



St Dominic's RCPS



& ELC

Standards and Quality Report 2022-2023

School Aims and Values

Mission Statement

In St Dominic's RCPS, we seek to grow together as a community of deep faith and learning in which every member feels valued



as an individual, feels welcome to actively

participate in their learning. Most of all it is our mission to ensure we all feel safe in a nurturing environment that aims to secure an exciting future for all learners. 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. While facilitating the importance of how we are all effective contributors to the life of our parishes. 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, FORGIVENESS



Aims



Learning We provide our children with- an exciting 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 promoting links with our community and parish family and develop rights respecting individuals who place an emphasis on

building respectful, patient, and forgiving relationships.

Developing Our Community of Faith, Improving Learning

We develop spiritual growth through living with the teachings of Jesus Christ at our core, as we continually embraced our Christian values through personal example as we hold in high regard the rights, dignity, worth and individuality of all to ensure an inclusive world.

Improving Health, Improving Learning

We provide a range of health and wellbeing opportunities to empower children, families, staff, and the wider community to achieve their full potential, embracing the skills of outside agencies and specialist staff and how we can benefit from 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 confidently approach problem solving transfer a range of skills to develop and sustain duties and responsibilities of responsible citizenship as the grow taking thoughtful responsible actions, locally and globally.



Context

During 2022-23 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. All our learners continue to make progress in all areas of the curriculum.

Our school roll sits at capacity with 142 pupils. Mrs Thornber and Mrs Kaminski have been on maternity leave, with Miss McCrossan and Mrs Gibson joining us in their absence.

In 2022-23 our Pupil Equity Funding (PEF) was used to target outdoor learning skills, with both a universal offer and more targeted intervention approaches. This offer provides learners with a nurturing connection with nature, skills development, and learning experiences. This has presented the opportunity for learners to develop a sense of wonder alongside the appreciation of our contribution to our environment. All learners have enjoyed the outdoor learning programme and there is a measurable improvement in their skills development. In addition, we have targeted motor skills giving our pupils tennis skills universally and targeting fine and gross motor skills with individuals by developing motor skills pathways using Play on Pedals, Jungle Journeys and Motorvate. We also surveyed all pupils with a health and wellbeing survey using the ICE resource and set targets accordingly.

Review of Progress

Attendance, Attainment and Achievement

Attendance- Academic Year 2021-2022: 93.25% Academic Year 2022-2023: 92.4%

We have ensured that the priorities of the National Improvement Framework are key to the planning and decisions being made across the school and ELC. This has been developed and led across the whole school learning community empowering all stakeholders to have a voice in decisions that affect all learners.

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	86%	85%	93%
Writing	86%	81%	93%
Maths	95%	81%	93%

Most children across school and ELC are achieving attainment levels appropriate to their stage, with almost all of our P7 transitioning pupils achieving their national levels. 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 and ELC approach to the teaching of listening, talking, and writing and has had a positive impact on attainment in across all stages. In maths, children tackle calculations well and have opportunities to solve problems in a variety of contexts, including science. Almost all children have achieved their milestones in ELC.

Children have a good understanding of how to keep safe, fit, and healthy. Teaching staff have participated in further training in Trauma and speech and language therapy. ELC staff have accessed training in communication champion, Word Aware, Teaching children to listen, Maths and numeracy pilot, Solihull, working with ASN, safeguarding, Emotion Works, Motorvate, Forest Schools, Play on Pedals and Jungle Journeys

Some of this session's highlights in achievement are listed below:

- We are proud of our achievements in developing our distinctive ethos and mission through our work in the following areas: Hosting the Diocesan Education Mass, Sacraments of First Reconciliation, First Eucharist, and Confirmation, attending Mass, Confirmation Retreat, Pope Francis Award, SCIAF and Mary's Meals fundraising, Catholic Education Week and Porridge Breakfast for fundraising.
- Health and Wellbeing (HWB): play on pedals - ELC, P6 adventurous outdoor experiences, hockey training for P5-7, Bikeability training P5-7, tennis coaching for ELC - P7, shinty taster and coaching for P4-7, netball taster and coaching P5-7, curling - P7, golf - taster and coaching P1-7, hockey P4-6, cross country P4-7, athletics - P5-7, swimming - P7, Show Racism the Red Card, Comrie Croft Mountain Biking, orienteering athletics, after-school football, attendance at local Highland Games Festivals
- During Healthy Hearts Week, all learners will benefit from a range of physical activities, including mini-highland games, sports day, dance, football, and tennis.
- Some of our learners have achieved notable success in representing the school; P4 pupils were runners-up in the Cluster Maths challenge and the P6 Euro Quiz Team competed in the regional heats. P7 took part in the Rotary Quiz
- School and ELC shows at Christmas
- Reaccreditation for Rights Respecting Award

- Community partnerships have been strengthened through the ECO work with REMAKE. A Climate Café was enjoyed by pupils. Further to this, some learners from P4 – P7 have participated in an intergenerational singing project with Richmond House in association with Luminare Dementia Inclusive Singing Network.
- Charity Fundraising: SCIAF £555.15, Mary's Meals £320.15, 60 Blythswood Shoeboxes.
- MacMillan Coffee Morning raised; £875.16
- School has a link with a Spanish School
- Family learning ELC: Rhyme time, family lunch, family afternoon tea
- ELC Community Learning: Co-op, and visit Duchlage Sheltered Housing
- **Learning**



