

Standards and Quality Report

2021/22

ST COLUMBA'S RC PRIMARY SCHOOL



St Columba's Primary School

HIGHLAND COUNCIL | GLENKINGIE STREET , CAOL , FORT WILLIAM PH33 7DD

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

Our School

St. Columba's RC Primary is a Roman Catholic school which serves Fort William and the surrounding Lochaber area. The school is a community of faith and learning which builds strong partnerships between home, school and parish. The school is part of a joint campus shared with Caol Primary. The school opened in 2016, and provides a very modern, attractive, spacious learning environment for pupils.

Over recent years, the school roll has fallen. Currently there are 17 pupils in the school and no children in the nursery. A focus for the coming session is to increase the profile of the school across the Lochaber area and to strength partnerships and community links to benefit learners.

We have two composite classes. The current staffing comprises of the Acting Head Teacher (with a teaching commitment) and two part-time teachers who job-share one class. We have an Additional Support Needs Teacher, who now works two days a week in the school. Pupils and teachers are well supported by a team of Pupil Support Assistants.

41% of the pupils have Child's Plans, most of which are Level 3 or 4. One pupil has a Co-ordinated Support Plan.

We have close links with our ASG schools. A successful transition programme is in place for P7 pupils as they prepare for Lochaber High School.

The school has close links with the local parishes of St. Mary's RC Church, Fort William and St. John's RC Church, Caol. Pupils, staff and parents are well supported by the parish priest and the Bishop of Argyll and the Isles Diocese.

Links with the wider community are fostered through environmental projects, health and well-being and global citizenship programmes where several effective partnerships have been established.

Pupil Voice is prominent through our Learning Council, Eco Committee, Fairtrade Committee and JRSOs. The school has achieved five Eco-Schools flags and we have been awarded Fairtrade Achiever Status every year since 2012.

Our School Vision, Values and Aims

Our Vision

At St. Columba's RC Primary School, we are actively engaged in the pursuit of excellence. There is a strong Catholic ethos where everyone can learn and succeed. Our overall aim is to create a secure, happy, friendly learning environment where the pupils are encouraged to develop academically, socially, emotionally and creatively to the best of their ability. We focus on the development of a community based on genuine care and understanding where each individual is respected, nurtured, included, valued and encouraged to realise their potential. Our commitment as a Catholic School plays a central part as we endeavour to reflect the ideals of our faith in our everyday practice, particularly in the ethos and positive attitude of the school as a whole.

Our Values

To create a **welcoming and nurturing** atmosphere where pupils feel included and respected
To encourage all pupils to **aim for excellence** in everything they do

To **make learning fun, active and challenging** for every pupil

To encourage **independence, responsibility** and active **participation** in school life

To **respect and value** individual pupils' qualities and abilities

Our School Aims

To deliver a broad and balance curriculum, encouraging independence and creative thinking

To have equity and well-being at the centre of our curriculum

To provide a range of teaching and learning approaches, and a learning environment, which is adaptable and relevant to the evolving needs of the learners

To inspire and motivate our pupils to become successful and enthusiastic life-long learners

To ensure the school environment promotes and reflects the gospel values and the teachings of the Catholic Church

To encourage positive partnerships with parents and the wider community to enhance the quality of the pupils' learning and welfare

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1: Health and Wellbeing

Primary focus: School and ELC improvement

Year of Project: 2

Purpose: Recovery of Health and Wellbeing post Covid

Progress and impact:

Seasons for Growth was delivered by our link Educational Psychologist and Children Service Worker to a target group of children. It was hoped that a member of staff could also be trained in the programme, but this did not happen.

A member of staff was not able to attend the Seasons for Growth training however the children reported that they enjoyed the sessions.

The Resilient Kids programme is available as a resource in the school.

We need to continue to develop this alongside a programme for delivery for this.

There was some development of the outdoor spaces, with the addition of loose parts and planting areas.

For this to be fully realised, staff require to undertake further professional learning and learners need to be involved actively in the planning and developing of the spaces.

