**Standards and Quality Report**

**2015 - 2016**

**St Joseph’s Primary.**

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St Joseph’s Primary School is a denominational school, situated in Busby within East Renfrewshire Council. The school serves the Busby, Clarkston, Waterfoot and Eaglesham districts of East Renfrewshire. The associated secondary school is St Ninian’s High School and the cluster primary schools are St Cadoc’s and Our Lady of The Missions with Glenwood Nursery acting as our associated Nursery.

St Joseph’s Primary was established many years ago in the local church, moving to its present location in 1965 where an extension was completed in 1995. Further building work gave the school new classrooms, a MUGA (Multi Use Games Area) an enhanced Information Communication Technology (ICT) area, a Continuing Professional Development (CPD) / Conference Area.

The present school roll is 418 with a projected roll of 412 by September 2016. The teaching complement remains at 20.33 The school implements an inclusive policy, which is supported by 1 Office Manager, 1 clerical assistant, 3 full time Pupil Support Assistants, 2 who work a split week and 1 with a work pattern of 11 hours per week.

The school also has 1 janitor and 3 cleaners, 1 catering manager with a staff of 4 dining assistants.

Additionally, the school benefits from input from instrumental teachers, strings, percussion and woodwind. Most pupils benefit from and enjoy weekly lessons from a music specialist who works with the class teachers.

St Joseph’s is an integral part of the local community, maintaining very strong links with the Parent Council, Pupil Council, St Joseph’s and St Bridget’s parishes, other schools and local agencies.

Using the devolved budget from the local authority, the school prioritises development areas within a strategic plan for improvement.

Our aim is to provide a Catholic school education of high quality with a vision of a school that:

* Is welcoming, with genuine friendliness, concern, respect and a sense of community.
* Strives for educational excellence, ensuring breadth and balance across the curriculum.
* Achieves high attainment, through self-evaluation and improvement.
* Encourages the value of hard work and has high expectations of both staff and pupils.
* Encourages staff to reflect on the Gospel and its call to show love, compassion, respect, truth, integrity and wisdom thus seeking to build a community where all members are held in high regard and their dignity, worth and individuality are respected.
* Recognises the uniqueness of each student as a gift of God.
* Is joyful, optimistic and genuinely happy.
* Speaks of Jesus’ love through the strength of the loving kindness of our staff.
* Seeks opportunities for celebration.
* Recognises and expresses our Catholic tradition with signs and symbols of our faith, in Eucharistic celebration, and through our Religious Education Programme

We aim to equip our pupils with skills and attitudes for lifelong learning which will prepare them for life beyond school.

Our school priorities for 2015/2016 were as follows:

1. To maintain high levels of attainment in literacy and in particular, reduce the gender gap in reading at the middle stages.
2. To enhance and embed professional practice in relation to the GIRFEC model.
3. To embed the Cluster science framework and create a similar model for technology, ensuring coherence, progression and continuity.
4. To ensure RE is planned and delivered in accordance with Diocesan guidelines.
5. To ensure staff have a clear understanding of our rationale for Curriculum design.

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| **How good are we at recognising achievement and raising attainment? (1.1)** | **Evaluation: Excellent** |

**1.1 Improvements in Raising Attainment**

**Range of evidence:**

In raising attainment and achievement, the school used “How Good is our School 3”, ERC Standards and Quality report and the report from a recent transition Review conducted by ERC as the main drivers for progress.

Professional dialogue, benchmarking and moderation played a crucial role in teachers quality assuring their lessons, assessment and pace of progress.

Professional dialogues are held each term with SMT and class teachers discussing good practice which is followed up by dissemination at Departmental/Staff Meetings. Constructive feedback given following learning visits, professional dialogues and peer visits has ensured greater consistency of teaching approaches across stages.

Working with schools of similar characteristics, staff regularly benchmarked the quality of work and progress made by examining data held in the tracking database as well as moderation exercises which were held in-house, at cluster and authority level. A more consistent use of Teacher Assessment Record (TAR) has improved teacher confidence in making CfE judgments leading to maintained or enhanced levels of attainment in maths, literacy and listening and talking.

**Progress, Impact and Outcomes.**

Attainment in St Joseph’s remains a key strength, with children consistently reaching or excelling national and local benchmarks. The priorities set out in the School Improvement Plan continue to have a measurable impact on the achievement and attainment of our pupils.

The school makes very good use of data and information about prior attainment to guide and inform classroom practice e.g.

Analysis of Developmental Milestones and Baseline results for P1.

