across P1, P4 and P7 there is an improvement in literacy compared to the baseline. Paired reading mentors is one strategy which we are continuing to improve upon and this is having a positive impact on literacy and health and wellbeing. Progress has been made in raising attainment in numeracy across the school. In P1, and P7 there are improvements in performance in numeracy.



School Priority 3: Better Health, Better Engagement, Better Learning

The health and wellbeing of each learner is our first priority at St Dominic’s RCPS and ELC. Our community is supported through our relationships policy which places restorative practices at its heart, while recognising the importance of motivating and engaging learners and having staged intervention approaches when required. We have very positive learning relationships. Across the ELC and school there are consistent high quality learning surrounding health and wellbeing. Learners are motivated

and engaged in their learning and overall attendance had been rising, almost all children who have been targeted have an improved attendance and as a result their attainment has improved. This session pupil voice has been used to record engagement (wee HGIOS) and very much promoted through our engagement with ECO schools (accreditation 2018) and Rights Respecting (reaccreditation for Gold 2019) both embedded in the curriculum. Child’s Plan meetings are centred around the Wellbeing Wheel and this in turn has supported children and parents to have their voice heard.

Key Priorities for Improvement Planning 2020-2021

Our focus for 2020-21 we will plan our Recovery plan based on local and national guidance, focussing on wellbeing to ensure that we have the best possible outcomes for all of our learners. We will build on our current work, focusing on high quality teaching and engaging learning experiences .

St Dominic’s capacity for continuous improvement is very good.

Quality Indicator	School Self-Evaluation
1.3 Leadership of Change	Very good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equity and inclusion	Very good
3.2 Raising attainment and achievement	Very good