St Joseph’s Primary

Standards and Quality report

2018 - 19



**St Joseph’s Standards and Quality Report 2018-19**

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| **Context of the School** |
| 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, St Clare’s and Our Lady of The Missions with Glenwood Nursery acting as our associated Nursery.  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.   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 429 with a projected roll of 411 by September 2019. More information regarding the staffing levels can be found in our school handbook:  <https://blogs.glowscotland.org.uk/er/StJosephs/about-us/school-handbook/>  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. |

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| **Improvement Plan Priorities** |
| Our school priorities for 2018 - 19 as per the improvement plan were to:-   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least vulnerable children * Improvement in children’s health and wellbeing * Improvement in employability skills. * Continue to embed a culture of increased resilience through NLP and other strategies * All staff routinely engage in career-long professional learning (CLPL) and develop enquiring and coherent approaches which builds and sustains practice. * Audit current pupil participation using 4 Arenas of participation. * Improve and strengthen partnership working and transitions for pre 5 / P1 pupils and develop in senior pupil’s skills for life learning and work. * Family friendly approach * Create a shared understanding of interdisciplinary learning and how to develop it as an important context for learning. * Ensure consistent and progressive planning across levels and stages in Literacy. * Provide targeted support/early intervention to raise attainment in Literacy. * Develop a progressive and robust approach to the teaching of Grammar and Spelling. * Ensure effective pedagogical practices are shared and implemented across establishment. * All staff will be confident in the use of effective pedagogy to support learning and teaching * Ensure consistent and effective approaches to the planning and teaching of numeracy. * All staff are provided with appropriate professional learning and support to ensure effective pedagogical practice to engage learners. * To promote an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God. * To celebrate the centenary of the partnership between the Catholic Church and State. * Create, sustain and enhance a motivating environment for effective learning in ICT * Ensure consistent and effective approaches to skills development in Digital Technologies to enhance learning experiences across the curriculum. * All staff are confident and proficient in the effective use of current digital technologies to support learning and teaching. * Ensure engagement and communication between partners is regular, structured, supportive and efficient. * Increased attainment in P2 with introduction of reading recovery. * Increased attainment across school due to shared pedagogical approach and the support of Leaders of Learning. * Focus on components identified on tracking information supplied by ERC * Aim to maintain overall high Mathematics Standardised test score * More P1 Pupils reach their Developmental Milestones * Continue to deliver Developing the Young Workforce Implementation Plan |

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| **Method of Gathering Evidence** |
| An extensive range of evidence was gathered to evaluate the key work of the establishment. For example:   * Staff / peer evaluation; * learners’ evaluations of their learning experiences; * monitoring of learning and teaching, attainment and achievement throughout the year; * benchmarking the quality of work with schools of similar characteristics and of identified good practice; * Use of National BGE Benchmarking database * moderation at school, cluster, authority level; * Observations by Head Teachers from Glasgow City council as part of collaborative working with the West partnership. * surveys carried out with staff, pupils and parents; * observation of practices with learners and staff, and by senior managers through learning visits where the focus was on the experiences of the users; * focus group discussions with learners, teaching staff and parents which evaluated the work of the school and if appropriate, set new targets. * information from partners such as educational psychologist, school-based social workers, Speech and Language Therapists etc. * Evaluations and next steps from Professional inquiry (Learning Cycle) |

