St Joseph’s Primary

Standards and Quality report

2019 - 20



**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 407 with a projected roll of 404 by September 2020. 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 2019 -20 as per our School Improvement Plan:***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
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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;
* 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.
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| **NIF Driver(s)**Improvement in attainment, particularly in literacy and numeracy | **Local Improvement Plan – Expected Outcome / Impact**Improved reading, writing and mathematicsthroughout 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.Staff fully engaged in self-evaluation activities this year. There was significant levels of engagement and sharing of good practice and professional knowledge when we undertook our ‘HGIOS Bingo’ exercise in February. Feedback from staff regarding this event was extremely positive and the next steps identified were clear and evidence based.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 started work towards our Silver 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 certain 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. As part of the Scottish Government empowerment agenda Cluster collaborative networks were created to support teacher agency. Through this approach staff across our cluster have developed their skills, professional knowledge and understanding, enquiry skills and confidence. They have:* become the leaders of learning in their classrooms;​
* been supported through a revolutionised offer of support and improvement;​
* helped develop new career pathways allowing greater opportunities for career development and progression into leadership, specialist or improvement roles; and​
* been supported by streamlined professional learning so that there is a coherent learning offer to teachers.

All teachers participated in school working groups which developed; Digital Learning, NLP, RE, Literacy and Numeracy within the school. One member of staff has been working with SERC to support the development of Science and one member of staff has completed their Master’s degree.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. 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.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 priest 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:***Departmental meetings and staff meetings will continue to focus on HGIOS QIs. This will be undertaken to ensure staff understanding of links to current practice and pedagogy. Staff will continue to discuss and implement emerging practice using departmental meetings as a platform for enquiry and change.The Learning cycle model of professional enquiry will continue to evolve as staff develop their own agency and understanding of their professional needs. There will opportunities for staff to look outwards at identified good practice across the West Collaborative.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
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| **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
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| ***Progress, Impact and Outcomes******Literacy***Primary 1, 2 and 3 have a rigorous approach to teaching phonics using the Jolly Phonics teaching programme. Jolly Spelling and Jolly Grammar were introduced across all stages based on teacher and pupil feedback and is now embedded across all stages. The impact of this approach is evident in children’s everyday writing tasks. This has allowed for a consistent and progressive spelling and grammar programme across the school. Teachers were given a comprehensive introduction explaining the teaching method in detail. 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.  This session staff trialled a new approach to the teaching of writing. This approach focused on set criteria at each stage across genres to ensure progression from Primary 1 through to primary 7 building on skills. Through our establishment moderation of writing staff provided positive feedback regarding the clarity of structure for the children and the progression pathways through and across levels.Through our Pupil dialogue we have found that giving children where necessary, a choice over the theme of their writing has improved their motivation to write, making it easier as a practitioner to gauge where they are in terms of progression as we are able to see a fuller picture of what particular children are capable of. In terms of assessment and tracking, children are to follow success criteria set out by the class teacher which should be based on the skills and benchmarks and still allow children to be creative with the content of their writing  whilst still aware of their criteria in order to be ‘successful’.Reading Recovery has continued as part of our school improvement plan. Reading recovery was an allocated remit to a member of the senior Leadership team who worked with 7 children throughout the 2019-20 academic session. Initial assessments were compared to end of term assessments and every child has made substantial improvements in term 1 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 from term 1 had 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 have become. 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. In term 2, the initial progress was good with the 3 children identified but due to school closure as a result of covid-19, it was not possible to reassess at the end of the term. Close links with the parents during the lockdown period and weekly plans and book swaps allowed the children’s Reading Recovery journey to progress and has been crucial to the success of the programme albeit not measurable with results. 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. There are regular opportunities for staff to moderate across stage and level to ensure a shared understanding of achieving a level and the progress expected towards a level at each stage.***Numeracy***A consistent approach to planning is used throughout the establishment. Staff are planning effectively for depth and breadth using East Renfrewshire online tracked numeracy planners across all stages. Teachers have clear expectations of what learners need to know and be able to do in order to progress in their level of the Curriculum for Excellence. This is evident through professional dialogue, learning observations and professional judgements. All teachers use the Benchmarks to make accurate professional judgements. As a school, St. Joseph’s took part in Maths Week Scotland in September 2019 and challenged learning to include outdoor learning. The Maths Champion has implemented the Number Talks approach throughout the school. This was embedded through CLPL, modelling lessons and team teaching in classes. There is a consistent approach to support pedagogy and implementation throughout the establishment. Staff are focussed on improving our pupil’s mental agility, through the use of Number Talks and Numeracy Blueprints; and there is a robust approach taken to the