



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 2020-21 we have continued to be challenged through global events and have maintained our determination to move forward. Building on our 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. All learners have engaged in online learning activities throughout the period of home learning from Jan-Mar 21. Government funding was secured to purchase 6 iPads for home learning, and a remaining 13 school iPads were loaned to pupils to ensure access to suitable devices for all learners. In addition, wi-fi hotspots were provided for those with limited internet connectivity. Almost all learners engaged very well with home learning and continued to meet our high expectations. We have received very positive feedback from our parents about the improvements in our home learning provision during the second lockdown. We have received very positive feedback from our parents about the improvements in our home learning provision during the second lockdown. Some examples of the comments from parents are -*Excellent effort by the teachers and much better this time round having live lessons every day. The morning meet and live lessons made such a difference. Daily morning meets and online lessons have really helped keep a routine.*

Our school roll again sits at capacity with 142 pupils. As always, 2020-21 has included several staffing changes. Mrs Thornber and Mrs Brogan have been on maternity leave, with Miss Young joining us for the year. Mrs Gornall has undertaken the role of Acting Principal Teacher and Miss Hamilton joined us as a newly qualified teacher.

In 2020-21 our Pupil Equity Funding (PEF) was used to improve our resources for literacy, specifically reading. This enabled us to provide updated reading material for learners across all stages and give access to an online reading platform to provide access to an extended range of books at home.

Our self-evaluation, attainment data and Covid-19 recovery plan were verified by our Quality Improvement Officer during our online Term 4 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 2019-2020: 92.25% Academic Year 2020-2021: 94.4%

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%	69%	96%
Writing	95%	69%	96%
Maths	95%	69%	96%

Most children achieve CfE levels appropriate to their stage. New, focussed approaches to supporting learners across the school are improving attainment and helping children to be confident and successful learners. A new writing programme has contributed to a whole school approach to the teaching of extended writing. This has continued to improve learning experiences and attainment in literacy. 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. 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: Sacraments of First Reconciliation, First Eucharist and Confirmation, attending online Masses, SCIAF and Mary's Meals, Catholic Education Week.
- COVID recovery: On return to in-school learning in Aug 20, all learners across the school participated in a 'This is Me' themed interdisciplinary learning month. This gave pupils pastoral support and the opportunity to re-engage with staff and peers following an extended period of time at home.
- Health and Wellbeing (HWB): P1-7 virtual theatre trip, P6 adventurous outdoor experiences, P7 hill waking, P7 Bikeability training, local walks, river studies

- Children across the school have achieved notable success in representing the school in art and writing competitions.
- New playground equipment boxes for each class has enhanced the quality of outdoor play
- Community partnerships have been strengthened through the ECO work with REMAKE and links with Richmond House,
- Charity Fundraising: SCIAF, Mary's Meals, Blythswood Shoeboxes, Crieff Christmas Lights Appeal and the Poppy Appeal.

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.
- Outdoor learning: All children from Nursery to P7 have benefitted from enhanced opportunities for outdoor learning with Mrs Hunter and Mrs Hookham which has had a positive impact on pupils' learning experiences. Learners have enjoyed developing and applying a range of skills. Learners comment - we do the stuff we would normally do inside but outdoors, like weight and capacity, it's 'fun with maths' and parents commented- my child is really looking forward to his outdoor days again this week, He absolutely loved last week too. Well done to the school for getting this amazing opportunity organised.
- 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 and 5 trainee teachers
- 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.
- Learners have benefitted from virtual assemblies
- Global Learning; through interdisciplinary learning topics such as; Mary's Meals, Africa and French / Gaelic Studies/ Spanish/ China.
- Our outdoor learning space 'The Discovery Zone' has been completed and fully resourced. Classes are beginning to use this space.



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:

- Robust measures in place to ensure good hygiene practices, creation and management of class bubbles and adherence to Covid-19 regulations across the school
- All pupils have participated in online safety lessons and discussions. The Emotional Health programme (ICE) continues to have an impact, measured by pupil engagement.
- There is a commitment to Leadership at all levels through: Classes leading virtual assemblies during home learning Jan-Mar 2021, Staff Co-ordinator Duties, very high level of family support and engagement in learning throughout lockdown
- 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.
- Pupils are happy that their leadership and learning are shared in weekly newsletters
- 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, 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. Through PEF, we employed extra support for pupils who require additional support in their learning. Our enhanced outdoor learning programme 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. This session we have been focusing on outdoor learning, problem solving and applying skills across the curriculum as outdoor learning has been recognised as an important tool in COVID 19 recovery. We have been further developing our use of digital

technologies, including the use of iPads. All of our learners are able to access Glow with their own username and password and use Microsoft Teams. 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, all children are achieving the expected milestones before entering P1. In early years there has been a focus on improving expressive vocabulary and in reading comprehension and writing 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. 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. Development opportunities on this have been undertaken, including whole school in-service training on improving relationships. Across the ELC and school there is consistent high quality learning surrounding health and wellbeing. Learners are motivated and engaged in their learning. 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 2021-2022

Our focus for 2021-22 will continue to be centered around COVID recovery based on local and national guidance. Our key focus will be 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, to further develop our outdoor learning programme and improve our capacity for the development of STEM subjects across the school. We will continue to implement the Modern Languages 1+2 strategy. 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