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| **How good is our leadership and approach to improvement? (1.1, 1.2, 1.3)**  **Evaluation: 5** | |
| **NIF Priority**  Teacher professionalism | **School Priorities**   * Collaborative approaches to self-evaluation. * Impact on learners’ successes and achievements. * Professional engagement and collegiate working. * Impact of career-long professional learning. * Developing a shared vision, values and aims relevant to the school and its community. |
| **NIF Driver(s)**  Improvement in attainment, particularly in literacy and numeracy | **Local Improvement Plan – Expected Outcome / Impact**  Improved reading, writing and mathematics  throughout the years of the broad general education |
| ***Progress, Impact and Outcomes***  ***Self-evaluation for self-Improvement***  Robust Self-evaluation is both a crucial and integral feature of the work of the school. Staff understand the importance of self-evaluation and of looking both outwards and forwards. They are encouraged through Professional Review and Development sessions to take steps to develop their leadership roles within the school. All members of staff are part of a working party responsible for a School Improvement Plan priority and have a nominated Chair within that working party who has responsibility for writing the School Improvement Plan actions. Some members of staff have additional roles as Science, Maths and Digital Champions. All working parties have responsibility for auditing current CLPL requirements linked to their improvement priority and delivering a comprehensive CLPL programme based on need.  This session our pupils were fully involved in the self-evaluation process using HGIOURS. This provided a framework for the pupils to set their individual committee agendas to support continuous school improvement. This session our school committees achieved bronze Rights respecting schools award, Promoted health and wellbeing, improved the playground and supported our successful Digital Schools Award.  ***Leadership of learning***  All staff participate in individual professional learning and there is a collegiate approach to identifying the strengths and improvements needs of the school with parents and teachers being consulted on the priorities for the forthcoming year. Pupil focus groups have proved to be a highly effective mechanism for gaining an insight into views and have resulted in some children taking the lead in lead aspects e.g. identification of priorities for School Improvement Plan and fund raising for charities.  The school employs a range of approaches to professional learning which enables staff to learn with and from each other. Teachers use a wide range of different assessments to measure pupil progress across the curriculum. As well as summative assessments, East Renfrewshire and National Standardised tests and Interim assessments, staff work effectively with colleagues across the Cluster and the Authority to moderate standards.  This session staff CLPL provision was significantly increased by the use of a Cluster CLPL calendar. All staff could access CLPL opportunities across the cluster schools increasing the opportunity for collaboration and sharing of pedagogy.  ***Leadership of change***  Staff work extremely well as a team and there is a strong ethos of sharing practice. All staff participate in professional dialogues with their line manager and at weekly departmental meetings staff often present to their peers on aspects of the curriculum or on good practice that has been highlighted. This session the Reading Recovery teacher presented on the implementation of reading recovery and how aspects of good practice can be delivered across the establishment.  As part of our school improvement plan all staff received support in the use of G Suite for joint planning and sharing of resources. All staff have found this beneficial in improving collaboration, sharing good practice and reducing workload.  All teachers participated in school working groups which developed; Digital Learning, NLP, RE, Literacy and Numeracy literacy within the school. One member of staff has been working with SERC to support the development of Science and two members of staff are completing their Master’s degrees.  The Learning Cycle approach to professional enquiry has continued to be a very effective approach to professional inquiry and collaborative learning. From the School Improvement priorities, staff worked in groups to develop their knowledge and understanding of a specific question linked to the priority and observe lessons with the focus on the impact on learners. During these observations staff engaged in dialogue with the children about their learning experiences. Summary feedback was completed by each group identifying strengths and next steps for the related priority. The summary feedback This approach has led teachers to becoming increasingly confident in discussing how they have improved their practice as a result of their professional learning activities. They are keen that this approach is further developed next year to include a focus on national research and looking outwards.  The School Improvement Partnership this session focused on engaging reluctant readers. We worked with one of our cluster schools and focused on P2 reluctant readers. All identified children in Primary 2 showed an increased engagement and enthusiasm for reading as evidenced in the comparative before and after data.  All staff have consistently high expectation of all learners and the House system has proved to be an effective mechanism for pupils to feel ownership of the values and aims of the school.  The partnership the school shares with local parishes ensures that the aims and values of the school endures into the community. Regular visits from Parish priests and visits to local churches has instilled in staff and learners the need to develop as a community of faith and learning.  Staff made good use of Paisley Diocese CLPL opportunities particularly for Sacramental preparation and for newly qualified teachers. All staff were encouraged to have a faith based action point during their PRD sessions and used “Companions on the journey” to help reflect on and show commitment to their role as a Catholic teacher.  ***Next Steps:***  A self-evaluation calendar will produced to demonstrate a strategic approach to using vital documents such as How Good Is Our School 4, Building Ambition and Developing in Faith. There will be planned reflection on a particular theme each term. Selected How Good Is Our School 4 ‘challenge questions’ and reflective questions contained in Developing in Faith will be explored during Departmental Meetings, classroom visits, professional dialogues, target setting meetings, focus groups with pupils, parents and staff.  The Learning cycle model of professional enquiry will be embedded and extended to ensure practitioners engage in current national research. There will opportunities for staff to look outwards at identified good practice across the West Collaborative.  All staff will be fully involved and consulted on the CLPL they feel would support them. Teacher agency and empowerment will drive our approach to professional learning.  The school will continue current partnership working with local pre 5 establishments involving projects based around Muddy Movers, Playful pedagogy and planned reciprocal visits addressing Developmental Milestones.  The school will continue to work with local schools out-with our East Renfrewshire Council locale (West Collaborative). This will involve reciprocal visits based around Skills for Life, Learning and Work. | |