Screening at the beginning and end of P2 and P3

Analysis of Standardised Testing results at P3, 5 &7

Regular Target Setting Meetings to discuss pupil Curriculum for Excellence progress and pace of learning.

**Baseline**

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| --- | --- | --- | --- |
| **Literacy** | **2013-2014** | **2014-2015** | **2015-2016** |
| School’s overall scores | 99 | 104 | 100 |
| Boys | 97 | 101 | 96 |
| Girls | 102 | 107 | 103 |
| **Numeracy** | **2013-2014** | **2014-2015** | **2015-2016** |
| School’s overall scores | 99 | 102 | 101 |
| Boys | 100 | 101 | 101 |
| Girls | 99 | 102 | 101 |

Baseline assessments take place in September and the average score across East Renfrewshire is 100.

In literacy, boys underperformed in writing their name (75) with girls very strong in print concepts (110). In numeracy, boys underperformed in reading numbers (83) with girls scoring an average position of 99.

**Developmental Milestones**

Once again, all schools in East Renfrewshire recorded the percentage of children achieving developmental milestones at the beginning of P1. The milestones benchmark various areas of development including skills in language and communication, social and emotional, attention fine and gross motor skills.

Last year (2015-2016) 83% of pupils achieved their developmental milestones, a figure maintained from the previous year.

The information was used along with the Baseline results, to build up a profile of each P1 pupil to ensure that the needs of each child are identified and addressed.

**Curriculum for Excellence Judgements (CfE)**

The table below shows the proportion of pupils in P1, P4 and P7 achieving the early, first and second levels. In 2015 -16 attainment remained very strong with each area of the curriculum well above the authority average for reading, writing and maths. This year we also assessed pupils in Listening and Talking and we will work with Cluster colleagues next year to develop a Listening and Talking assessment framework which will be used to better assess this area of the curriculum.

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| **CfE attainment** | **2013-2014** | **2014-2015** | **2015 -2016** | **Target 2016-2019** |
| Reading | 84 | 90 | 89 | 91 |
| Writing | 82 | 84 | 91 | 89 |
| Maths | 82 | 92 | 90 | 91 |
| Talking and Listening | N/A | N/A | 88 | 88 |

**Standardised Tests**

The school makes very good use of Standardised Test information to identify areas of strength as well as improvement for individual pupils.

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| --- | --- | --- | --- |
| **Overall Standardised Score** | **2013 - 2014** | **2014 - 2015** | **2015-2016** |
| Maths (P3,5,7) | 107 | 106 | 106 |
| English (P3,5,7) | 105 | 108 | 109 |
| **Maths** | **2013 - 2014** | **2014 - 2015** | **2015-2016** |
| Boys | 108 | 105 | 107 |
| Girls | 106 | 107 | 105 |
| **English** | **2013 - 2014** | **2014 - 2015** | **2015-2016** |
| Boys | 102 | 106 | 107 |
| Girls | 108 | 110 | 110 |

The school consistently scores above the East Renfrewshire average of 100 in both areas of the curriculum.

**Maths**

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|  | **2015-2016** | | |
| P3 | P5 | P7 |
| Boys | 105 | 103 | 112 |
| Girls | 105 | 104 | 106 |

Pupils identified as being in the lowest performing 20%, were supported in various ways:

* those in the early years received intensive 1-1 and small group support in basic number
* those in the middle and upper school received additional support in mental maths strategies.

The Cluster’s Maths Standing Committee, Maths Champions, and staff worked closely to ensure that transitions were robust and information accurate.

Parent friendly Common Language Maths booklets, which detailed various components for easy access e.g. division calculations, subtraction, multiplication and algebra, were distributed at Parent Workshops held in September 2015 and will continue to be referred to during Maths Workshops to be held each year. This material is currently available through the school website.

During classroom learning visits, it was noted that there was a consistency in the delivery of Maths and Numeracy and this was also evidenced during the monitoring of Maths jotters and through discussions with pupil focus groups.

The school was awarded 5 silver and 4 bronze medals in the Junior Maths Challenge organised annually by the University of Glasgow.

**Reading**

The table below indicates that in Reading, boys in P3, P5 and P7:

- perform higher than the Authority average

- performed less well or matched girls performance.

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| --- | --- | --- | --- |
|  | **2015-2016** | | |
| P3 | P5 | P7 |
| Boys | 105 | 107 | 109 |
| Girls | 111 | 111 | 109 |

Pupils identified as being in the lowest performing 20%, were supported in various ways:

* those in the early years, received intensive 1-1 and small group support in basic phonics and writing
* those in the middle and upper school, received additional support in reading comprehension.

