

LEADERSHIP

The Head Teacher, Principal Teacher and staff are committed to the school and its community. The Senior Leadership Team work very effectively together and set high standards and expectations across the school. They both place high value on relationships and are keen for this to continue to flourish as a community learning school, through learning within the town and in the Parish. They have led collegiate working opportunities and liaised with colleagues across both the Blairgowrie and St John's Academy Local Management Groups, focusing on improving teaching approaches and raising attainment. The school was visited in October 2019, by colleagues in the council. This was part of an Extended Learning and Achievement Visit. This reported that:

- Children at St Stephen's are articulate, respectful, enthusiastic and polite
- There is a strong sense of team and community amongst the children, staff and parents, supporting an ethos of collaboration
- Partnerships within the school community enrich children's experiences and provide opportunities for children to develop skills for learning, life and work
- Strategic leadership identified best use of Pupil Equity Funding in raising attainment, providing equity and improving attendance of targeted learners

Throughout the year, the school evaluated progress in the following areas of leadership:

- **House Captains plan and deliver fortnightly House Gospel sessions across the school, in consultation with teachers, providing opportunities for leadership**
- **Children in P7 led a series of activity sessions on Friday lunchtimes, promoting Health and Wellbeing for all children in the school**
- **Children had a variety of opportunities to develop close friendships and relationships every week with residents from our partner care home**
- **A teacher led collegiate opportunities in Science and technologies**
- **Children have opportunities within all committees for leadership roles, making key decisions to enable evaluation and school improvement**
- **Children led Masses and prayer opportunities**
- **Buddies in P6 and P7 assisted our new P1 children through transition**
- **Children in P5-7 continue to lead the liturgy at monthly Masses**
- **Assemblies were led by children in order to promote school improvements: namely Eco, Global citizenship, Health and Rights**
- **Various lunchtime and skill clubs were led by children for other children throughout the year**
- **There is now a large group of Altar servers leading organisation of Mass in the school, in addition to a child being the school sacristan**
- **Several children led sound and visual organisation for Masses and assemblies**

Staff

- **The Head Teacher led the Rights Respecting Schools Committee to successfully achieve "Gold" status**
- **All staff lead Committee groups in the school and specific activities to develop skills on a weekly basis**
- **The leadership of the breakfast "Rise and Shine" provision has successfully addressed key areas for improvement**
- **Several teachers supported student class teachers and early childhood practitioners**
- **A class teacher led sacramental preparation for children in various classes**

Parents/Community

- **Parents and carers have been part of the ongoing self-evaluation process. It is evident from surveys, that parents and carers are very happy with the learning and teaching in the school, its ethos and its communication. The Parent Council continued to finance the "Rise and Shine" breakfast provision.**

St Stephen's Roman Catholic Primary School

Standards and Quality Report Session 2019-2020



**Our vision is of a loving and caring school,
where the message of Christ's love is at the
heart of everything we do.**

**Children have access to a creative, inspiring and progressive
curriculum, which is accessible to all and builds the foundations
for lifelong learning**

IMPROVEMENT PRIORITIES FOR 2020-2021

- **To ensure a progressive recovery period. The health and wellbeing of all learners and staff will be key to building a transitional learning and teaching model, post lockdown**
- **To ensure that the community builds; ensuring that there is safety and trust – relationships will be imperative to all**
- **To reaffirm values, rights and safety procedures**
- **To identify any gaps of learning during lockdown period and to focus on health and wellbeing, literacy and numeracy**

Attendance, attainment and achievement

Attendance:

<u>Academic year 2019-2020</u>	93.1% (based on attendance up until 20 th March 2020)
<u>Academic year 2018-2019</u>	94.8%

Attendance is significantly lower than in the previous four academic years.

Attainment and Achievement

A central focus of the year continued to be the priorities of the National Improvement Framework. A drive and focus to raise attainment and provide equity for learners.

The curriculum at St Stephen's is a creative design fit for the 21st Century. This is based on developing children with a range of key skills and developing confident and responsible learners who take pride in their community.

In the previous academic year, the school community came together to formulate new values for the school. This year has been the first full academic year of these values being part of the life and curriculum of the school: **Love, Integrity, Faith and Tolerance.**

In P1 almost all children are on track to achieve Early level in numeracy. Most children are on track to achieve Early level in listening and talking, with the majority on track to achieve early level in writing. Almost all children are on track to achieve Early Level in reading.

