



STANDARDS AND QUALITY REPORT 2021/2022

We work hard to harness the values and aims of our school into all improvement, including our PEF priorities, using these levers to drive forward change. Our values focus on partnerships, healthy lifestyles and showing respect and responsibility. We bring these values to life through our relentless focus on improvement and the desire to place our learners and their families at the centre of our decision making.

We continue to develop and grow our vision statement and aspire to 'enable all to flourish'. We continue to communicate this message to families and the wider community by linking school improvement priorities to learning, primarily through social media (@stdavidsPS_ELC). We are committed to learning and growing together and therefore regularly gather data and seek feedback. We welcome the views and input of all stakeholders and engage in regular dialogue in a range of ways.

We have a committed staff team who are eager to drive change and improve outcomes for learners. Given the considerable growth and development at St David's, our staff team has changed and evolved over the past three years. Our values and the needs of the school community are central to decision making and processes. COVID-19 restrictions and the associated impacts have impacted considerably on our ability to meaningfully engage in ongoing, quality dialogue between staff, learners and families about their hopes, wants and desires for St David's and its diverse community. Opportunities to reconnect and engage more fully with the full school community need to feature across 2022/2023 to ensure a refreshed narrative and aligned approach to the rationale and drivers behind school improvement, ensuring the views of all are listened to, heard and acted upon.

The ability to develop and improve as a staff team has been significantly impacted by the pandemic, most notably in this most recent academic session. Opportunities to connect, engage and reflect collectively have been diminished considerably. The impact of high levels of staff absence and the associated impacts has hindered the school's ability to sustain improvements over time and fulfil the desired outcomes of our 21/22 improvement plan. The impacts of the pandemic should not be underestimated and session 22/23 will need to focus on building back stronger following this period of challenge.



Priority 1

Attainment and Achievement
Innovative pedagogical approaches and enhanced use of digital technology to support learning.



Priority 2

Included, Engaged and Involved: Wellbeing and Equity. Improve equity and inclusion through nurture.



Priority 3

Attainment and Achievement
Improvements in planning, tracking and assessment and curriculum design and progression.

STRENGTHS. SUCCESS AND PROGRESS ON OUR IMPROVEMENT JOURNEY

- ★ 100% of teaching staff engage with school based CLPL delivered by Learning Technology Team to enhance confidence and skills
- ★ 100% of learners will have access to a device to enrich learning (1:1 roll out March 2022)
- ★ Maximise use of additional 16 Chromebooks to ensure appropriate interventions and targeted support (SfL)
- ★ 100% Seesaw journals moved to be accessible via Google
- ★ 100% of learners can access their Seesaw profile independently and post an example of their learning to the journal
- ★ Evidence of P5-7 units of numeracy/ maths published with pre and post units on Seesaw captures progress and next steps
- ★ Assessment data more systemically and regularly shared with families via Seesaw demonstrating progress over time e.g. P1 YARC
- ★ 100% of staff access Google Suite as the primary application for storing and editing documents and collaborating on school improvement

- ★ Increasing and varied range of interventions/ supports/ approaches to nurture exist and are exemplified at St David's and outlined within PEF planning and Support for Learning interventions
- ★ CIRCLE framework is consistently used to review and evaluate learners needs
- ★ Continued development of nurture groups/ interventions through SfL and outdoor learning provision (PEF action) including access to third sector inputs and therapies (PEF action)
- ★ PEF data and analysis captures identified learners needs, purpose of interventions and impacts
- ★ Consistent use of visual supports (VSP) observed and evidenced across whole school (ELC to P7)
- ★ All staff model excellent communication, behaviour, attitudes and interactions in all they do
- ★ All staff promote positive relationships at all levels and consistently high expectations are set for all learners
- ★ 100% of staff know and access Dignity at Work Policy and are aware of their professional responsibilities and access Charter for Catholic Schools and are aware of their professional responsibilities
- ★ Identified learners/ families benefit from enhanced support evidenced in wellbeing files

- ★ Majority of teaching staff benefit from quality CLPL sessions to develop knowledge and practice
- ★ Majority of teaching staff attend regular meetings which demonstrate consistency across planning and assessment
- ★ 100% know and can share examples of Quality teaching within writing from St David's QI 2.3 Poster created with ASG
- ★ 100% learners are exposed to an increasingly coherent breadth of quality writing lessons
- ★ Majority of staff are clear about expectations and standards across writing curriculum to strengthen assessment
- ★ 100% learners can access feedback and give details about progress and next steps they are working towards

HOW DO YOU HAVE YOUR SAY AND IMPROVE ST DAVID'S?