Older children reported that they had a better understanding of techniques needed to dissect a reading passage for understanding while younger pupils showed an improvement in the retention of initial sounds, early blends, onset and rhyme.

Moderating attainment is regular and robust in St Joseph’s. The Senior Management Team (SMT) hold weekly meetings and each month attainment levels are discussed, supported and challenged. Principal Teachers and the Depute work within their own department, tracking attainment levels through the Tracking Database, Teacher Attainment Record (TAR) and class records.

Regular Target Setting Meetings are held with teachers of the same stage and across stages. Teachers ensure that the gradient of learning is used as a benchmark for making professional judgements.

Additional support is routinely offered to pupils, where appropriate, through class teachers, a differentiated curriculum, Support for Learning Teacher (0.5 FTE) and additional staff (1FTE) employed for this purpose. In addition, the school supports more able children by offering a differentiated curriculum that challenges them to achieve their full potential. A small group of children worked collaboratively on a variety of tasks from the SNAP website, designed for the more able/gifted child.

Moderation Facilitators supported teachers in the moderation process at School, Cluster and Authority level. Teachers reported they are more confident in using their professional judgement to assess pupil progress and staff worked well together to share best practice They met with Cluster colleagues to moderate the experiences and outcomes in health and wellbeing. This ensured greater consistency across the Cluster and in particular, at points of transition. We will further develop the correlation between CfE teacher judgements and assessment data next session as a school and cluster.

Pupils’ successes and achievements are tracked across all aspects of the curriculum and celebrated exceptionally well through displays, class newsletters, assemblies, school achievement wall, monthly newsletters, blogs, e-portfolios and school website.

Childrens’ achievements are recorded through Class Blogs (P1-4) and Profiles (P5-7).

Staff regularly engage pupils in dialogue which enables them to identify the skills developed as part of their achievement.

A wide variety of after school clubs was organised by the school’s Active Co-ordinator Kerry Comerford with over 45% of pupils taking part in at least one after school club although many more have also taken part in community based after school clubs.

A group of P6 pupils were awarded first prize for Best Project at the National first Lego League competition which was held in Loughborough University. This prestigious award was welcomed by the school as it clearly demonstrates close working partnerships between pupils, teachers, parents and the STEM ambassador from JP Morgan who worked each week with the Lego League Team to develop their programming skills and the final project which was submitted.

All children participated in an extensive range of school, cluster, community and national events which provided them with excellent opportunities to achieve across a variety of areas:

* The Annual Provost’s Debate gave the opportunity for P7 children to develop their debating skills, along with enhancing their confidence
* ERC sports festivals and competitions.
* K-Nex Challenge, the P7 Cluster Maths challenge.
* Residential visits and educational excursions.

All children participate in committees and played an active role in making decisions which affected them. These included:

* Eco
* Rights Respecting
* Pastoral
* Fair Trade
* Pupil Council
* Junior Road Safety Officers
* Getting It Right for Every Child (GIRFEC).

The school successfully maintained Fair Trade status and is working towards Rights Respecting School Level 1 as well as renewing the Eco-School Scotland status.

The school’s Rights Respecting Committee last year continued to raise awareness of childrens’ rights and responsibilities with our pupils. We intend to re-establish a connection with our sister school in Sierra Leone and to continue with this partnership now that the Ebola crisis has diminished.

Children regularly met with the Head Teacher and Depute Head and the discussion centered on transitions, attainment, the SHANARRI indicators and any suggestions they had to make further improvement in the school. Additionally, two members of the Pupil Council met with the Director of Education to discuss pupil voice in St Joseph’s, specifically their involvement in the Mandarin programme.

Our children are confident and responsible individuals who relish the opportunity to speak to their own class teacher and other adults about their learning. They discuss agreed targets, skills for life, learning and work and their aspirations for the future.

Parents played a full role in helping P6 pupils complete their Bikeability programme and almost all children successfully completed the on-road Training.

P7 pupils’ personal and social skills were further developed through a residential trip to Lockerbie Manor Scottish Outdoor Educational Centre.

Cluster Standing Committees and School Working Parties continued to drive forward new initiatives and allow staff to share best practice:-

**Literacy**

The School’s Reading Working Party worked with the Cluster Standing Committee to review Listening and Talking assessment approaches and created a framework for ‘Listening and Talking’ which will be rolled out to the whole cluster next session.

Teachers held a series of parental workshops to explain how reading is taught in the school and how parents can best support their child at home.

These sessions were later linked to ‘Come and see my Learning’ sessions where the pupils demonstrated this learning in action to their parents.