Across the stages, children are talking about their learning; they are developing a good understanding of what they do well and how to continue to enhance their skills. 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 (ELC-P1): very good transition arrangements are in place for children making the step from ELC to P1 including those close connections for those transferring to other schools.
- Outdoor learning: All children from ELC to P7 have benefitted from enhanced opportunities for outdoor learning with Kate which has had a positive impact on pupils' learning experiences. Learners have enjoyed developing and applying a range of skills. ELC use Thomas Woods and the field to promote contexts for learning.
- Reading levels have improved and are very good through consistent approaches to learning and teaching in literacy. Community Rhyme Times facilitate positive relationships and positive interactions while engaging families in opportunities for learning.
- Learning and Teaching continues to be of a very good standard: good collegiate working between staff, interdisciplinary learning, 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 and relevant.
- 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 First Level. ELC staff have engaged in training in communication and language to promote word aware skills and in emotional literacy and Makaton to ensure inclusion for all children.
 - Across the session, staff have mentored trainee teachers and childhood practitioners. ELC have hosted HNC and NC students from Perth College and a Psychology Student from Stirling University.
 - 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.
- Our outdoor learning space 'The Discovery Zone' now benefits from electricity and heating, making it a more comfortable learning space.



Leadership

The whole school and ELC self-evaluation process includes opportunities for families, children and staff and the local community in discussions and written form to agree the school's strengths and areas for improvement. Families have shared they would like more opportunities for self-evaluation. Staff are committed to their professional development and participate in a range of training opportunities. Feedback shares that St Dominic's has a very good reputation in the wider community and beyond; strong relationships and effective partnership working is a key feature of the success. Some of this session's leadership highlights are noted below:



- 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.
- Staff have had many opportunities to enhance their leadership skills such as MEd, Middle Leadership, SSERC (Scottish schools education research centre) and opportunities to lead whole school plans and events.
- There is a commitment to leadership at all levels through: class and citizenship 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 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 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.
- 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

School Priority 1: Learning and Teaching: All pupils will engage in high quality listening and talking skills development

Learning and teaching across the school and ELC is very good. Children continue to lead their



own learning, engaging in self and peer assessment, setting learning targets and using feedback to progress their learning. All children engage in most of their learning and interact well in lessons. Learners across the school have been offered opportunities to read aloud at assemblies and Mass. Elements of a play-based approach to learning is embedded across the school day and this contributes to learners' wellbeing. All P1 children have made improvements in their Renfrewshire Vocabulary Test. Learners speak positively about our outdoor learning programme.

Families are engaged with the school and with their children's learning. Parent Council meetings are well attended, and this contributes to the life of the school. Families have engaged in a survey about Rights, and the majority of those who responded commented that Rights understanding was having an impact on whole school – ELC ethos and homelife. Families were included in the writing of the new relationships policy. This facilitated

conversations regarding how children become emotionally literate. A positive outcome from this was the purchase of Friendship Stops through a health grant.

In the ELC, the enabling environment and the strong relationships facilitate all learners to make very good progress in their communication skills. Staff work with SALT- speech and language therapy- to ensure that all learners have the input that will have positive impact on their learning.

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

ICE Pack survey was conducted with all classes. This survey did not identify challenges but did help to plan a bespoke programme of emotional health for each class. Pupils identified through the survey to require extra support were included in Health and wellbeing groups. Our community learning assistant has supported a group of learners on a 1:1 basis who have anxieties around their education. We continue to target individual pupils with precision teaching strategies. Almost all 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 almost all pupils in Acorn 4 and 5 groups has remained the same or increased. In ELC, almost all children are achieving the expected milestones before entering P1. All children access learning that promotes emotional literacy as children are empowered with the language and understanding of the ways in which they can share their feelings through communication.



School Priority 3: Innovation: All learners will benefit from STEM (Science, technology, engineering and maths) education



We have been developing our delivery of STEM education throughout the year, supported by SSERC. Our science programme focusses on a whole-school approach to contexts and skills development on a termly basis. Children have participated in a range of practical activities, are beginning to use the Discovery Zone to explore STEM approaches and have applied their skills in outdoor learning settings. Most learners have

engaged fully in science learning and speak positively about their experiences. PEF (pupil equity funding) has supported the development of craft, design and engineering skills, focussing specifically on the use of tools in outdoor learning.

We are on our journey to becoming a Digital School, registering for the award last year. Staff have worked to implement a range of digital learning tools and strategies in the class, to support learners who have additional support needs with the use of various accessibility tools. Staff have also engaged with several apps and have shared good practice with others. ELC ensure the thoughts and rights of all learners are included through the use of Makaton and visuals.



Consultation Process

Throughout the year our learning community has been consulted on a number of occasions. Families have engaged very positively in school-surveys about school improvement and Rights Respecting Schools. Families met to discuss school/ ELC improvement and during an Open Evening our digital leaders carried out an online survey about the improvement plan. 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 document. We conducted a Rights Respecting survey for parents and for learners and staff - this supported our Rights Respecting reaccreditation application. Our

families are asked for their views of their children's progress on the pupil report. We have also consulted on the length of the school day.

Key Priorities for Improvement Planning 2023-2024

Our focus for 2023-24 will be on pedagogy to ensure all learners are consistently accessing very good learning and teaching. We will build on our current work, continuing to develop STEM education and our outdoor learning programme. We will also continue to develop our learning and teaching in Modern Languages

In ELC, will continue to build upon family learning and continue to build upon family learning.

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

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