

St Dominic's RCPS

Standards and Quality



& ELC

Report 2021-222



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 2021-22 we have maintained our determination to move forward with our learning. 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. Now in the recovery period from the impact of Covid 19 and periods of home learning over the past two sessions, all our learners continue to make progress in all areas of the curriculum. We have been flexible and responsive in adapting school routines in line with changing guidance and restrictions relating to Covid-19 and have seen a relaxation of many mitigations in the final term. We were delighted to welcome parents and carers back into the school building for parent contact and Parent Council meetings and look forward to re-establishing our parental engagement and involvement in the full life of the school.

Our school roll sits close to capacity with 133 pupils. As always, 2021-22 has included several staffing changes. Mrs Thornber and Mrs Kaminski have been on maternity leave, with Ms McCrossan and Mr Boddy joining us in their absence. Miss Brumpton has joined us as a newly qualified teacher.

In 2021-22 our Pupil Equity Funding (PEF) was used to target outdoor learning skills, with both a universal offer and a more targeted intervention for a few. This offer provides learners with a nurturing connection with nature, skills development and deepening learning experiences. All learners have enjoyed the outdoor learning programme and there is a measurable improvement in their skills development.

Review of Progress

Attendance, Attainment and Achievement

Attendance- Academic Year 2020-2021: 94.4% Academic Year 2021-2022: 93.25%

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	100%	76%	100%
Writing	100%	71%	94%
Maths	100%	67%	100%

Most children achieve CfE levels appropriate to their stage. Focussed approaches to supporting learners across the school are improving attainment and helping children to be confident and successful learners. Staff training and collegiate work around our recently introduced writing programme has contributed to a whole school approach to the teaching of extended writing and has had a positive impact on attainment in across all stages. In maths, children tackle mental and written calculations well and have regular opportunities to solve problems in a variety of contexts, including science. New resources for maths and numeracy have broadened the range of experiences for learners, impacting positively on attainment.

Children have a very good understanding of how to keep fit and healthy. Teaching staff have participated in further training in developing skills in PE, benefitting our learners in all classes. 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 Mass both online and in person, Pope Francis Award, SCIAF and Mary's Meals, Catholic Education Week.
- Staff have undertaken further training on CIRCLE Inclusive Learning and Collaborative Working and are using the toolkit to keep inclusion at the heart of their classrooms.
- Health and Wellbeing (HWB): P6 adventurous outdoor experiences, rugby training for P5, P7 Bikeability training, tennis coaching for P1-P6,
- During Healthy Hearts Week, all learners have benefitted from a range of physical activities, including dance, football, tennis and gymnastics.
- Some of our learners have achieved notable success in representing the school; P4 pupils won the Cluster Maths challenge and the P6 Euroquiz Team won the regional heats and will represent Perth & Kinross in the finals at the Scottish Parliament in Holyrood.
- Community partnerships have been strengthened through the ECO work with REMAKE and Richmond House. Further to this, some learners from P3/4 – P7 have participated in an intergenerational singing project with Richmond House in association with Luminare Dementia Inclusive Singing Network.
- 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. All children feel that teachers encourage them to work to the best of their ability. 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 Hookham which has had a positive impact on pupils' learning experiences. Learners have enjoyed developing and applying a range of skills and all pupils
- Reading levels have improved and are very good through consistent approaches to learning and teaching in literacy.
- Learning and Teaching continues to be of a good standard: good collegiate working between staff, interdisciplinary learning, implementation of a revised STEM programme, staff sharing good practice with each other and teaching staff undertaking further training on the use of digital technologies have all had a positive impact on learners' experiences, making learning more interactive, relevant and enjoyable.
- Teaching staff have benefitted from training in 'Explicitly Teaching Writing' led by Stephen Graham, a literacy consultant. This has had a positive impact on writing across the school with an increase in attainment at all levels.
- Across the session, staff have mentored 1 probationer and 4 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 the return to whole-school assemblies and have elected class representatives to share their views and ideas at assemblies.
- Global Learning; all classes undertook learning around the COP 26 summit in October and as a school community we achieved our sixth Eco-Schools Green Flag.
- 1 + 2 languages: all learners from P5 – P7 have engaged in learning both French and Spanish this academic session.
- Our outdoor learning space 'The Discovery Zone' now benefits from electricity and heating, making it a more comfortable learning 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 in a range of training 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, adequate ventilation, social distancing measures are in place across the school
- Emotional Health programme (ICE) continues to have an impact, measured by pupil engagement. We have further invested in this programme to include wellbeing surveys to enable us to monitor pupil wellbeing.
- There is a commitment to leadership at all levels through: Class representatives speaking at assemblies, Staff Co-ordinator Duties, P6 and P7 pupils involved in buddying and supporting younger learners, P6 pupils have achieved their High 5 award and most pupils in P7 have achieved their Pope Francis Award.
- 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 celebration of learning Sway presentations.
- Care Plans have been designed and created by Wraparound Care staff and service users to ensure continuity of care and quality of individual experiences