These workshops were well attended and the feedback was very positive with parents reporting;

*[[1]](#footnote-1)“ it was so helpful to see how I can help my child with their reading. I never knew there was so much to it…thank you to all the teachers”.*

**Maths**

All teachers attended CLPL on Mental Maths and early Maths delivered by a Maths Consultant Lynda Keith and Maths resources were purchased as a result.

Pupil learning experiences in Maths were enriched and support given to pupils in the lowest performing 20%.

The Maths Champion continued to support the work on Maths and Numeracy throughout the school.

**GIRFEC (GETTING IT RIGHT FOR EVERY CHILD)**

The school’s GIRFEC group used the previously created Health and Wellbeing framework to populate it with Es and Os pertaining to substance misuse. The group will continue to expand the framework, linking aspects of the Religious Education (RERC) programme; God’s loving Plan.

**Science**

The Science working party worked in conjunction with Cluster colleagues to embed the Science framework. Development needs and resources were audited, purchased and matched to the agreed Es and Os and almost all staff attended a wide range of Science CLPL.

Existing practice and resources were audited and a coherent, progressive programme for Science was agreed and implemented across all stages.

CLPL was delivered to increase staff confidence in teaching Science and key experiences and outcomes were determined for P6 & P7 pupils across the Cluster, hence enhancing their transition to St Ninian’s, with pupils, teachers and parents reporting that the children are well prepared to begin secondary school. Pupils reported that they felt confident about receiving Science lessons in St Ninian’s

**Modern Language**

As part of the 1+2 Language programme P5-7 pupils were introduced to Mandarin. The Mandarin teacher explored Chinese culture, food, drink, arts as well as simple Mandarin phrases and handwriting. P5-7 pupils worked collaboratively to showcase their work in a dedicated display area and received very positive feedback from visitors to the school and the wider school community.

**Religious Education**

The school introduced ‘God’s loving Plan’ throughout the school. This programme was rolled out across the school with two different Parent Information Meetings being held. One meeting gave general advice on God’s Loving Plan while the other gave particular advice on lessons taught in P6 & P7. Parents were also given the opportunity to take materials home and also to examine it in more detail during a later Parents’ Night

Senior pupils continued their involvement in the Pope Francis Faith Award with almost all children in P6 and P7 enrolling in the scheme. This resulted in more children being actively involved in their local parishes by reading, serving Mass and contributing to the Welcome ministry as well as other duties as determined by the Parish priest.

The priorities in the school’s Improvement Plan have had a measurable impact on improving the attainment, achievement and well-being of learners.

They have also helped maintain high levels of attainment in literacy. A gender gap in reading at the middle stages remains.

Professional practice in relation to GIRFEC is more firmly embedded and will be developed in light of further guidance as it becomes available.

The Cluster science framework has ensuring coherence, progression and continuity and RE lessons are planned and delivered in accordance with Diocesan guidelines.

The rationale for the curriculum has been revisited and staff have a clear understanding.

**Next steps**

* Maintain high levels of attainment in Literacy and numeracy ensuring further moderation work leads to greater consistency in teacher judgements of pupils’ progress across all curricular areas.
* Continue to develop the tracking and recording of the full range of children’s achievements in and out of school ensuring that pupils who could benefit from further support are identified and targeted.
* Continue to implement the Recognising Achievement and Raising Attainment Strategy.

Raise awareness of East Renfrewshire’s 5 capabilities throughout our school community; *“Prevention, Digital Community Engagement, Data Evidence and Benchmarking and Modernising How We Work”.*

* Implement the school’s Improvement Plan taking account of ‘Tackling Bureaucracy’ and LNCT agreement.
* Continue to collect, analyse and interrogate attainment and achievement data to ensure pupils’ needs are being met.
* Continue to develop and implement strategies and plans to improve the performance of the lowest 20% of pupils
* Conduct small scale professional enquiries as linked to teacher’s own PRD
* Adapt the House system based on four Scottish Saints where children’s achievements are recognised and celebrated, in the light of the Named persons Act so that families are together in the same House.

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| **How well do we meet the needs of our stakeholders? (2.1,2.2,3.1,4.1,4.2)** | **Evaluation: Excellent** |

**Range of evidence**

Using the Quality Indicators from “How Good is our School 3” and “Shining The Light of Christ”, the “ERC Standards and Quality report” and the report from a recent the Transition Review conducted by ERC, pupil performance was tracked systematically to identify pupils requiring additional support or extension. The results were recorded through the Staged Intervention Process (STINT) and used to inform the level of support required.