quick recall of Maths mental agility. We ensure children are developing quick and accurate recall of multiplication facts and staff use Curriculum for Excellence Numeracy and Mathematics benchmarks to provide clarity on the national standards expected within each level. Teachers also used Number Talks and Numeracy Blueprints for moderation in learning cycles including early, first and second level of the Curriculum for Excellence. The robust evidence gathered through this method of professional enquiry proved that Number Talks enhances pupil confidence and articulation of mental maths strategies. All learners use Education City and Sumdog online to enhance their learning in numeracy in an engaging and exciting way. Staff attended a numeracy CLPL which focused on the concrete, pictorial and abstract approach. This approach is continuing to be established and integrated in our children’s learning through the purchase of new resources and modelling from the Maths Champion. A Lego extension group continued to provide challenge to pupils who have excelled in numeracy and maths. Analysis of Standardised Test scores has shown that there has been an improvement in maths across all levels.***HWB***Year 3 Neuro-Linguistic programme. Staff, planned and delivered pre and post evaluations of mental resilience in P4-P7 pupils using the results to effectively target support for each pupils through the Health and Wellbeing curriculum. Current mental health and wellbeing framework has been fully embedded across Primary 4 to 7The school’s Resilience 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.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 schoolEast Renfrewshire Council’s Loss and Bereavement Support Pack for Schools has been utilised to support our children and families who have suffered a loss and the new appendix on Suicide has been introduced to staff. Each member of staff also has a paper and digital copy of the HealthiER minds document which was launched this year and has been used to signpost parents to further support.***Digital Learning***Digital technologies are used throughout the school to sustain, enhance and create motivating environments for effective learning. All staff are now using the new East Renfrewshire planners to ensure consistent and effective approaches to skills development in Digital Technologies to enhance learning experiences across the curriculum. All our ICT resources are maintained and accessible for all learners. We have new resources that are used to create stimulating lessons for our learners. This year we have increased the use of Chromebooks, BeeBots, Cubelets, Raspberry Pi, VR Headsets and iPods. Education City and Sumdog are used by all learners on a weekly basis and are also used for home access. We have continued to embed and deepen the use of Coding and have shown progression throughout the school. All learners weekly, in school, use Google Classroom and update a learning profile through their GLOW account. This year we have trained more Pupil Digital Leaders to provide support across the school. Digital Leaders have supported primary 1-3 with their profiling in school; sharing their skills and knowledge. All digital leaders were trained to be Ambassadors for the partnership ‘Make it Happen.’Google Classroom is accessed and used at home to support home / school links. Due to the current Covid-19 situation, Google classroom is used daily by all staff and almost all pupils. Staff are developing confidence quickly, to create a comprehensive learning programme for children to complete whilst learning from home. Digital technologies are currently being fully integrated in to all curricular areas.  New software, Read and Write, has been utilised to support children with English as an Additional Language. This software has also allowed children, who find aspects of Literacy challenging, to grow in confidence and make use of technology to enhance the quality of their work. Twitter is utilised by staff to showcase learning and provide updates and relevant links. There is continued CLPL through Digital Drop ins, departmental meetings and staff meetings.Staff have had the opportunity to develop their skills and knowledge in: • Google Docs/ Google Slides/ Google sheets• VR Headsets• Education City• GLOW – Management of class, GLOW Email.• Coding – Use of websites e.g. Hour of Code, Kodable, Code Club.• Coding – programming of hardware e.g. Beebots, Cubelets, Raspberry PiTutorials for parents were provided on the use of Google Classroom and Google docs to support their children’s learning. Primary 1 parents attended sessions alongside their child across a 6 week block. A tutorial link was also uploaded to the school website. The school website is maintained by a variety of staff in St. Joseph’s. It includes various sections that offer news, information and support to parents. St Joseph’s gained our Digital School Award and Cyber Resilience and Internet Safety award in September 2019. Ms Quinn achieved Teacher of the Year for SWiT in October 2019. ***Playful pedagogy***Playful pedagogy is fully embedded in Primary 1 and 2 and this year it was introduced in P3. Our pupils continue to be engaged and highly motivated. 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.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.***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. TA cluster working party was set up to focus on Developing the Young Workforce. The working party devised a shared language that identified 8 key skills within the BGE for life, learning and work. From this a cluster pack was produced containing CfE levels if ‘I Can statements posters with agreed language and icons for classroom display. St Joseph’s then produced a related skills tracker for each stage that has been incorporated into forward plans. With a focus on developing employability, creativity and skills a program of Masterclasses was devised in collaboration with local and national businesses with a focus on employability, creativity and skills.  ***Next Steps:******Literacy**** To continue to embed *Routes Through Writing* ensuring consistency in our approach throughout the school to ensure skills for each genre are addressed.
* To plan for opportunities for children to decide on a shared class context and have opportunities for creating their own contexts.
* To ensure that when the children are writing their hot piece they are transferring the writing skills and tools which have been taught for the previous three weeks.

***Numeracy**** Teachers to continue to develop mental strategies through Number Talks and using Numeracy.
* Teachers to embed the concrete, pictorial and abstract approach, specifically in the second level of the Curriculum for Excellence.
* Continue developing outdoor learning in Numeracy and Maths.

***Digital Learning**** Teachers and learners to receive further detailed training with regards to Read and Write.
* Teachers to continue to include a digital aspect to lessons to ensure consistent and effective approaches to skills development in Digital Technologies; enhancing learning experiences across the curriculum.
* Tutorials to be uploaded on to school website to support home learning.