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| **How good is the quality of care and education we offer? (2.2, 2.3, 2.4)**  **Evaluation: 5** | |
| **NIF Priority:**  Improvement in children and young people’s health and wellbeing | **School Priorities**   * Development of the curriculum * Learning Pathways * Skills for learning, life and work * Planning, tracking and monitoring * Learning and engagement * Removal of potential barriers to learning |
| **NIF Driver(s):**  School Improvement | **Local Improvement Plan – Expected Outcome / Impact**   * An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland’s place in it. * An improvement in the readiness of children to build on early learning experiences |
| ***Progress, Impact and Outcomes***  ***Literacy***  Primary 1, 2 and 3 have a very rigorous approach to teaching phonics using the Jolly Phonics teaching programme. In consultation with staff it was decided to continue using the Jolly Spelling and Jolly Grammar programme with P1 through to P7. This would allow for a progressive approach to teaching spelling and grammar.  The programme allows teachers to extend and refine children’s understanding of the spelling and grammar already taught. Teachers were given a comprehensive introduction explaining the teaching method in detail. There is now consistency when teaching spelling and grammar throughout the whole school. This is evident in children’s everyday writing tasks. Teachers observed spelling and grammar lessons building confidence when teaching spelling patterns systematically. Teaching spelling and grammar using a multisensory and active approach has impacted positively on the children’s motivation and thinking towards spelling allowing them to apply their new skills in a variety of contexts.  Analysing statistics across the school showed that compared with attainment in other stages reading attainment was slightly lower at primary 3. With this knowledge specific stages primary 3, 4 and 5 were targeted to raise motivation and engagement in reading. Using assessment evidence we chose children who were in an achieving group but did not engage readily with text. Surveys which were completed by both children and parents prior to starting the reading challenge and after displayed dramatic improvements in reading engagement not only in school but at home. Through the daily reading sessions children became confident in choosing suitable texts for their reading ability. This daily exposure to text improved the children’s reading skills in class and in most cases the children performed average or above average in the Scottish National Standardised Assessment results.  Reading Recovery was introduced as part of our school improvement plan. Reading recovery was an allocated remit to a member of the senior Leadership team who worked with 12 children throughout the session. Initial assessments were compared to end of term assessments and every child has made substantial improvements in all of the identified areas: concepts about print, letter identification, hearing and recording sounds, oral reading and sentence structure. As a result of this progress, each child has now been reintegrated back into the class reading groups and they can now access the class reading scheme and are more independent with their personal writing. In addition to their academic progress, the children have also made significant progress both socially and emotionally. The motivation to read is not measurable, but it is clear to see how confident and motivated the children are. Close links with the parents during the Reading Recovery journey has been crucial to the success of the programme and going forward, the parents have been delighted to see the measurable progress of their children and have reported their child’s increased desire to read at home and the confidence that their children now have in reading.  Through the use of our moderated benchmarks, formative assessments and diagnostic assessments our evidence is valid and reliable. This evidence is used to report on the progress of our children and track them through the CfE levels. The consistent use of our establishment moderated benchmarks has ensured a shared understanding of levels of achievement and expectation. All staff regularly use the moderated benchmarks to inform their teacher judgements for all children.  ***Numeracy***  All staff have had input this session on SEAL and Number talk approaches. Some members of staff have observed good practice in these approaches in another West Partnership authority. Some classes have introduced Number talks and this will be revisited next session. As part of East Renfrewshire’s Numeracy strategy we have been involved in the introduction of numeracy blueprints which are currently being effectively used in our upper school and additional input and support will be provided for all staff next session.  Secondary maths teacher employed to enhance transition in P6/7 and S1.  Building teacher professionalism through modelling of lessons and joint planning in the area of fractions/decimals and percentages. Significantly increased teacher knowledge and understanding of secondary pedagogical approaches to teaching fractions, decimals and percentages. Overall group average for standard test questions for fractions, percentages and ratios was 106 this session.  SNSA results indicate a high percentage of pupils achieving well (national average or above) for the majority of the fractions, decimals and percentage questions.  ***HWB***  There is a long-standing ethos of professional engagement and collegiate working in St Joseph’s. We have a collegiate learning culture demonstrated through collaborative practitioner enquiry, peer learning, constructive feedback, professional dialogue and debate. With regard to the roll out of approaches to NLP (Neuro-Linguistic Programming), staff led a working party that fostered a collaborative approach to professional learning on NLP activities that promote resilience. These were collated and reviewed by group members before being taken forward to devise a whole school programme of lessons for each stage in the school. The programme will be rolled out to pupils in the 2019/20 session with the aim of developing resilience across the school and sharing this approach with parents.  ***Digital Learning***  Digital learning has had a significant impact on the culture of learning and teaching this session to the extent that we were successful in achieving our Digital Schools Award. All staff have engaged fully in CLPL opportunities and digital drop in sessions resulting in a consistent approach to the use of GSuite and Google Classrooms. Almost all children use Google Classrooms on a regular basis to support and enhance their learning in school and home. All staff plan and share learning and teaching experiences on G Suite which has significantly reduced workload. Our Digital working Party have created new learning pathways to support the consistent delivery of I.C.T from Early level to Third level and all staff and children engaged in coding activities using the new coding progression created by the Working Party. All children are innovative and confident in the use of technologies and use it to enhance and personalise their learning in school. The introduction of Google profiling from Primary 2 to Primary 7 allows almost all pupils to effectively record their learning journey and set new targets, this is regularly shared with parents.  The Coding club, organised by a parent who acted as the STEM ambassador and a P7 teacher, enjoyed great success in helping children to plan, code and perform simple computer programming. The work of the coding club was later addressed in classroom lessons where learners explored the use of basic programming activities such as the use of Raspberry Pi kits. The whole school was involved in a competition to create an app, supported by JP Morgan. Staff were supported by CLPL input on coding and provided with a range of resources to support implementation.  ***Playful pedagogy***  Pushing Play into Primary 2 through the playful pedagogy approach has resulted in our children being engaged and motivated in their learning. Through Professional Dialogue staff have reported that children have continued to develop their problem solving and enquiry skills and have increased independence and resilience when working with their peers.  ***Partnership Working***  P7 pupils also participated in a Virgin grow £5 challenge. This required learners to make good use of their creativity skills as using their ‘virtual £5’ they had to devise projects to make their money grow. This project proved to be both challenging and enjoyable with pupils reporting they felt a great sense of achievement when their project made a profit. A part of the P7 transition programme, pupils were required to devise and make a pull along toy. Both projects had a very clear focus on developing literacy, numeracy skills as well as employability skills and learners reported they were now more aware of different careers and the skills required for them.  The R  Excellent work was developed between early years’ staff and the local pre 5 establishment Cart Mill family centre and Busby nursery. Staff and pupils made reciprocal visits with learning pathways planned to support pupils build on their prior learning. Staff planned a variety of learning experiences for young learners around outdoor learning with a focus on recycling using a collection of junk materials which allowed children to use these materials as they chose, to develop their gross and fine motor skills.  Children were observed using more creativity and imagination and developing more skills and competences. This, linked to the CLPL offered on playful pedagogy resulted in staff planning more confidently using the design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.  As part of embedding the Master Class approach to the DYW strategy, we audited current practice using the ‘I Can’ statements. This helped identify areas of particular focus when structuring the programme. Local and national businesses were contacted and became close partners in the development of the tracked skills which then helped deliver classes which supported specific skills.    ***Next Steps:***  Roll out year 3 of a 3 year Neuro-Linguistic programme. Throughout the school, plan pre and post evaluations of mental resilience in P4-P7 pupils and disseminate to class teachers. Parents will be involved in a launch event to support their understanding of NLP and the strategies being used.  The Literacy Working Group will continue to support East Renfrewshire Council’s Literacy strategy to explore the school’s approach to teaching literacy and provide guidance which will increase the % of pupils achieving CFE first level literacy or better by the end of P4. This work will also ensure staff are better supported in the teaching of literacy and that Literacy Career Long Professional Learning has impacted positively on their classroom practice. This will also maintain or increase the number of parents attending workshops intended to support their child’s literacy skills.  The Literacy Working Party will provide support for all staff through CLPL, team teaching and modelling to fully embed the SEAL, Number Talks and Blueprint approach to mental maths. This work will directly impact on classroom practice and increase the percentage of children achieving CfE First level in Numeracy or better by the end of Primary 4. Parents will be provided with a range of Numeracy workshops based on the new approaches.  The Learning pathway for Digital Technologies will be fully embedded and adapted in line with technological advances and current initiatives. Our school will strive be sector leading in our approach to digital learning.  Continue to use our moderated Benchmarks and online tracked planning to ensure consistency and continuity in teaching and learning.  The Rights Respecting programme, the Family Friendly programme and the Eco programme will all be re-visited and refreshed so that the next level of award can be realised. | |