The Teacher Assessment Record (TAR) offered clear identification of support required for key equity groups and was used to ensure pupils met their full potential. These children are prioritised when granting places on after school clubs, lunchtime activities, etc.

Staff and Pupil dialogues, comments made by parents in homework diaries, jotter work, etc. learners self-evaluation of progress and setting targets through Profiling, Learning Blogs and reflections as well as evaluations compiled by parents, pupils, staff and other agencies following a special event or visit to the school are used to inform areas of strength and of development.

Staff, pupil and parent consultation groups are used to evaluate the work of the school and if appropriate, set new targets.

Minutes from Cluster Meetings, Standing Committee meetings, Parent Meetings related to STINT pupils, matters of concern following Parents’ Nights, Staff Meetings and working parties, etc. ensuring the wellbeing, equality and inclusion of all pupils.

**Progress, Impact and Outcomes**

Meeting the needs of pupils is crucial to the ethos and philosophy of St Joseph’s and in particular, meeting the needs of the most vulnerable children.

At the beginning of the new school session, we highlighted and actively promoted the vast array of support agencies and initiatives run in the school and by the Authority to support pupils. The school works in close association with Psychological Services and other agencies such as Occupational Therapy and Speech and Language Therapy.

In questionnaires sent out as part of the Transitions Review, almost all parents and pupils reported that the school was helping learners to become more confident:

*[[2]](#footnote-2) “all parents were happy with the school and almost all parents reported that their child is stimulated, challenged, encouraged and stretched to work to the best of their ability. Almost all parents reported that their child’s learning was progressing well. The school used a variety of methods to engage with parents e.g. workshops, information events, curriculum events and parent information guides/leaflets”.*

Staff use praise very effectively to increase pupil motivation and self-esteem and pupils are very polite, articulate, courteous and well behaved. Pupils identify exceptionally well with their school community.

A range of school staff delivered CLCP including:

* GLOW
* E-portfolios
* Science
* Cluster Common Language Maths Policy
* an overview of provision for support in the school from the Additional Support Needs Coordinator.

Formative assessment is embedded in all classes, learning intentions are routinely shared, success criteria agreed and self and peer assessment linked to success criteria.

High quality feedback is used to improve understanding and assist pupils to determine their next steps in learning. Children are provided with regular opportunities to lead their own learning, choosing both the context and the approach.

Within excellent and very good lessons, children are engaged, motivated, supported and challenged. Teachers use skillful well-paced teaching approaches and interact very well with learners. Learners’ responses are valued and developed further with teachers ensuring that their lessons fully involve learners and encourage them to express their views and ask questions.

[[3]](#footnote-3) *“Overall, learners’ experiences are excellent. Teachers use a wide range of teaching approaches which offer an excellent balance of active learning, direct teaching and group work. All children work exceptionally well individually and collaborate very effectively in pairs and in groups, as appropriate with expectations for both the process of working together and the task made explicit. This had led to children working well together and with more purpose”.*

ICT is used to enhance the content and delivery of the curriculum. This includes the use of video and audio clips and online timers. Interactive whiteboard technology is used effectively by staff, and in some classes, by pupils with many children benefitting from opportunities to use a wider range of technology.

Self-reflection is at the heart of the school’s philosophy with professional dialogues routinely taking place on a planned, formal and informal basis between staff members. It is a regular item at both Departmental Meetings and Staff meetings and staff are encouraged to share their expertise through Learning Visits and Departmental Meetings and on an informal basis.

Staff have an excellent knowledge of the children and understand their needs very well.

Pupil support teachers and pupil support assistants (PSAs) work very effectively to support children’s learning and are sensitive to their needs.

Detailed information on learners’ needs and suggested support strategies are available and the school has worked to build capacity in all staff to plan effectively to meet pupil needs.

Pupils regularly discuss their learning with their teacher and share these discussions through their e-profiles.

Children who are identified through the STINT (Stage Intervention process), including more able learners, have their targets regularly evaluated and where appropriate, their case is discussed at JSTs (Joint Support Team meetings), case conferences or annual reviews. Meetings are well attended by psychological services and where appropriate health and social work. Parents and pupils are regularly involved in the process and their views were sought and taken into account. In all cases, the outcome of meetings is shared timeously with parents.

Careful consideration is given to children’s learning and social and emotional needs during transitions between stages. These arrangements include dialogue between teachers about pupils’ wellbeing and sharing of information on attainment, assessment and provision for pupils with additional support needs

Very good extended transition arrangements provide a high level of support for pupils with additional support needs. Pupils who require additional support are identified ahead of the formal transition processes to effectively plan for meeting needs.

