



## St Dominic's

### Standards and Quality

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## RCPS & ELC

### Report 2023-2024

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### School Aims and Values

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#### 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**

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During 2023-24 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 142 pupils. In session 2023-24 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. In addition, we have targeted motor skills giving our pupils tennis skills universally and targeting fine and gross motor skills with individuals. 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 2022-2023: 92.4%

Academic Year 2023-2024: 92.66%

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%	100%	100%
Writing	100%	83%	94.7%
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, Pope Francis Award, SCIAF and Mary's Meals fundraising, Blythswood shoeboxes, CHAS fundraising, and Catholic Education Week.
- Staff have continued to embed 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 hockey, rugby training, P7 Bikeability training P5-7, tennis coaching for ELC- P7, Netball after-school- P5-7, Curling-P7, Cross Country P4-7, athletics P5-7, Swimming P7
- 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, P7 won the Perth and Kinross Maths Challenge and the cluster maths challenge, and the P6 Euroquiz Team competed in the



regional heats. P7 won the local Rotary Quiz and competed in the Morrison's Academy enterprise competition.

- School show at Christmas was thoroughly enjoyed by a full house at the Campus 390 people attended.
- We hosted the cluster Sacrament retreat 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 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 £391.06, Mary's Meals £180.61, CHAS 260.75, 65 Blythswood 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:



- Transition (P7-S1): good transition arrangements are in place for children transferring to St John's Academy and Crieff High School.
- Transition (N-P1): good transition arrangements are in place for children making the step from Nursery to P1.



- Outdoor learning: 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.

- Teaching staff have benefitted from training in Numeracy and Maths led by Perth and Kinross Council with input from Education Scotland. This has had a positive impact on engagement in numeracy and maths and links to the world of work. They said seeing how engaged and enthusiastic the children in the nursery are about numeracy was lovely and that the pupil focus group were really respectful when they shared their views and made it clear how relevant maths and numeracy are everyday but also for their future.
- Primary 7 teams have won maths competitions and the Rotary Quiz this session.
- Across the session, staff have mentored 2 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.
- Rights Respecting; all classes continued to embed their learning around rights and as a school community we are looking towards our next reaccreditation as a Gold Rights Respecting School.



- 1 + 2 languages: all learners from P5 – P7 have engaged in learning both French and Spanish this academic session.
- Recorder group of P2-3-4 pupils meet once a week.

### 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 buddying and supporting younger learners, and all 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.
- 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.



### School Priority 1: Learning: Improvement in Maths and Numeracy

Learning and teaching across the school is good. Learners 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 their Maths and numeracy 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 and ELC there are some



examples of very good learning and teaching for example the links to developing the young workforce. Pupils say that their teachers explain their new maths and numeracy concepts with clarity. Across the school there is a consistent good quality of learning and teaching, with most lessons observed being of a good standard. All teaching staff undertook a programme of training from Perth and Kinross Council in conjunction with Education Scotland, staff have evaluated this as being a good professional learning experience and have been able to incorporate their training in their learning. Learners and parents speak positively about our outdoor learning programme, which this year has developed maths skills.

Parents are engaging well with the school and with their children's learning. Parent Council meetings highlight issues that parents are experiencing. Work continues to be undertaken to improve engagement in homework.

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

### **School Priority 2: Developing creativity through STEM**



We have been developing our delivery of STEM education throughout the year. Learners 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 continued our journey to becoming a Digital School and are looking forward for our accreditation. Staff have worked enthusiastically 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 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.



Sphero programmable robots have been purchased and shared with all learners and parents enjoyed engaging with them at a Parent focus group. ELC ensure the thoughts and rights of all learners are included through the use of Makaton and visuals.

### **School Priority 3: Improvement in modern languages**

We have been developing our delivery of Modern languages this session. All staff have undertaken French language training with a member of staff from Crieff High School. A further member of staff leads on Spanish language learning. In our ELC staff share Makaton and Gaelic language. All children and learners have said that they enjoy learning other languages and would like to learn more.

#### **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 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.

### Consultation Process

Throughout the year our learning community has been consulted on a number of occasions this session. Parents have engaged positively in school-surveys about school improvement in numeracy and digital schools. Focus groups of parents met to discuss school/ ELC improvement throughout the year- they discussed improvement planning, maths, Digital skills and self-evaluation. 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. Our parents 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 2024-2025

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Our focus for improvement in session 2024-25 will be in, attainment in literacy, digital literacy and nurturing approaches. We will be updating our Learning and teaching policy and embedding 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
<b>1.3 Leadership of Change</b>	Good	Very Good
<b>2.3 Learning, teaching and assessment</b>	Good	Very Good
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Very good	Very Good
<b>3.2 Raising attainment and achievement</b>	Very good	Very Good