



St Dominic's RCPS & ELC

Standards and Quality Report 2024-2025



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, RESPECT



The Aims for our curriculum are:



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 2024-25 we have been 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. All our learners continue to make progress in all areas of the curriculum. Our school roll sits at capacity with 143 pupils. In session 2024-25 our Pupil Equity Funding (PEF) was used to target; outdoor learning skills, motor skills and precision teaching 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. All learners have enjoyed the outdoor learning programme and there is a measurable improvement in their knowledge and skills development. We also surveyed all pupils with a health and wellbeing survey using the Glasgow resource and set targets accordingly.

Review of Progress

Attendance, Attainment and Achievement

Attendance- Academic Year 2024-2025: 92.66% Academic Year 2024-2025: 94.5%

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 and ELC 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%	88%	100%
Writing	100%	82%	100%
Maths	100%	100%	100%

Almost all children achieve their Curriculum for Excellence 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 literacy programme has contributed to a whole school approach to the teaching of listening and talking and 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 financial contexts.

Children have a good understanding of how to keep safe, fit and healthy. They benefit from opportunities to learn new skills in sports such as tennis and hockey and take part in afterschool clubs such as netball and

cross country

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: Attending Education Mass, Sacraments of First Reconciliation, First Eucharist and Confirmation, attending daily Mass, learning about our spiritual gifts through the Pope Francis Award, and our almsgiving to those in need through SCIAF and Mary's Meals fundraising, Blythswood shoeboxes, CHAS fundraising, and our commitment to Catholic Education Week.
- Our school was reaccredited and continues to meet the standard for UNICEF UK's Rights Respecting Schools Award.
- Staff have continued to embed Digital Technologies across learning

- Health and Wellbeing (HWB): There have been many opportunities for physical development such as hockey, rugby training, Bikeability training, tennis coaching, netball clubs, shinty, archery, Cross Country running, athletics, swimming and skiing. In addition teams have competed in Perth and Kinross events such as shinty, cross country and athletics
- Our Choir were very successful at Perth Music festival
- Our whole school trip visited The Museum of Scotland in Edinburgh. P6 visited Abercairney Estate and P2/3 visited a farm. Our P7 residential was at Loch Inch
- During Healthy Hearts Week, all learners will benefit from a range of physical activities, including judo, sports day, dance, football, and tennis.
- Some of our learners have achieved notable success in representing the school; P4 pupils in the Cluster Maths challenge, P7 in the Perth and Kinross Maths Challenge and the cluster maths challenge, and the P6 Euroquiz Team competed in the regional heats. P6 and P7 took part in Rotary Quiz and P6 took part in a sustainable roads challenge with one group winning first place in Scotland overall.
- School show at Christmas was thoroughly enjoyed by a full house at the Campus 390 people attended.
- We attended the cluster Sacrament retreat at Our Lady's for 55 Primary 4 pupils. Pupils and staff attended from St Johns, Our Lady's and St Stephens
- Community partnerships have been strengthened through the ECO work with REMAKE (including a fashion show) 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 Luminate Dementia Inclusive Singing Network.
- Charity Fundraising: SCIAF £391.06, Mary's Meals £180.61, CHAS 260.75, 65 Blythwood Shoeboxes. MacMillan Coffee Morning raised; £333.41.

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:

- There are good transition (P7-S1) arrangements in place for children transferring to St John's Academy and Crieff High School.
 - There are good transition (N-P1) in place for children making the step from Nursery to P1.
 - All children from Nursery to P7 benefit from enhanced opportunities for outdoor learning with Ms Hookham which has had a positive impact on pupils' learning experiences. Learners have enjoyed developing and applying a range of skills and all pupils.
 - Learning and Teaching continues to be of a good standard: good collegiate working between staff, interdisciplinary learning, implementation of 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.