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| **How good are we at ensuring the best possible outcomes for all our children / learners?**  **(3.1, 3.2)**  **Evaluation: 5** | |
| **NIF Priority:**  Improvement in attainment, particularly in literacy and numeracy and  Improvement in children's and young people’s health and wellbeing | **School Priorities:**   * Inclusion and equality * Attainment over time * Attainment in literacy and numeracy * Equity for all learners |
| **NIF Driver(s)**  Performance improvement  Parental engagement | **Local Improvement Plan – Expected Outcome / Impact.**  An improvement in the attainment of disadvantaged young people |
| ***Progress, Impact and Outcomes***  ***Raising attainment and achievement***  Attainment in the school remains at a good level, generally matching or exceeding the Authority average scores. There is an ethos of high expectation and continuous improvement in the school.  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. Developmental Milestones for P1 showed 81% of pupils achieved their milestones this is an decrease of 5% from previous session. 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.  This session we have seen an increase in our overall attainment in Maths and English.     |  |  |  | | --- | --- | --- | | **Overall Standardised Score** | **2017 - 2018** | **2018-19** | | Maths (P3,5,7) | 98 | 107 | | English (P3,5,7) | 97 | 106 | | **Maths** | **2017 - 2018** | **2018 - 19** | | Boys | 100 | 103 | | Girls | 101 | 102 | | **English** | **2017 - 2018** | **2018-19** | | Boys | 96 | 106 | | Girls | 101 | 109 |   Baseline scores indicate that children entering P1 are attaining an average score with boys slightly below girls in literacy but attaining slightly higher in maths.   |  |  |  | | --- | --- | --- | | **Literacy** | **2017 -2018** | **2018-19** | | School’s overall scores | 101 | 97 | | Boys | 99 | 96 | | Girls | 104 | 99 | | **Numeracy** | **2017-18** | **2018-19** | | School’s overall scores | 102 | 99 | | Boys | 101 | 98 | | Girls | 100 | 99 |   Literacy and numeracy will remain a central feature of the school’s priorities for improvement.  Teachers are increasingly confident in making accurate judgements on pupils’ progress in both literacy and numeracy using the moderated Benchmarks. Moderation exercises within school, Cluster and at Authority level have impacted positively on professional knowledge and understanding about progression through the gradient of learning and using the moderated Curriculum for Excellence benchmarks will enable staff to more accurately report on the national standards expected within each level.  Banding results from Scottish National Standardised Assessments show that almost all of our children are attaining at the average banding or above in the areas of Literacy and Numeracy with a significant number of children attaining 2 or more bands above the average.    Attendance levels are extremely high and the rate of exclusion remains nil.    **Curriculum for Excellence Judgements (CfE)**  The table below shows the percentage of pupils in P1, P4 and P7 achieving the early, first and second levels. The school met the 3 year average for 2016 to 2019 set by ERC and indeed exceeded levels set in some cases.  There has been a decrease across all areas this session due to a specific decrease in the number of Primary 4 children achieving the appropriate level due to identified needs.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CfE attainment** | **2017 - 2018** | **2018-19** | **Target 2016-2019** | **Target 2019-2021** | | Reading | 93 | 88 | 91 | 92 | | Writing | 92 | 86 | 89 | 91 | | Maths | 93 | 88 | 91 | 93 | | Talking and Listening | 95 | 96 | 88 | 94.5 |   The school regularly reviews the attainment targets of all pupils through Target setting meetings and Professional Dialogue.  Our Pupil Equity Funding allocation has allowed us to employ a principal teacher to support our identified FME children. There has been a particular focus on our children who were at risk of missing out and with a deeper analysis of their attainment; it showed that our children who were identified as PEF were not necessarily our lowest attaining pupils. The support provided has ensured that the children identified have maintained or exceeded expected attainment levels.  Existing partners better understand and appreciate the different contexts in which the school works. This will be expanded in subsequent years to include new partnerships.  The engagement and communication between partners has been regular, structured, supportive and is efficient.  