

# St. Paul's Primary School and Early Learning and Childcare Setting



## **PROGRESS REPORT FOR SESSION 2024/25**

(Standards & Quality Report)

## ABOUT OUR SCHOOL

St. Paul's Primary School is located in the town of East Calder. Our school catchment area serves the villages of East Calder, Mid Calder, Pumpherston and Kirknewton. We have placing requests from outside our catchment area every year. St. Paul's Primary is a Roman Catholic co-educational school. As a denominational primary school, Christian principles and Gospel values underpin our ethos. Our school has strong links with Parish of St. Theresa's and we foster partnerships across the wider faith community. Our widespread catchment is reflected in the diversity of our school community. Our Catholic, Christian ethos promotes a safe, happy and inclusive learning environment for all. Our commitment to effective partnership working, self-evaluation and wellbeing enables us to form effective, supportive links with our pupils and families. We are highly committed to ensuring that our learning provision is of the highest quality, with high aspirations for all. We have developed strong working partnerships with our cluster high school, St. Margaret's Academy and linked cluster primaries. Our pupils and families are proud to be part of St. Paul's school and we are well respected within the local community.

In session 2024/25, St. Paul's had a nursery class and 7 single stream primary classes. Across the school session our role has increased to just over 150 pupils. The school leadership team consists of the Head Teacher and a Principal Teacher. We currently have 10 class teachers across our 7 class stages and have 2 full-time and 3 part-time Pupil Support Workers. The school also has a part-time support for learning teacher, a visiting Brass specialist and a P.E. Specialist on a Friday. The ELC provision is led by the Early Years Officer and managed by an Early Learning and Childcare Support Manager. Our ELC team consists of 5 ELC practitioners and 2 Pupil Support Worker. Our ELC provision provides Early Learning and Childcare across 50 weeks of the year. In session 2024/25, the class structure at St. Paul's will continue to have 7 classes within the primary school setting and the ELC, providing xx spaces per session.

There is significant housing development across the community of East Calder. St. Paul's PS is continues to undergo refurbishment works which is made up of 2 phases. Phase 1 brought us a bring new school hall, new office spaces, car parking areas and new ELC. Phase 2 includes interior refurbishments.

### IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2024/25, what the impact has been and what our next steps will be to continue to address these priorities in session 2025/26.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement

PRIORITY	HOW DID WE DO?
<p><b>To raise attainment, especially in literacy and numeracy</b></p> <p><b>Our measurable outcome for session 2024/25 was to:</b></p> <p>Engage our learners more fully in dialogue about their learning and wider achievements through profiling, being able to talk confidently about their progress and next steps in learning.</p> <p>Develop skills in reading, writing, listening and talking leading to raised attainment for our learners.</p> <p>Improvement attainment in Literacy, particularly writing.</p> <p>Support staff in planning more effectively, developing more creative teaching approaches in Numeracy.</p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p><b>We have made good progress.</b></p> <p>What did we do?</p> <p>Develop the use of Sway profiling across P 4- 7.</p> <p>Develop planning approaches, through the introduction of the Four Context Plan. Extend this into wider classroom planning for learning to ensure that pupil voice is evident through this process.</p> <p>Develop creative pedagogical approaches to learning to raise attainment in Numeracy through implementing and extending the use of the Building Thinking Classrooms approach.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>Classroom dialogue, learning conversations and profiling activities indicates that most pupils can now identify specific strengths in their learning and can articulate realistic, achievable next steps with appropriate support from staff. This is beginning to lead to greater engagement and motivation in lessons.</li> <li>Across the school, <b>good progress</b> has been made in developing learners' skills in reading, writing, listening and talking. Evidence from class observations, pupil voice activities and ongoing assessment shows that learners are becoming <b>more confident and capable communicators</b>, and most are demonstrating improved literacy skills across the curriculum.</li> <li>This session, the school has made <b>good progress</b> in supporting staff to plan more effectively and to develop more creative, engaging teaching approaches in Numeracy. Staff confidence in planning coherent learning pathways has strengthened, and there is increasing consistency in the use of approaches that promote active learning and conceptual understanding.</li> </ul>
	<p><b>In our ELC we have:</b></p> <p>Continued to develop effective planning processes which provide continuity and progression across the setting to ensure children's experiences are purposeful, relevant and meaningful.</p> <p>Continued to develop the use of focussed observations linked to planning, to support practitioner judgements and ensure coverage of the curriculum.</p> <p>Engage and analyse ELC data using the trackers to identify targeted priorities for Literacy and Numeracy interventions across the session.</p> <p>Continued to develop pre-requisite skills for reading: listening attention, awareness of rhythm and concepts of print through responsive and intentionally planned experiences.</p>