In P4 most children are on track to achieve at First level numeracy. Almost all children are on track to achieve First Level in listening and talking with the majority on track to achieve First level in writing. Most children are on track to achieve First level in reading.

In P7 most children are secure in Second Level numeracy. Most children are on track to achieve Second Level in listening and talking, with the majority on track to achieve Second Level in writing. Most children are on track to achieve Second Level in reading.

Learning conversations between staff and learners are of high importance, as is high quality feedback relating to next steps.

Pupil Equity funding has been used effectively by the school. A range of targeted interventions supported health and wellbeing and literacy. This was evident in the school programme of a targeted free breakfast and nurture provision and daily interventions to support literacy skills.

The academic year was a busy and productive one; the following list gives a summary of achievements:

- The school successfully applied and was accredited with being a UNICEF “Gold” Rights Respecting School
- Local Councillors were invited and visited the school to promote “Rights Respecting Schools” and be part of a breakfast supporting Mary’s Meals
- Partnership working with local nursing home Beech Manor is embedded and has allowed ongoing project work opportunities for all learners
- P7 attended a residential week with other children in the cluster
- All the P7 children who commenced the Pope Francis Faith Award will graduate, some with Parish commendations
- P6/7 children took part in cycle training
- P6/7 children gained skills in winter sports as they took part in a ski week and learned skills in curling
- P6 children went to watch the Solheim Cup at Gleneagles
- The school assisted in the community preparation of the Parish Diversity Mass
- The school were visited by Gaelic teachers. This teaching allowed the school choir to perform at the local Hamish Henderson Festival
- The school had several after school clubs this year – Creativity Club which was funded through Pupil Equity Funding, cross country and handball
- A group of children represented the school at a local badminton competition
- The school continued strong relationships with the St Vincent de Paul society, helping the homeless and raising awareness for children through Catholic social teaching
- The school took part in the local rotary quiz
- The school continues to promote the achievements of learners through celebrating success at assemblies and recording these in the school “Golden Book”
- St Johnstone FC visited the school to lead workshops relating to “Show Racism the red card”. Anti-racism lessons took place in classes.
- Children took part in tree planting activities at Kinclaven

Learning

- Staff continue to plan effectively to ensure that learning experiences are engaging and challenging. Digital approaches to learning and teaching were effective throughout the year. This supported a virtual school environment, ensuring good engagement and learning with families from March 2020 onwards

- The National Improvement Framework continues to shape discussions and decision making in the school, ensuring that we “Get it right for every child”
- Standardised approaches were agreed by teachers to improve consistency across the school
- Assessment procedures allowed for interventions to be planned for learners
- Following training, some teachers introduced new writing approaches and techniques to address attainment for all
- All teachers use and know that outdoor learning is an integral part of learning
- Learners continue to gain a significant amount from weekly visits to the partner care home
- Staff progressed professional learning in relation to training involving the delivery of high-quality science lessons
- Teaching staff have collaborated with colleagues from the Local Management Group to develop moderation across the curriculum
- P7 had a very successful residential week building cooperative learning skills and assisting transition. Digital transition
- Children learned skills in knitting and made hats for the Neonatal ICU in Dundee, visiting the facility at Christmas
- Children in P4/5/6 visited Verdant Works in Dundee to strengthen historical learning
- P6/7 extended their learning in relation to the Jacobite rebellion through field visits to both Perth and Culloden and through visitors to the school
- The school has good partnerships with the local RDA developing motor skills for some learners
- The school gained funding a digital inter-generational project – this supported writing for young learners
- All children participated in Burns and Scots recitals
- Community learning programmes took place throughout the year. This included family learning breakfasts and targeted literacy programmes for families which were well attended
- P4/5/6 spent a period learning about environmental responsibilities and completed this stage of learning by organising and holding a fashion show for the community
- A new skills academy programme was developed in consultation with learners for weekly skills development

Quality Indicator	
1.1 Self Evaluation for self-improvement	Good
1.3 Leadership of Change	Good
2.3 Learning, Teaching and Assessment	Good
3.2 Raising Attainment and Achievement	Good

As a school we are in a strong position to move forward based on this evaluation and with the priorities set for the coming academic year.

The following standard Education Scotland terms of quantity are used in this report	
All	100%
Almost all	91-99%
Most	75-90%
Majority	50-74%
Minority	15-49%
A few	Less than 15%

This report has been published in consultation with staff, learners, parents and carers, community partners, colleagues in the authority and the Parish Priest.