The purpose of the school’s partnerships is clear. Partners have well-defined roles / responsibilities and make positive contributions. Partnership agreements set a framework within which joint working and shared learning thrives. All partners demonstrate high levels of commitment to improving outcomes for all learners.  Parents feel included in the life of the school, particularly through their involvement in the Master Class programme, the use of Twitter and open door policy.  ***Ensuring wellbeing, equality and inclusion***  Close monitoring and tracking of extra school curriculum has resulted in targeted support for those young people who experience barriers to learning.  Although the school’s population does not include many pupils from SIMD 1-3 the targeted support has been centred on pupils who have social and emotional needs and has resulted in more vulnerable children participating in a variety of activities.  The school’s Health and Wellbeing working party has shown commitment to the development of health and wellbeing to improve experiences for all learners, particularly with regard to mental, emotional social and physical wellbeing. They facilitated the delivery of CLPL on Christian Meditation and staff health and wellbeing.  Through pupil dialogues, children were able to articulate, in a very positive manner, their sense of feeling safe and included in St Joseph’s. Pupil Voice is an important part of the ethos of St Joseph’s. This year, we have ensured that all children have had an opportunity to work in pupil committees to support the improvement of the school. Children used the HIGOURS self-evaluation tool to audit current practice and put together an action plan.  ***Next Steps:***  Continue to employ PEF PT to work with children who, through data analysis, are shown to be in danger of missing out. There will be a specific focus on family links through our PEF PT.  Teachers will be asked to ensure there is a robust approach taken to the quick recall of Maths mental agility through the use of Number Talks and SEAL. Continue to use Curriculum for Excellence Numeracy and Mathematics moderated benchmarks to provide clarity on the national standards expected within each level. Secondary Maths teacher to be employed to work across the cluster, supporting effective pedagogy, offer CLPL and enhance transition.  The Literacy and English moderated benchmarks will continue to be used to provide clarity on the national standards expected within each level. Members of SLT will be timetabled to provide support, modelling and opportunities for shared practice in all classes with a specific focus next session on writing. A member of SLT will continue to deliver reading recovery to support pupils in Primary 2 and disseminate practice to all staff through staff meetings.  Baseline and Developmental Milestones attainment levels will be addressed by continuing to engage with early years’ establishments to analyse and evaluate P1 Baseline and Developmental Data and plan appropriate interventions. The school will work closely with partner Pre 5 establishments and through 0-6 pedagogy and Purposeful Play in the early years, sustaining the existing twinning project with Cart Mill Family Centre, Busby Nursery and Carolside Nursery.  Teachers will continue to moderate Curriculum for Excellence judgments through in-house, cluster and authority moderation events, paying close attention to the gradient of learning.  Continue with a strategy approach to the planning of Master Classes, based around the cluster ‘I Can’ progression statements.  The school will work with Cluster colleagues to implement the devised programme as designed and organised by SERC, the purpose of which will be to embed a culture of problem solving and investigation through Science. | |
| **Pupil Equity Fund – How are we ensuring Excellence and Equity?** | |
| * £13, 200 allocated this year. * Pupil Equity Funding will be used to continue to support the acquisition of a Principal teacher whose remit will be to enhance attainment, with a focus on literacy and numeracy. The aim is to ensure children, entitled to Free Meals are achieving the appropriate Curriculum for Excellence level in Literacy and Numeracy or are being fully supported to achieve their maximum potential. This will be extended to vulnerable pupils who could improve their levels of attainment. * Secondary Maths teacher employed 0.1 FTE | |
| **What is our capacity for continuous 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 management team is in a strong position to maintain the high standards set by the school. | |