<p>To close the attainment gap between the most and least disadvantaged children</p> <p><b>Our measurable outcome for session 2024/25 was to:</b></p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <p>The school was awarded £19,600 of Pupil Equity Funding (PEF). The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning. 10 priorities were planned, 4 of these priorities were fully achieved, with 6 making good or better progress.</p> <p>PEF was used effectively to provide pedagogy support in Literacy to oversee all equity priorities across the school, to fund additional pupil support worker hours to oversee interventions and help support the needs of identified learners.</p> <p>Interventions this year have focused on increasing attendance, addressing gaps in literacy and numeracy and supporting life skills. Examples include access to a football club for identified stages, a lego bricks club with free spaces for targeted children. The MIST assessment was purchased and implemented at P2 This provided specific targets and next steps for identified learners. Children across P3-6 were identified to engage in a lifeskills group to enhance attendance and engagement.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> <li>• Identified pupils increased their reading age, spelling age, knowledge of sounds and blends</li> <li>• Participation in after school clubs of targeted learners increased by 45%</li> <li>• Pupil feedback indicated an increased confidence in life-skills such as crossing the road, going to the shops e.g. local Garden Centre.</li> <li>• Most teachers reported an increase in confidence and knowledge of high quality learning, teaching and assessment in literacy and in making effective use of literacy interventions to best meet the needs of learners.</li> </ul>
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<p><b>To improve children and young people's health &amp; wellbeing</b></p> <p><b>Our measurable outcome for session 2024/25 was to:</b></p> <p>Maintain a strong focus on the importance of pupil and staff wellbeing and equity.</p> <p>Extend Staff knowledge and understanding of nurture, impact of trauma and inclusion.</p> <p>Continue to improve children's wellbeing by</p>	<p><b>We have made satisfactory progress.</b></p> <p>What did we do?</p> <p>Refresh the implementation of Emotion works and the One Trusted Adult approach across the school.</p> <p>Engage all staff in training using the Circle Resource to develop inclusive learning environments (Ed. Psych).</p> <p>Refresh the school Vision, Values and Aims.</p> <p>Begin to use digital tools for HWB pupil self-evaluation such as Microsoft Teams Reflect' tool (P4-7).</p> <p>Implement the refreshed whole school positive behaviour and relationships policy.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• The school has maintained a <b>strong and consistent focus on wellbeing and equity</b>, resulting in <b>good progress</b> in strengthening</li> </ul>
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<p>refining and embedding curriculum pathways.</p> <p>Review and refresh the school vision, values and aims.</p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>the climate of care, inclusion and mutual respect across the school community. Staff continue to place high value on building positive relationships, and this is reflected in the overall ethos and engagement of learners.</p> <ul style="list-style-type: none"> <li>• The school has made <b>good progress</b> this session in extending staff knowledge and understanding of nurture, the impact of trauma and inclusive practice. Professional learning has strengthened staff confidence in creating supportive, relationship-centred environments</li> <li>• Evidence from observations, learner conversations and staff reflections indicates that refining curriculum pathways is contributing to improved learner engagement and a more consistent approach to wellbeing across classes. The refreshed VVA is beginning to guide decision-making, supporting a clearer articulation of what the school stands for and how it supports each learner to succeed.</li> </ul>
<p>ELC</p>	<p><b>In our ELC we have:</b></p> <p>Review the vision, values and aims to reflect the new setting.</p> <p>Continue to develop a shared, high expectation across the whole staff team with regard to healthy eating and nutrition in the new ELC e.g. mealtime routines, teeth brushing, snack organisation etc. ensuring this is underpinned by latest and best CI/SG guidance.</p> <p>Develop staff knowledge of the updated CI Framework a tool for Self – Evaluation and use</p> <p>Practitioners should continue to develop the children’s understanding of UNCRC in a real and meaningful way and develop effective ways of implementing this in the context of the new setting. Ensure that Children’s Rights are embedded the language that we use in our relationships with pupils and staff on a daily basis.</p> <p>Refresh approaches to the completion and review of children’s personal plans to ensure consistency of practice across the setting, ensuring the wellbeing of all children.</p> <p>Develop knowledge and understanding of developing an inclusive ELC setting, which supports the emotional and physical wellbeing of all children (Emotion Works / Trauma Informed Practice 2 CLPL linked to ASN)</p>
<p><b>To improve employability skills, and sustained, positive school-leaver destinations for all young people</b></p> <p><b>Our measurable outcome for session 2024/25 was to:</b></p> <p>Learners will experience a broad and balanced</p>	<p><b>We have made good progress.</b></p> <p>What did we do?</p> <p>Staff will develop their knowledge and understanding of a values based curriculum, through engagement in CLPL through SCES, to consider the links between Global Compact, Laudato Si and the UNCRC.</p> <p>Staff will engage in a review and refresh of the school’s Curriculum Rationale through a values-based lens.</p> <p>Use creative approaches to planning to evidence pupil voice through visual planning approaches.</p>