[[4]](#footnote-4) *“The commitment demonstrated by senior managers and staff to the transition process resulted in children and young people feeling very confident and secure in transferring from pre-five to primary and from primary to secondary”.*

There is a very well developed range of programmes used to support the needs of individuals and groups of learners including:

* Fine Motor Skills
* Gross Motor Skills (Action for Learning)
* Mindfulness
* Social Skills
* Touch Typing
* Dyslexia Club
* Coding Club
* Critical Thinking Group (More able)

The school adopts a strategic approach to e-portfolios and profiling and uses e-portfolios very effectively at P5, P6 and P7 to capture skills development and individual achievements within and out with school. Class blogs are used from P1 through to P4 providing a very good platform for children to share their learning with parents via the school website.

Children confidently discuss the content of their blogs and e-portfolios, sharing their learning and identifying skills developed and knowledge gained.

Parents attended many school events throughout the year including ‘Come and See My Learning’ sessions where pupils at every stage, showcased their learning. Many of these sessions were linked to the previous parental reading workshops and this model will be repeated and extended next year.

A workshop on God’s Loving Plan was delivered for the parents of P6&7 and although the turnout was low, all parents were appreciative of receiving this information which has been agreed nationally by the Bishop’s Conference of Scotland.

Through very good induction programmes, pupils and parents have opportunities to visit the school and participate in learning about the curriculum. Children have the opportunity to visit their new classrooms, meet with their new teacher and be introduced to their peer buddy.

Pre 5 pupils made a variety of visits to the school with P1 teachers and the Principal Teacher visiting large number of pre 5 establishments.

Parents were provided with a “Welcome Pack” containing a DVD about the school and useful booklets on how to support their child’s learning. This approach ensured that not only did the teachers have a clear and full profile of the pupils they would be receiving, but also gave those children greater confidence about starting school, enhancing the transition process.

Parents’ views were surveyed on the Induction process. Almost all parents rated it as being excellent overall, with the remainder rating it as very good.

Masterclasses are planned and delivered across all stages of the school, with a focus on skills for learning, life and work. These Masterclasses enjoyed close working partnerships with local and national companies including; JP Morgan, Morgan Stanley and IBM.

The school liaised with parents with particular skills that supported the delivery of specialist Masterclasses for example:

* Forensics – Police officer and Forensic Chemist
* Flat Pack Furniture Assembly- IKEA manager
* Construction – Chartered Builder

It is our intention to further develop these and other links in our forthcoming School Improvement Plan. Staff, pupils and parents are highly committed to supporting the Catholic ethos of the school. Pupils and staff are very involved in their own faith formation with a high number of P7 pupils receiving the Pope Francis Faith Award. This awardis designed to help children to show “signs of love” in their daily lives and to be active members of their local Church. The award invites young people at the Primary 6 and 7 stages to use the Gifts of the Holy Spirit and to show how they can bear fruit in their homes, schools and parishes. It is directly connected to what young people are learning about the Sacrament of Confirmation and is awarded by the Bishops of Scotland.

The school continues to have excellent partnership arrangements with the parishes of St Joseph’s Clarkston and St Bridget’s Eaglesham. P4 pupils were well prepared to receive the sacraments of Reconciliation and Communion and P7 pupils received the sacrament of Confirmation in St Mirin’s Cathedral along with the children of Our Lady of the Missions Primary. Bishop John Keenan visited the children in preparation for this sacrament and commented on how well prepared the children were.

The school works closely with Cartsbridge Evangelical Church with P3 children attending the ‘Christmas Cracker’ event and older pupils enjoying ‘The Easter Experience.’

A high number of parents and carers attended P1-3 nativity shows and Advent Liturgical services for P4-7. These events were a highlight of the school year and children relished the opportunity to demonstrate their acting, speaking and musical talents.

Along with Parish priests and Acting Depute head teacher from St Ninian’s High School, P7 parents attended in great numbers, the Leavers’ Mass and presentation ceremony.

This event was a fitting end to the primary school experience and helped prepare the children for their transition to High school.

The Parent Council worked extremely closely with the school in organising fund raising events which raised a significant amount of money for the school. This money was used to provide playground equipment for the pupils, to help fund the ‘House Treat’ for the winning House which was St Margaret of Scotland and to pay for transport to assist with the summer trips.

The Parent Council is actively engaged with the Education department to upgrade the grounds surrounding the school and to improve both playgrounds and the outside learning environment. This work will continue next year.

The Parent Council organised a variety of events such as a welcome night for P1 parents and children, school discos, sponsored bouncy castle, Christmas Fayre, end of year ceilidh, quiz nights etc.

