

LEADERSHIP

The Headteacher and staff are committed to the school and its wider community. The staff team work very effectively together and set high standards and expectations across the school. Leadership opportunities at all levels have facilitated both children and staff in developing their own skills and driven the improvement priorities of the school. As a result, learners are confident in leading and talking about their learning, progress, achievements and next steps. New appointments have been made within the Pupil Support Team. Throughout the year, the school evaluated progress in the following areas of leadership:

Children

- House Captains planned and delivered weekly House Gospel sessions to the whole school.
- Children are encouraged to discuss their learning, and this is recorded on digital and written platforms. Digital learning platforms are used by learners to share work with families. Targets are shared with families termly through our digital platform.
- Children have taken part in focus groups to focus on different aspects of the improvement priorities of the school
- Committees led different aspects of a charity fundraiser to raise money for SCIAF and donations for the Foodbank.
- House and Vice Captains led assemblies and skills development opportunities throughout the year
- P6 and 7 led Stations of the Cross for the community throughout Lent
- P6 and P7 children led and supported events for all learners at Sports Day
- Children took part in Learner Led Conferences - reporting learning to parents
- Children led activities at Cluny Court as part of the Intergenerational Project
- A Committee audited the school to find out the school's understanding of FairTrade
- P6/7 supported learning in P12 through transition buddying
- House captains led regular sports tournaments for all children, developing skills in sports and sportsmanship

Staff

- The Headteacher and class teacher have led Inspiring Schools Assessment for Learning course and shared with all staff
- The Principal Teacher has completed the Middle Leaders Aspiring to Lead course
- The Primary Pupil Support teacher has led Universal Springboard training with all staff
- Class teachers have supported teaching students at various stages
- Class Teachers completed gymnastics training with Active Schools, to develop skills at all levels
- A class teacher attended Promethean Training to cascade to school and potentially wider within PKC
- Teaching staff led and coordinated collegiate working groups after school
- Staff were recredited in First Aid
- Class teachers took part in Listening and Talking Assessment training
- Probationer teacher undertook an enquiry in the impact of daily mental maths
- Staff and children work collaboratively to plan skills time for all children
- All teaching staff have developed knowledge and skills in new sharing learning platform

Parents/Community

- The school celebrated Book Week Scotland and parents and carers were involved in book gifting sessions
- A school website has been developed to share news and information with the community
- The Parent Council raised the profile of the school by holding a stall at the local Christmas Light Switch on Event
- The Parent Council led a Christmas Fair in school
- The school took part in the Big, Big Art Project
- The Royal Highland Educational Trust worked closely with a class to deliver potato talks and support the planting and growing of potatoes
- A Blairgowrie Tennis coach delivered lessons for P4, and children were selected to play in the local tennis competition
- Families were invited into school to share digital learning experiences
- Families supported the school in school trips
- Families have opportunities to attend regular Reading Breakfast
- Volunteers have been welcomed into the school
- A Nativity performance was enjoyed by the school community
- Christmas Carols were enjoyed by the wider community
- Parents supported the school during Sports Day, leading potted sports activities

St Stephen's Roman Catholic Primary School

Standards and Quality Report Session 2024-2025



**Our vision is of a loving and caring school,
where the message of Christ's love is at the
heart of everything we do.**

**Children have access to a creative, inspiring and progressive
curriculum, which is accessible to all and builds the foundations
for lifelong learning**

Our Values:

**Love
Integrity
Faith
Tolerance**

IMPROVEMENT PRIORITIES FOR 2025-2026

- ***To develop the consistency of approach to teaching and learning across the school***
- ***To refresh curriculum design with opportunities for professional learning and growth***
- ***To develop a clear and consistent approach to writing and in turn raise attainment in writing.***

Attendance, attainment and achievement

Attendance:

Average PKC attendance overall 2024-2025 93.8%

Academic year 2023-2024 94.1%

Academic year 2024-2025 94.3%

We are committed to improving attendance and will work closely to support families to maximise this and ensure barriers to attending are addressed

Attainment and Achievement

The curriculum at St Stephen's is a creative design fit for the 21st Century. This is based on developing children with a range of key skills and developing confident and responsible learners who take pride in their community.

The school values are an integral part of the ethos of St Stephen's RC Primary School. They are shared, recognised, and celebrated at weekly assemblies and regularly visited in class.

Pupil progress is tracked through CfE levels. Early level spans nursery and P1, P2-P4 covers First Level, P5-P7 Second Level. Attainment data is recorded for each pupil in literacy and numeracy. Careful analysis of our data gives us helpful information on how we are performing as a school. The variety of data and evidence on pupils that we collected in June tells us the following:

In P1 the majority of children achieved Early level in numeracy. The majority of children achieved Early level in listening and talking and most also achieved Early level in reading and writing.