- Staff have benefitted from training Inservice training in the green screen, re-count texts, adaptive pay strategies, liturgy and restorative approaches and self regulation This has had a positive impact on engagement and links to the world of work.
- Primary teams have won competitions in shinty, Sustainable roads, CHOIR
- Continued our Rights respecting schools journey and all classes continued to embed their learning around rights and as a school community and were awarded a further Gold Rights Respecting reaccreditation
- Across the session, staff have mentored one trainee teacher.
- 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.
- 1 + 2 languages: all learners from P5 – P7 have engaged in learning both French and Spanish this academic session.



Leadership

- The whole school and ELC 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. Families have begun take up opportunities to participate in formal self-evaluation opportunities. Staff are committed to their professional development and participate in a range of training opportunities. Feedback shares that the school has a very good reputation in the wider community and beyond; 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 opportunities to lead improvements such as digital literacy and maths improvement and opportunities to lead class and whole school events. A member of staff has undertaken self-regulation training and has shared this with the staff.
- There is a commitment to leadership at all levels through: Class representatives speaking at assemblies, P6 and P7 pupils involved in house leadership and supporting younger learners, and all pupils in P7 have achieved their Pope Francis Award. Pupils have organised their own lunchtime skills
- 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.
- Pupil led clubs such as Recorder groups, baking, art, cubing and yoyo with pupils meeting once a week.

- Achievements are being systematically tracked.
- All staff in Primary and ELC contribute and manage Child and Young People Plans effectively, whilst working with agencies and supporting families - writing reports and completing assessments with professional dialogue to ensure positive outcomes for all learners.
- Care Plans have been created by ELC Wraparound Care staff in partnership with families ensure continuity of care and quality of individual experiences for St Dominic's and surrounding schools.



Our School Priority 1 in our improvement plan is that by June 2025, learner experiences and skills in digital literacy and computing science will increase.

This has been achieved by:

- In-service training for teaching staff on use of green screen – more classes now using this technology
- SMT led in-service session on using data and planning interventions to raise attainment
- Most classes have used Spheros for computing science, linked to maths learning on position and movement
- SMT & P6 shared learning on Micro: bits with other classes – P7, P6, P5, P3/4 all have experienced learning with Micro: bits
- Pupils throughout school using login details more independently/confidently

Our School Priority 2: For all learners' sense of wellbeing to improve by June 2025

- Staff led in-service session on self-regulation
- All classes now introducing sound bites 'Ready/Not ready'
- SMT led in-service session on restorative approaches
- '3 bubble' approach for conversations shared and agreed with staff
- Staff given question prompt card to support restorative conversations
- Script agreed for initial conversation with dysregulated learners



School Priority 3: By June 2025, attainment in literacy will increase by at least 3% across the school

- SMT led in-service session on using data and planning interventions to raise attainment.
- Further in-service session on using the PKC Closing the Gap to track interventions – all teaching staff will input interventions
- Interventions planned at tracking meetings for all classes. Staff are used to support these interventions in addition to PSAs

Equity

Our community learning worker and assistant continues to support a group of learners on a 1:1 basis who are showing signs of anxiety. A Council appointed Teacher has targeted 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, 5 and 6 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.

Consultation Process

Throughout the year our learning community has been consulted on a number of occasions this session. Pupils are surveyed using Straw Polls, google forms and feedback to Pupil Council. They have an active voice in planning their learning. Parents have engaged positively in school-surveys about school improvement in numeracy and digital schools and reporting. Parent Council discuss school/ ELC improvement throughout the year- they discussed improvement planning, maths and Digital skills. Parent Council also rigorously gathers the parent voice and discusses this during meetings. In addition, our Pupil Council gathered pupil views on their learning using the How Good is Our School as well as the use of zones in our playground. Our parents are asked for their views of their children's progress on the pupil report. We have also consulted on reporting and fruit burst.

Key Priorities for Improvement Planning 2025-2026

Our focus for improvement in session 2025-26 will be in, attainment in literacy, nurturing approaches and curricular areas. We will continue to update our Learning and teaching policy and embed high quality learning and teaching strategies.

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 our active maths skills.

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

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