The Parental Involvement Coordinator, along with a number of staff, attended Parent Council meetings and shared best practice; ensuring parents have enjoyed a wide range of opportunities to become more actively involved in school life.

Regular fundraising events take place throughout the year, often organised by the Parent Council. Children and the wider school community regularly fundraise for a range of agreed charities, with many charities benefitting from the donation:

* Lepra £3380
* Mary’s Meals £ 750
* Bishop’s Fund £ 725
* Missio £ 500
* Progressio £ 475
* La Sallian project £ 150

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£5980

In addition, the school collected hats, scarves, socks and gloves for the Bellgrove Hostel for Homeless men and sundries for the refugees in Calais.

The school also enjoys close links with both Bonnyton House and Hawthorn Court, care homes for the elderly. Older children visited these homes to perform for the residents and links within the community were strengthened with children having a stronger awareness of the positive impact they can have on others.

Communication between home and school is excellent. Class teachers and parents routinely use Home-school diaries to communicate on daily matters. Blogs were introduced for all classes and parents used these to view the work of the class. The school website was updated and keeps parents well informed of important information regarding the school. The head teacher writes a monthly newsletter and a stage newsletter is sent out each term for parents, giving greater detail of the curriculum that will be covered. Parents use our texting messaging service for urgent / important information and almost all have opted in for paperless communication via email.

Staff continue to demonstrate high levels of motivation and contribute positively to improving the quality of the school.

Staff meetings are held regularly and weekly departmental meetings used effectively to help teachers share best practice; reflect on the quality of their lessons and the wider life of the school.

All staff regularly reflect on their practice and identify areas for development. Each session, staff participate in the PRD process and some complete their GTCS Professional Update in line with the national timelines, using this for personal reflection and improvement. These processes are helping to ensure the continuing development of professional practice.

The school has always preferred the coaching approach to professional development. The Head and Depute Head Teacher engaged in a session of Coaching CLPL, in turn encouraging members of the SMT to adopt this method in developing the leadership skills of others.

**Next steps**

Work in partnership with the parent council to improve the outdoor learning environmentand school grounds, exploring further opportunities for outdoor learning with staff.

Continue to support staff in the GTCS Professional Update process, reflecting on strengths, areas of development, successes and challenges faced.

* Continue to use the coaching approach when working with staff on their PR&D and raise awareness the school community of CLPL opportunities at school, Cluster and authority level and that these are used effectively and creatively to meet the needs of both staff and pupils.
* Pope Francis Award Pupils to visit Bonnyton House and Hawthorn Court as part of their faith journey and to work more closely with senior pupils in St Ninian’s who are undertaking the Caritas Award Scheme.
* Further develop working partnership links with national and local businesses to help children further develop their skills for employability.
* Continue to be involved in developments at school, Cluster and Authority level.

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| **How good is our leadership? (9.1, 9.2,9.3,9.4)** | **Evaluation: Excellent** |

**Range of evidence**

To ensure that leadership opportunities are available to all staff and pupil the school used

the Quality Indicators from “How Good is our School 3” and “Shining The Light of Christ.”

The report from a recent Transition Review conducted by ERC was used extensively to quality assure the leadership of the school.

Professional dialogues and learning trios assisted staff to self-evaluate their leadership of learning. The Professional Update process provided the opportunity for staff to reflect on their own performance and identify areas for development in career long professional learning.

Themes from learning trios, along with termly Professional dialogues discuss good practice, and are followed up by dissemination at Departmental/Staff Meetings.

Pupil dialogues

Learners self-evaluate progress and set targets through Profiling, Learning Blogs and reflections.

Evaluations compiled by parents, pupils, staff and other agencies, following a special event or visit to the school, as well as comments in homework diaries, jotter work, etc. are used to evaluate the work of the school and if appropriate, set new targets.

**Progress, Impact and Outcomes**

Our school aims and values encourage school community to;

***[[5]](#footnote-5) “****reflect on the Gospel and its call to show love, compassion, respect, truth, integrity and wisdom thus seeking to build a community where all members are held in high regard and their dignity, worth and individuality are respected”.*

The values of inclusion, forgiveness and understanding are promoted throughout the school with children encouraged to speak to one of their 3 adults they know well, should they feel upset, aggrieved or anxious.

Staff are committed to providing high quality, innovative, challenging and enjoyable lessons. Children are supported and challenged in their learning, leading them to become more successful, confident and responsible citizens.

Many older children take on leadership roles by organising and running events in the school, extra-curricular clubs for younger pupils as well as all P7 pupils acting as buddies and mentors to the new P1 pupils.