School Priority 1: All pupils will engage in high quality enriching learning

Learning and teaching across the school is good. Children continue to lead their own learning, engaging in self and peer assessment, setting learning targets and using feedback to progress their learning. Most children are engaged in their learning and interact well in lessons. A play-based approach to learning is embedded in our P1/2 class and all learners in the class enjoy these experiences. Across the school, there is a consistent high quality of learning and teaching, with most lessons observed being of a good or very good standard. Learners speak positively about our outdoor learning programme, with all pupils stating that they enjoy coming to school on days when they have outdoor learning.

Parents are engaging well with the school and with their children's learning. Parent Council meetings in person have resumed and it has been refreshing to see new members joining in addition to existing members. Parents have engaged in a survey about homework and the majority of those who responded were happy with the current homework policy. Work continues to be undertaken to improve engagement in homework, for example P7 have created videos explaining maths and numeracy concepts to share with parents.

We continue to implement the Modern Languages 1+2 strategy with all pupils across the school being taught French and all pupils in P5-7 now being taught Spanish.

In the ELC, the enabling environment and the strong relationships support all learners to make progress in their learning.

School Priority 2: Equity: All pupils will receive interventions as they require them

In this phase of recovery from the impact of Covid-19, measures have been put in place to identify those in need of targeted support and give appropriate interventions. Our community learning assistant has supported a group of learners on a 1:1 basis who were at greatest risk of gaps in their learning following periods of home learning over the past two academic sessions. A Covid Recovery Teacher was appointed to target individual pupils with precision

teaching strategies. Most pupils who received interventions for spelling and numeracy have improved their results in end of year assessments. In addition, attainment in reading, writing and maths for all pupils in Acorn 4 and 5 groups has remained the same or increased. The attainment gap between pupils in Acorn 1 and those in Acorn 4 and 5 has reduced in listening & talking, reading, writing and maths in almost all cases. In ELC, almost all children are achieving the expected milestones before entering P1.



School Priority 3: Innovation: All learners will benefit from STEM education

We have been developing our delivery of STEM education throughout the year. Our new science programme has been implemented, focussing on a whole-school approach to contexts and skills development on a termly basis. Children have participated in a range of practical activities, used the Discovery Zone to explore STEM approaches and applied their skills in outdoor learning settings. Most learners have engaged fully in science learning and speak positively about their experiences. PEF funding has supported the development of craft, design and engineering skills, focussing specifically on the use of tools in outdoor learning.



We have embarked on our journey to becoming a Digital School, registering for the award this year. Staff have worked enthusiastically to implement a range of digital learning tools and strategies in the class, in particular to support learners who have additional support needs with the use of various accessibility tools. Staff have also engaged with a number of prod and have shared good practice with others.

Key Priorities for Improvement Planning 2022-2023

Our focus for 2022-23 will be on health and wellbeing to ensure that we have the best possible outcomes for all of our learners. We will build on our current work, continuing to develop STEM education and our outdoor learning programme. Listening and talking will also be a focus in the upcoming session, developing our use of a consistent language around rights of the child and pupil voice.

In ELC, our health and wellbeing focus will be on nurture and continuing to develop resilience. We will continue to build upon parental engagement and opportunities for family learning and work to further close the poverty related attainment gap.

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

Quality Indicator	School Self-Evaluation
1.3 Leadership of Change	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