It's important you have a say in how well our school is doing and how it can be improved. Self-evaluation is how schools decide what is going well and what could be better. It helps the school to identify the actions they need to take to keep improving. Your contribution to this is very important.

This session we will work to find creative and effective ways to more meaningfully engage families in the improvement planning process. You can do this by:



Helping us gather evidence



Discussing how things are going and share your compliments and feedback



Considering what is excellent about St David's



Linking with your Parent Council to bring about positive change

Our capacity for continuous improvement

QI 1.3 Leadership of Change	Good
QI 2.3 Learning, teaching and assessment	Satisfactory
QI 3.1 Ensuring wellbeing, equality and inclusion	Good
QI 3.2 Raising attainment and achievement/ securing children's progress	Good




St David's RC Primary and ELC Setting enables all to flourish



We want to celebrate our learning journey in our families, school, parish and community.

SCHOOL IMPROVEMENT PLAN 2022/2023

How good is OUR school? What are our targets?

 <p>Priority 1</p> <p>Improve learning, teaching and assessment in reading.</p>	<p>Develop Balanced Readers who can DECODE, READ WITH FLUENCY AND UNDERSTANDING and COMPREHEND TEXTS</p> <p>by:</p> <ul style="list-style-type: none"> ★ using PM Benchmarking level breakdown to plan, deliver, assess and evaluate quality reading activities ★ support learners to understand what they are learning in simple steps e.g. 3 syllable words ★ tracking progress and next steps with Fry's words ★ matching novels, reading scheme, texts and Fry's words to PM levels ★ planning for Moderation and Quality Assurance termly at school and ASG level ★ identifying any gaps in reading texts and resourcing adequately ★ profiling learners progress across the year using PM Benchmarking tool.
 <p>Priority 2</p> <p>Included, engaged and involved: Raise attainment and secure children's progress.</p>	<p>PEF Actions target:</p> <p>EARLY INTERVENTION AND PREVENTION</p> <ul style="list-style-type: none"> ★ ELC to P1 Enhanced transition, P7 to S1 Enhanced transition, CLLE adult learning programmes, 1:1 family sessions with identified learner and parent/ carer, Attendance monitoring and tracking <p>SOCIAL AND EMOTIONAL WELLBEING</p> <ul style="list-style-type: none"> ★ therapeutic input, Drawing and Talking, Professional Learning sessions for Support staff, Seasons for Growth, outdoor nurture (P7 John Muir Award) <p>PROMOTING HEALTHY LIFESTYLES</p> <ul style="list-style-type: none"> ★ attendance at clubs, CLLE transition extracurricular activities, Young Carer Bike Project <p>TARGETED APPROACHES TO LITERACY AND NUMERACY</p> <ul style="list-style-type: none"> ★ targeted Basic Facts, Targeted Fry's Words, Fresh Start, Toe by Toe, Nesy Spelling <p>DIFFERENTIATED SUPPORT</p> <ul style="list-style-type: none"> ★ Learning Assistant hours, YC statements, EAL trackers, displaced families and ABLe planning <p>PARTNERSHIP WORKING</p> <ul style="list-style-type: none"> ★ Reducing the Cost of the School Day (Parent Council), Chance to Flourish Fund <p>UNCRC of the Rights of the Child are introduced and provide opportunities to learn ABOUT, THROUGH and FOR rights.</p>
 <p>Priority 3</p> <p>Enhance learning, teaching and assessment through digital technology.</p>	<ul style="list-style-type: none"> ★ Develop a Digital learning and teaching strategy ★ revise and refresh Digital Citizenship policy including Acceptable Use policy and align to Anti Bullying and Equalities procedure ★ plan for digital literacy and computing science and ensure IT skills are progressive and part of the curriculum each week ★ Read Write toolbar for all P3-7 and Accessibility Tool on iPad supports learning in P1/2 ★ use digital platforms for P7-S1 and ELC-P1 transition and for a broad range of meetings and interactions in and beyond school ★ staff work towards Apple Teacher and/ or Google Workspace skills in bronze, silver or gold ★ staff CLPL delivered across year as well as modelling and support and expertise within classrooms with Learning Technologist.