Our staff regularly take on a wide range of leadership roles within the school.

Staff report that they feel motivated as a result of the wide range of leadership opportunities provided and are benefiting from the opportunities at school and cluster level to share best practice and develop approaches to learning, teaching, assessment and moderation.

This year staff reported that they had benefitted from engaging in Learning Trios. This required three teachers to work together to plan, deliver and evaluate an aspect of a lesson. This approach closely mirrors the clinical model of evaluation adopted by Glasgow University and has been well received by this year’s participants.

Learning Trios enabled staff to use their knowledge of questioning through Bloom’s Taxonomy and resulted in literacy lessons showing a higher frequency of evaluative pupil thinking for example comparing ideas, solving and judging.

Many staff have taken responsibility for school clubs and other areas in the School Improvement Plan.

All teachers are involved in improvement planning and the self-reflection process.

Teachers who attended Cluster Standing Committees or who chaired working parties in the school, met with the Head teacher to discuss the area for which they had taken on responsibility. Targets were set for each group, known as ‘Leaders of Learning’.

The recent Transition Review noted:

[[6]](#footnote-6) *“Almost all parents reported that the school was well led with all staff agreeing that leadership at all levels was effective. Across the school there is a strong culture of improving the quality of learning and teaching very effectively led by the Head Teacher and Depute Head Teacher. Learning and teaching approaches impact very positively on children’s experiences and increased attainment” and the team work amongst the staff demonstrates a very high level of commitment to the care, welfare and education of the children.”*

**Next steps**

* School further roll out the Learning trio approach to self-evaluation.
* Continue to hold ‘Leaders of Learning’ meetings with identified staff.
* Working parties to be convened next year:
* GIRFEC (populate the Health and Wellbeing framework and deliver CLPL)
* Listening and Talking (roll out the Assessment framework)
* Technology (Audit practice and deliver CLPL)
* Partnerships (work with parents, on Family Centred Approaches and Masterclasses)
* Promote good practice in regular update of CLPL records and embed use of the self-reflection booklet.
* Continue to support Newly Qualified teachers, ensuring access to relevant CLPL training.
* Encourage staff to seek GTCS accreditation for the Leadership Development Programme and to participate in further study and professional enquiry.

Develop further strategic, systematic and wider approaches to assessment adopting a more rigorous approach to moderation to support staff with teacher CFE judgements.

* Encourage identified staff to explore the work of Scottish College for Educational Leadership (SCEL) and national Leadership pathways, providing leadership opportunities for staff who are aspiring towards a promoted role.

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| **What is our capacity for improvement?** |

The school is well placed to continue its programme for improvement and the implementation of Curriculum for Excellence.

The school has a clear vision, strong leadership and strives to deliver the highest quality of education for all pupils. There are numerous opportunities for pupils to attain, achieve and maximise their potential. The strong collegiate approach within the school ensures that the excellent partnerships with parents, learners and other agencies will continue.

The school will continue to work to **Get It Right For Every Child (GIRFEC)**, ensuring pupils are **Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).**

The school will continue to work towards and show commitment to East Renfrewshire’s vision of **Everyone Attaining, Everyone Achieving through Excellent Experiences, the National Improvement Framework, Developing the Young Workforce and How Good is Our School 4.**

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| **School Improvement Priorities 2016-2017** |

The four context of learning will be the main drivers to:

* Maintain high levels of attainment in literacy and numeracy and further develop the tracking and recording of the full range of children’s achievements in and out of school ensuring that pupils who could benefit from further support are identified and targeted.
* Further promote partnerships with parents and industry leading to successful awards in the Rights Respecting Programme, the Eco Schools Programmme and the Family Friendly approaches award scheme
* Ensure the wellbeing, equality and inclusion of all pupils embedding the principles of ‘Getting it Right for Every Child’ and taking account of statutory duties as described in the Named Persons Act.
* Support the cluster Technology framework, ensuring coherence, progression and continuity.
* Roll out the Listening and talking Assessment framework.

1. P2 Reading workshop for Parents September 2015 [↑](#footnote-ref-1)
2. #### Review of Effective Transitions St Joseph’s Primary School February 2016

   [↑](#footnote-ref-2)
3. Review of Effective Transitions St Joseph’s Primary School February 2016 [↑](#footnote-ref-3)
4. Review of Effective Transitions St Joseph’s Primary School February 2016 [↑](#footnote-ref-4)
5. School aims and values, School Handbook January 2016 [↑](#footnote-ref-5)
6. Review of Effective Transitions St Joseph’s Primary School February 2016 [↑](#footnote-ref-6)