

St Pius X RC Primary School

School Improvement Report

Session 2024 – 2025



St Pius X RC Primary School

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This document shares and celebrates the improvements in our school. It is based on our School Improvement Plan for session 2024 – 2025

Vision, Values, Aims

The vision at St Pius X:

**To Be Your Best Self
(home, school, community)**

The values at St Pius X Primary:

LOVE INSPIRE ACHIEVE

At St Pius X we aim to be:

To be safe, ready and respectful

Context of the School:

St Pius X RC Primary School is a denominational primary school situated in the Douglas area within the Local Authority of Dundee City. St Pius X has a roll of 161 children which are spread over 7 straight classes, P1 to P7. Almost all children who attend St Pius are within catchment and 87% of our school population is living in SIMD 1. 21% of our school population has an Additional Support Need and will have relevant plans or reasonable adjustments made to support them. St Pius X is a feeder primary to St Pauls RC Academy. This academic session seven pupils have enrolled with St Paul's, our cluster high school, One with St. Johns RC High, Two with Grove Academy and 16 with Greenfields Academy

There is also a nursery class attached to the school. Within the nursery there are 31 3-5 year olds and 9 2 year olds.

St Pius X's leadership team comprises of a full-time non-teaching Head Teacher (Acting) supported by a Depute Head Teacher (Acting) with a 0.5 teaching commitment. The teaching staff is made up of 8 full time teachers and 1 part time teacher (three days). Within the teaching staff, there is 1 teacher (three days) delivering Reduced Contact Time within the context of Science, Technology, Engineering and Maths (STEM) and French. Pupil Equity Fund (PEF) has been used to appoint a Raising Attainment teacher who has led targeted interventions in literacy and numeracy. The teaching staff are ably supported by a variety of school support staff. PEF has been used to fund a full time Active Schools Assistant who

supports and delivers several extra-curricular clubs across all year groups as well as working with individual children to support the delivery of an alternative curriculum. Big Noise deliver weekly sessions to all classes and instrumental tuition happens within the school weekly for p4-7.

Pupils leaving St. Pius in p7 were above the Dundee City Council average in achieving Reading (88%) Writing (81%) and Listening and Talking (92%).

Other success this year have been the increase in pupil and staff leadership opportunities with every pupil now part of an improvement group. This has led to us applying for our Gold Sports Scotland Award and Reading Schools award. We are also continuing to work towards the Gold Rights Respecting Schools award and Bronze Eco schools award and have continued the work of the digital leaders which was recognised in the digital leaders' award last session. Through pupil and staff leadership roles, the school has also developed stronger links within the community with all classes attending a range of topic-based learning activities in the community with our partners.

Attainment Data – session 2024/2025

Stage	CfE Level	Reading	Writing	Listening & Talking	Numeracy
		2024/25	2024/25	2024/25	2024/25
P1	Early	80%	73%	100%	80%
P4	First	75%	70%	90%	75%
P7	Second	88%	81%	92%	81%

Raising Attainment Team at St. Pius

The Raising Attainment Team at St. Pius consisted of two members of teaching staff and 5 members of support staff. They worked closely with teaching staff to identify gaps in learning and interventions to support pupil development across the school. They worked most closely with pupils in p1, p3, p4 and p7. Across the year, the teaching staff who were part of the team also covered absences to ensure consistency of delivery for pupils. This impacted upon their ability to support interventions across the school significantly however, attainment in listening and talking continued to increase across all four classes. As did reading. Writing attainment increased in primary 4 while remaining the same in primary 1,3 and 7 and numeracy attainment increased in primary 4 and 7.

Improvement Priority 1 – *Embed new approaches to teaching and assessing writing.*

Data Evidence:

Good progress has been made towards achieving this priority within Raising Attainment and Achievement (Q1 3.2) with data evidence showing that each cohort, with the exception of primary 3, has increased attainment over time (see table below).

	Current P1	Current P2	Current P3	Current P4	Current P5	Current P6	Current P7
23/24	NDA	60%	65.2%	55%	66.66%	65.2%	76.92%
24/25	73%	68%	52%	70%	74%	67%	81%

Improvement is also evident in all classes talking and listening, in all curricular areas at p7 and in numeracy in p1 in the Achievement of a Level Data shown below, albeit these were different cohorts. Given that we have had a focus on moderation and assessment processes this session, it is expected that, while attainment may not show significant improvement, it is more robustly assessed and evidenced.