**National Improvement Framework Quality Indicators**

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| **Quality indicator** | **School self-evaluation** | **Inspection evaluation** |
| 1.3 Leadership of change | 5 |  |
| 2.3 Learning, teaching and assessment | 5 |  |
| 3.1 Ensuring wellbeing, equity and inclusion | 5 |  |
| 3.2 Securing children’s progress / Raising attainment and achievement | 5 |  |

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| **School Improvement Priorities 2018-2019** |
| Our targets for improvement are:-.  *Self-reflection*  - Improvement in attainment, particularly in literacy and numeracy  - Closing the attainment gap between the most and least vulnerable children  - Improvement in children’s health and wellbeing  - Improvement in employability skills.  *NLP*  -Continue to embed a culture of increased resilience through NLP and other strategies  *Professional Learning*  -All staff routinely engage in career-long professional learning (CLPL) and develop enquiring and coherent approaches which builds and sustains practice. Particular emphasis on teacher agency through auditing CLPL needs.  *Pupil Participation*  -Use of HGIOURS to inform committee masterclasses.  *Partnership working*   * Improve and strengthen partnership working and transitions for pre 5 / P1 pupils and develop in senior pupil’s skills for life learning and work. * Develop Parental inclusion through drop in sessions and use of Parent Council. * Create a culture of parental inclusion where parents feel consulted and involved in the learning experiences throughout the establishment.   *Literacy*   * Ensure consistent and progressive planning across levels and stages. * Provide targeted support/early intervention to raise attainment. * Embed progressive and robust approach to the teaching of Grammar and Spelling. * Ensure effective pedagogical practices are shared and implemented across establishment. * Develop a consistent and robust approach to teaching writing across stages and levels. * All staff will be confident in the use of effective pedagogy to support learning and teaching   *Numeracy*   * Ensure consistent and effective approaches to the planning and teaching of numeracy. * All staff are provided with appropriate professional learning and support to ensure effective pedagogical practice to engage learners. * Parents will be fully engaged in the new and current approaches to the teaching of numeracy.   *RE*   * To promote an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God. * To build on our inclusive ethos, nurturing and respecting each person's beliefs and values.   *Digital Learning*   * Create, sustain and enhance a motivating environment for effective learning * Ensure consistent and effective approaches to skills development in Digital Technologies to enhance learning experiences across the curriculum. * All staff are confident and proficient in the effective use of current digital technologies to support learning and teaching. * Ensure engagement and communication between partners is regular, structured, supportive and efficient.   *Raising achievement*   * Increased attainment in P2 with continuation of reading recovery. * Increased attainment across school due to shared pedagogical approach and the support of Leaders of Learning. * Focus on components identified on tracking information supplied by ERC * Aim to increase overall Mathematics Standardised test score * More P1 Pupils reach their Developmental Milestones |

Strategic Plan 2016- 2020

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|  | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| **Leadership and Management** | | | | |
| * 1. Self-evaluation for self-improvement |  |  |  |  |
| **1.2** Leadership of learning |  |  |  |  |
| **1.3** Leadership of change |  |  |  |  |
| **1.4** Leadership and management of staff |  |  |  |  |
| **1.5** Management of resources to  promote equity |  |  |  |  |
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| **Learning Provision** | | | | |
| **2.1** Safeguarding and child protection |  |  |  |  |
| **2.2** Curriculum |  |  |  |  |
| **2.3** Learning, teaching and assessment |  |  |  |  |
| **2.4** Personalised support |  |  |  |  |
| **2.5** Family learning |  |  |  |  |
| **2.6** Transitions |  |  |  |  |
| **2.7** Partnerships |  |  |  |  |
|  | | | | |
| **Successes and achievements** | | | | |
| **3.1** Ensuring wellbeing, equality and  inclusion |  |  |  |  |
| **3.2** Raising attainment and achievement |  |  |  |  |
| **3.3** Increasing creativity and  employability |  |  |  |  |