<p>curriculum, which links meaningfully to learning for sustainability and provides opportunities for pupil leadership.</p> <p>Continue to improve children's involvement in planning their learning, profiling and their ability to identify and discuss strengths and next steps.</p> <p>Continue to develop opportunities for children to engage in wider curriculum experiences such as Outdoor Accreditations for Upper School and STEM based learning.</p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>Continue to develop creative pedagogical approaches through the continuation of play-based learning, STEM and BTC.</p> <p>Further develop wider curriculum opportunities through after school club STEM offers (Lego, Robotics).</p> <p>Develop further opportunities for Digital Literacy through the use of wider Microsoft applications (e.g. assignments/online calendar).</p> <p>Continue working towards further digital awards (Digital Wellbeing/Digital Endorsement Award).</p> <p>Develop wider family engagement opportunities through partnerships profiling sessions across the school, introducing a pupil-based snapshot of learning tool.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• The school has made <b>good progress</b> this session in ensuring learners experience a broad and balanced curriculum that increasingly reflects learning for sustainability and expands opportunities for pupil leadership.</li> <li>• The school has made <b>good progress</b> in developing children's involvement in planning their learning, contributing to profiling, and articulating their strengths and next steps.</li> <li>• Teachers have strengthened the breadth and relevance of learning by incorporating more opportunities for practical investigation and project-based STEM experiences.</li> </ul>
	<p><b>In our ELC we have:</b></p> <p>Develop the use of the Outdoor Area in the new setting, giving children's voices a central role in planning purposeful play spaces – include an audit of outdoor resources, visual planning of areas to encourage creativity and curiosity in the outdoor environment.</p> <p>To continue developing opportunities for pupils to lead, develop and deepen learning, through carefully planned provocations which encourage creativity and curiosity of the world around them.</p> <p>Continue to develop the use of Seesaw across the setting, with a focus on enhancing the quality of observations and the level of parental engagement with the platform.</p>
<p><b>Developing in Faith theme:</b></p> <p>Promoting Gospel Values Our specific outcome for 2024/25 was Children's learning will be enhanced by developing their understanding of Gospel</p>	<p><b>We have made very good progress What did we do?</b></p> <ul style="list-style-type: none"> <li>• Developed whole school planner to celebrate the Jubilee Year (Pilgrims of Hope).</li> <li>• Delivered parental session to support delivery of God' Loving Plan and Sacramental preparation.</li> <li>• Developed whole school/whole year Mass celebration calendar in consultation with St. Theresa's</li> <li>• Began to refresh our school values and link them to Gospel Values</li> </ul>

Values and how to apply them to life.	<p>Our Evidence indicates that:</p> <ul style="list-style-type: none"> <li>• At St Paul's PS, learners show increased pride in their house groups, which has led to improved behaviour and stronger classroom engagement for almost all pupils.</li> <li>• All children at St Paul's PS have taken part in activities linked to the Jubilee Year.</li> <li>• All pupils at St Paul's PS participated in celebrations linked to the schools 60<sup>th</sup> Anniversary and dedicated time to learning about St. Paul.</li> <li>• P6 and P7 parents at were offered the opportunity to attend a session supporting the delivery of <i>God's Loving Plan</i>. With support from the Parish Priest, we delivered a full calendar of faith events, including regular attendance at Mass and celebration of the Sacraments.</li> </ul>
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### **Attendance**

Attendance across the school is consistently high with an overall percentage attendance rate above 96 %. There were no school exclusions during session 2024-2025. The Head- teacher monitors late-coming and attendance monthly and works closely with families to overcome any barriers to regular school attendance.

### **Parental Engagement**

Parental engagement and stakeholder engagement in learning at St Paul's PS very good. We have active parent groups who support the school through fundraising and contribute to wider curricular experiences such as outdoor learning and the school choir. We are well supported by parents delivering music and links to the local Parish. Our school events are well attended. Feedback indicates that parents feel positive about the role they play in contributing to the school and that partnership working is a strength of our school community. We work closely with St Margaret's Cluster schools to ensure consistency of approach and moderation of learning. This supports our staff in making robust judgements on achievements and attainment across learning.

### **Our Wider Achievements this year have been:**

- Very successful profiling activity: P1-3 actively included in Seesaw and P4-7 on Microsoft Teams and SWAY
- Parental Engagement in a variety of events – Nativity Performances, Christmas Fayre, Brew and Blether, Book week Scotland , Macmillan Coffee Morning
- Celebrating the Sacraments of Reconciliation with P3
- Celebrating the Sacrament of Confirmation with P7
- Celebrating the Sacrament of First Holy Communion with P4
- Successful school Health Week and Sports Day
- Pupil Leadership groups continue to develop leadership roles across the school
- Successful participation Netball Festivals
- Engagement in Football Festivals
- Scottish Cross Country Success in upper school classes
- Participation in Euro Quiz for P6
- Cluster Transition work with St. Margarets – visits and online lessons
- Launch of our Snapshot Jotter approach to spotlight high quality learning across classes

How good is our school? The quality indicators\* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

How good is our Early Learning and Childcare? The quality indicators\* evidence that:

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

+Delete if not relevant

\*(Indicators used in How good is our School? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)