***HWB**** Continue to embed evaluations of mental resilience in P4-P7 pupils and ensure appropriate support for pupils.
* Parents will be involved in a launch event to support their understanding of NLP and the strategies being used.
* 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 andImprovement 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
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| **NIF Driver(s)**Performance improvementParental 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 very 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 a 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.

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| **Overall Standardised Score** | **2018-19** | **2019-20** |
| Maths (P3,5,7) | 107 | 105 |
| English (P3,5,7) | 106 | 106 |
| **Maths** | **2018 - 19** | **2019 - 20** |
| Boys | 103 |  |
| Girls | 102 |  |
| **English** | **2018-19** | **2019 - 20** |
| Boys | 106 |  |
| Girls | 109 |  |

Baseline scores indicate that children entering P1 are attaining above average score with boys slightly below girls in literacy but attaining slightly higher in maths.

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| **Literacy** | **2018-19** | **2019 - 20** |
| School’s overall scores | 97 | 102 |
| Boys | 96 | 102 |
| Girls | 99 | 103 |
| **Numeracy** | **2018-19** | **2019 - 20** |
| School’s overall scores | 99 | 102 |
| Boys | 98 | 104 |
| Girls | 99 | 100 |

Literacy and Numeracy will remain a central feature of the school’s priorities for recovery and 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.Due to Covid-19 Pandemic and school closures Scottish National Standardised Assessments were unable to be undertaken this year.  Attendance levels are extremely high 96%.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.

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| **CfE attainment** | **2018-19** | **2019 - 20** | **Target 2019-2021** |
| Reading | 88 | 90 | 92 |
| Writing | 86 | 88 | 91 |
| Maths | 88 | 93 | 93 |
| Talking and Listening | 96 | 97 | 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 continue 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 has been expanded to include new partnerships. For example, East Renfrewshire Adult Learning Services and Children First. 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***This session we developed an establishment tracking tool which will provide staff with a clear overview of the interventions, wellbeing and achievements of all pupils from Primary 1 through to Primary 7. This tool has been particularly effective during periods of transition.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. There will be particular focus on recovery of previous levels of Numeracy and Mathematics due to the impact of COVID 19. 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 additional 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. There will be particular focus on recovery of previous levels of Literacy due to the impact of COVID 19.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.  |
| **Pupil Equity Fund – How are we ensuring Excellence and Equity?** |
| * £16, 447 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 continue be extended to vulnerable pupils who could improve their levels of attainment.
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| **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 2020-2021** |
| Our targets for improvement are:-*Self reflection** Progression in Literacy and Numeracy.
* Closing the attainment gap between the most and least vulnerable children.
* Support in the recovery and impact of COVID 19 on children’s health and wellbeing.

*Professional Learning** All staff routinely engage in career-long professional learning (CLPL) and develop enquiring and coherent approaches which builds and sustains practice.

*Staff Wellbeing** Staff are provided with opportunities to focus on their own mental and physical wellbeing.

*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.

*Literacy** Ensure consistent and progressive planning across levels and stages.
* Provide targeted support/early intervention to raise attainment.
* Develop a progressive and robust approach to the retrieval of Grammar and Spelling.
* Recover previous levels of reading at all stages.

*Numeracy** Ensure consistent and effective approaches to the planning and teaching of numeracy.
* Recover previous levels of Numeracy at all stages.

*Health and Wellbeing** NLP
* Wellbeing indicators – Ensure children are consistent in their understanding and they are visible in learning.
* Ensure safety and build resilience to repair damage/ trauma during COVID 19 Lockdown.

*R.E** To promote an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.
* To promote Catholicity through building positive relationships within the local community.
* To build on our inclusive ethos, nurturing and respecting each person's beliefs and values.

*Partnerships** Support families to effectively access areas of the curriculum through our online platform.
* Support families to engage in the blended learning approach.

*IDL** Create, sustain and enhance an IDL curriculum.
* Outdoor learning opportunities are maximised.
* 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 attainment and achievement***Reading*** Maintain/ increase in attainment in P2 with continuation of reading recovery.
* Maintain/ increase in attainment across school through shared pedagogical approach and the support of Leaders of Learning.

**Numeracy and Mathematics*** Focus on components identified on tracking information supplied by ERC.
* Aim to recover/ maintain overall high Mathematics Standardised test score.
* More P1 Pupils reach their Developmental Milestones. Impact due to COVID 19.
* Continue to deliver Developing the Young Workforce Implementation Plan.
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Strategic Plan 2020- 2024

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|  | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| **Leadership and Management** |
| **1.1** Self-evaluation forself-improvement |  |  |  |  |
| **1.2** Leadership of learning |  |  |  |  |
| **1.3** Leadership of change |  |  |  |  |
| **1.4** Leadership andmanagement of staff |  |  |  |  |
| **1.5** Management ofresources to promoteequity |  |  |  |  |
|  |
| **Learning Provision** |
| **2.1** Safeguarding andchild protection |  |  |  |  |
| **2.2** Curriculum |  |  |  |  |
| **2.3** Learning, teachingand 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 attainmentand achievement |  |  |  |  |
| **3.3** Increasing creativityand employability |  |  |  |  |