	P1				P4				P7			
	R	W	TL	N	R	W	TL	N	R	W	TL	N
23/24	83%	74%	87%	78%	78%	74%	78%	78%	80%	73%	83%	77%
24/25	80%	73%	100%	80%	75%	70%	90%	75%	88%	81%	92%	81%

Processes:

This session, staff development has focused on QI 2.3 and in particular the moderation cycle. Staff twilight sessions were held where staff were asked to bring along examples of both assessed pieces of work and daily jotters of pupils who they thought were unlikely, on track and ahead of expected level for writing. Staff then worked in small groups to moderate the pieces from another stage and suggested which benchmark they felt the pupil was working at given the evidence they had. They then fed back to the class teacher on:

- 1- The range of evidence/ data which had been collected (*ensuring breadth, challenge and application*)
- 2- Any data missing which would make the judgement stronger.
- 3- Any questions they had around the data
- 4- Any other feedback

This provided a basis for very rich discussion around assessment methods, the range of evidence being collected and consistency across levels as well as supporting the work of our QAMSO who has lead aspects of moderation across the session (Q.I. 1.3). Further, it provided opportunities for professional discussion around next steps for individual pupils, staff and whole school approaches. It enhanced the accuracy of teacher judgement in a positive environment and added a further layer of challenge to ensuring that approaches for

assessment matched the needs of learners and supported them to demonstrate where they are in their learning linking explicitly to the Dundee City Council Inclusion Strategy and QI 3.1. This process was also repeated for numeracy.

Next steps:

We will continue to build staff capacity and accuracy of attainment data by providing further opportunities for moderation both within our school and cluster. Embedding the use of data and intervention trackers will also help to ensure that pupils who are not on track are identified and planned for more robustly. This will be supported by the new Local Authority tracking tool and through work with our School Improvement Partnership group who are focusing on tracking.

Writing Attainment within the current Primary 3 and 4 cohorts continues to be an area of concern therefore, staff at the first level next session will take part in the CYPIC writing program and embed this across primary 4 and primary 5.

As we have had a focus on writing for the last three years and the new literacy policy continues to become embedded and well as implementing CYIPC, we hope to see continued improvements across all stages. We will therefore focus on numeracy this session.

Improvement Priority 2 – Improved attendance for all pupils with a particular focus on targeted children.

Data Evidence:

Limited progress has been made to achieve our stretch aim of 94%. There has been a.....pp improvement on last year however, we have not achieved the stretch aim of 94% set for 2024-25. Attendance is currently sitting at 91.84%

Processes:

A PEF funded (22.5%) SFDW came into post in August 2024. It took until around Christmas time for this SFDW to get to know the families fairly well, develop relationships with more vulnerable parents and to manage the workload efficiently. This was supported by weekly meetings with the DHT, so impact was limited to begin with. However, the profile of attendance is much more prominent among staff, pupils and families. This is due to

- Developed relationships between families and the SFDW. 92% of parents/ carers who responded said the school provides enough support around school attendance.
- Weekly communication with all families which includes attendance for each class and overall attendance percentages. 88% of parents/carers who responded said they look at these attendance statistics.
- Increased presence in the playground of SLT and SFDW.

Monthly attendance meetings are now take place where every child who is below the stretch aim is discussed, actions identified and progress of actions recorded.

Family learning opportunities have increased significantly with a weekly session now in place. Families who attend regularly scored this as 9.42 out of 10 for their experience in the engagement group. This session these were based around family health and wellbeing including healthy eating, mental health, physical fitness and exercise. They also supported the development of community links with DFC community trust, NHS and other partners also supporting some of these sessions. Feedback from parents included that they enjoyed “the opportunity to meet other parents”, they enjoyed “getting stuck in and learning with the kids” and they felt the sessions were “fun and energetic”.

The use of the Forth Valley West Lothian Attendance Toolkit as enabled a more forensic deep dive into attendance data, systems and areas for improvement. It also highlighted the importance of attendance further with staff and helped to support the understanding that everyone has a role to play in improving attendance (QI 1.3).