In P4 the majority of children achieved First level in numeracy. The majority of children achieved First Level in listening and talking. In reading and in writing the majority of children achieved First Level.

In P7, most children achieved Second Level in numeracy. Almost all children achieved Second Level in listening and talking. Most children achieved Second Level in writing. Almost all children in P7 achieved Second Level in reading.

Learners have regular opportunities to take part in learning conversations regularly with staff and to set their own targets within Literacy, Numeracy and Health and Wellbeing which are also shared with parents and carers.

The school once again decided that Pupil Equity Funding was best placed to provide additional human resources to provide specific literacy and numeracy interventions for learners and additional play assistant time.

The academic year was a busy and productive one; the following list gives a summary of achievements:

- P6 took part in a Ski Trip week in Glenshee Ski Centre
- P7 maintained the 'Common Room' and developed roles and responsibilities in running it
- P7 attended a residential with other schools within the St John's LMG at 'Scottish Adventure Schools' and developed outdoor skills and social skills
- P7 children who commenced the Pope Francis Faith Award programme in P6 graduated with full completion of the course
- Children in P6 and P7 attended the Cross-Country championships
- Children from all stages had the opportunity to take part in lunchtime clubs in coding, EuroQuiz and sports
- A P7 pupil represented the school at the Scottish Schools Swimming Competition and won a Bronze Medal
- Two P7 pupils represented the school at the Perform In Perth music competition
- Digital Leaders were involved in process of application for Digital Schools
- The following awards were all achieved in October 2024: Digital School Award, Equitable Coding Award and Digital Wellbeing Award
- Digital Leaders led an Assembly for the community to celebrate success in the awards
- After school clubs in running, football, cricket and tennis were well attended
- P6 and P7 took part in the Badminton Championships at Bell's Sports Centre
- P6 and P7 took part in the County Sports heats

- P6 children attended a ten-week swimming block
- Children in P4-7 took part in Active Schools Tennis Lessons
- Children in P34 took part in tennis lessons and team selected to represent the school at the LMG tennis competition
- Children in P4-7 led the liturgy for class Masses during the year
- Personal achievements have been recognised at assemblies, on the Twitter account and in newsletters.
- P34 visited the Deep Sea World Aquarium as part of Social Studies Context
- P34 took part in a Roman Immersion Workshop in school
- P7 took part in 'Mini Medics' course in practical first aid and mental wellbeing
- P12 were visited by Professor Potato to learn all about the journey of a potato
- A points system has been set up to reward achievements out of school
- As a "Gold" Rights Respecting School, there has been a fortnightly commitment to the "Right of the Fortnight" and all classes regularly use the Class Charter.
- Sacramental preparation took place for learners in P4 who received their First Holy Communion and Reconciliation
- P4 took part in a Sacramental Retreat in Our Lady's Primary Perth
- P7 were prepared for and received the Sacrament of Confirmation
- Learners recited poetry in our Scots Assembly and were recognised with awards and Burns Federation certificates
- A P7 team placed Second in the Rotary Quiz heats
- A P6 team took part in the EuroQuiz
- Children in P7 had poetry pieces published in 'The Wonder Verse' Anthology
- P567 visited the Perth Concert Hall to take part in Follow the Band
- The school participated in Tesco Stronger Starts Award and gained £500 for Digital Learning
- Pupils from P67 have taken part in an Intergenerational Project with Cluny Court, developing relationships and skills
- Upper stages took part in Carol Singing in the local community

Learning Assessment

- Assessment throughout the year was used to track the progress of learning. This in turn assisted teacher-pupil discussions to ensure children are included in setting next steps based on their own progress.
- All class teachers training in intensive daily spelling intervention
- Assessment procedures allowed for interventions to be planned for learners
- 1:1 interventions in literacy have been planned and carried out using data to report impact and to inform next steps in planning.

Quality Indicator	
1.1 Self Evaluation for self-improvement	Good
1.3 Leadership of Change	Good
2.3 Learning, Teaching and Assessment	Good
3.2 Raising Attainment and Achievement	Good

As a school we are in a good position to move forward based on this evaluation and with the priorities set for the coming academic year.

The following standard Education Scotland terms of quantity are used in this report	
All	100%
Almost all	91-99%
Most	75-90%
Majority	50-74%
Minority	15-49%
A few	Less than 15%

This report has been published in consultation with staff, learners, parents and carers, community partners, colleagues in the authority and the Parish Priest.