Partnership working with Stramash, supported the wellbeing of identified learners via the provision of quality outdoor nurture work.

Provision of intervention work must now be monitored and tracked carefully so impact can be understood and evidenced.

Insufficient progress was made in this area

Next steps:

- Pupil groups to be established to take forward aspects of improvement linked to wellbeing e.g., Outdoor learning, Rights Respecting Schools and Digital
- Nurture principles to be further developed and embedded using the resource [Apply Nurture as a Whole School Approach](#)
- [Observation Profiles](#) will support the self-evaluation process
- [Compassionate, Connected Classroom](#) resource to be explored in order to support the emotional and mental wellbeing of children at upper primary

Improvement Project 2: Recovery of Learning, Teaching and Assessment

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Recovery of learning, teaching and assessment

Progress and impact:

There was a focus on embedding the use of Highland wide literacy resources across the school.

Some teaching staff have achieved this with learners experiences more progressive and consistent as they move through primary. Further focus is required on providing appropriate support and challenge for pupils.

The use of diagnostic assessments in numeracy was achieved but implementation of a new mental maths programme has not yet been achieved.

As a result of this, teaching staff now have a comprehensive pre-evaluation of what learners know and can do. This has enabled them to plan learning which builds on learners' strengths and addresses their specific needs.

A focus on the use of digital tools to support learning and teaching has resulted in increased use in class. The use of accessibility features to support learners has been used successfully.

Some staff make confident and effective use of digital tools to support learning and teaching however we need to continue to build up confidence of all staff when using technology and digital tools. Pupils should now have opportunities to develop their digital literacy skills and apply these in creative contexts.

Curriculum Planning was a focus for improvement. Staff were involved in talk for writing training and exploring different pedagogy for teaching literacy and numeracy. Staff began to use KWL grids to gather information from the children.

Learners now need to be more actively involved in planning and evaluating the learning.

Building teacher confidence and professional judgement of pupil attainment will continue to be a focus through participation in Highland wide moderation activities. Moderation arrangements will be reviewed and improved to support the raising of attainment.

Engagement in Catholic Education – reintroduction of Sacrament Preparation and Pope Francis Faith Awards, training in God's Loving Plan

This needs to be carried on throughout the next year and we need to work more closely with the church to ensure we are effectively carrying out the expectations for Catholic Education.

More progress is required in this area.

Next steps:

- Look at examples of curriculum planners to try and create a progressive programme for topics
- Continue to implement talk for writing strategies, wraparound spelling and emerging literacy
- Have (at least) termly sessions for pupil voice around planning, choice and interest.

Improvement Project 3: Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Primary focus: Performance Information

Year of Project: 2

Purpose: Improving attainment and meeting the needs of all learners

Progress and impact:

Maintaining Diagnostic Assessments in Numeracy to identify and address gaps in learning.
Diagnostic assessments were maintained for the majority of children and this will continue to happen in the new term.

The use of Phonological Awareness and Spelling Data to inform planning was implemented.

This will continue to as part of school wide approaches to tracking and monitoring attainment.

The implementation of Big Maths (mental maths programme) was not progressed.

The resources were bought however staff did not have confidence in how to implement this programme. Professional enquiry and learning will support this.

Improving teacher knowledge and professional judgement around benchmark statements, particularly for key year groups P1/4/7.

Some work was done on this.

More progress is required in this area.

Next steps:

- Join in with the Highland Moderation sessions
- Create an assessment schedule
- Revisit big maths and decide if it is the programme we want to use and then implement it.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
Leadership of Change	1.3 Good
Learning, teaching and assessment	2.3 Satisfactory
	3.1 Satisfactory

**Ensuring wellbeing, equality
and inclusion**

3.2 Good
**Raising attainment and
achievement**

Our children and young people believe we have made the following progress this session:

Theme 1 Good
Our relationships

Theme 2 Good
Our learning and teaching

Theme 3 Satisfactory
Our school and community

Theme 4 Good
Our health and wellbeing

Theme 5 Satisfactory
**Our successes and
achievements**

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.