A full time Active Schools Assistant (ASA) was also funded out of PEF. While the Active Schools Assistant has clearly developed good relationships with the children and families, the impact of this on attendance is unclear. The walking bus, run by ASA, had an average of 9 pupils attend

each session in term 4. This requires further attention to systems and processes which will help to gather robust data and support evidence of impact moving forward.

Next steps:

There will be no Active Schools Assistant in St. Pius next session so the family engagement sessions will continue to be supported by the School Family Development worker and a class teacher. The impact of this on attendance will be more closely monitored with targeted families specifically invited along to the sessions and feedback from parents and pupils used to identify the focus of each session.

The walking bus will continue initially one day a week until numbers are increased with the SFDW leading on this and the profile of this will be raised through advertisement both on Seesaw and with leaflets given out in the playground termly as well as making this much more visible and fun (e.g. music, decorated hi-viz vests etc). Pupil leaders will also support on the development of this.

The Forth Valley toolkit identified targeted interventions and vulnerable groups as an area of development within attendance. Current attendance data will be scrutinised at the beginning of next session to identify vulnerable groups most at risk from non-attendance and to identify targeted intervention to support them. Working in partnership with colleagues from across the city to identify what is working well within their setting and a more collaborative approach between SFDW and class teachers to support children and families.

Improvement Priority 3 – *Develop rationale for curriculum design at St Pius X*

Data Evidence:

Following on from previous years work and staff feedback, good progress was made in developing the rational for curriculum design at St. Pius until December 2024.

- IDL bundles were created and shared with staff who had opportunities to explore these together before using them for planning.
- Parental and staff views were collected on strengths and areas for development within the curriculum delivery at St. Pius (QI 1.2)
- Staff development focused on understanding the curriculum rational and the importance of a contextualised curriculum to support the needs and aspirations of our families. (QI 2.2)
- Staff development undertaken with Pedagogy team to begin to identify and develop curriculum rational specific to St. Pius (QI 1.3)

This work can be picked up again in future if the school remains open however, in light of the possibility of the school closure, further reflection of the current situation prompted us to change this priority to focus on becoming more data informed. The purpose of this being the use of data in identifying attainment priorities (QI 3.2), making robust ACEL judgements through moderation and assessment (QI 2.3) and ensuring personalise support (QI 2.4) for pupils. The rational for this was to ensure staff capacity was built preparing them for possible moves to other establishments as well as ensuring information sharing at the point of transition was robust and further, perhaps most importantly, if the school were to remain open, then the assessment information used to plan next steps would be much stronger.

Some good progress has been made in staff becoming more data informed and identifying a wider variety of data which can be used to inform judgements. Staff are also becoming more confident and using more consistent approaches to assessment through the moderation process.

Processes:

Staff development focused on using the Education Scotland Rapid Evidence Review Summary and 'Effective use of data' resources, staff identified different types of qualitative, and quantitative data already collected at a local authority, school and class level and developed a clearer understanding of how these link together to inform priorities. From this, staff identified what further data would be useful. With a focus on SIMD and gender, new data trackers were implemented and used during attainment meetings with a focus on targeted children and interventions to achieve stretch aims. This capacity building for staff (QI 1.2) has led to more robust evidence of clear and measurable impact on outcomes for learners and has built upon a strong focus on improving learning among staff across the school.

As a result, staff show a better understanding of the 'why' we need to use data to inform practice, and some can identify areas of improvement within their own practice.

Next steps:

Continue to examine data at a school, class and individual level with staff to support improvement.

Continue to provide opportunities for moderation around both benchmarking and ACEL.

Develop an assessment policy to ensure more consistency of approach across all stages.

Support staff to become more confident in using data in their everyday practice to inform next steps.

Improvement Priorities for session 2025/2026

1. Increase attainment in numeracy by using Maths Burst resource to develop understanding of spatial reasoning and computational thinking, developing outdoor numeracy and using the RISE resource to help identify gaps in learning.
2. Improve attendance for all children through targeted interventions, including family learning opportunities from SFDW.
3. Develop use of robust assessment evidence and data to identify gaps in learning ensuring that interventions are impactful in meeting the needs of all learners.