St Joseph’s Primary

Standards and Quality report

2021 - 22



**St Joseph’s Standards and Quality Report 2021-22**

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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 411 with a projected roll of 380 by September 2022. 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 2021 -22 as per our School Improvement Plan:  *Self reflection*   * Progression in Literacy and Numeracy * Closing the poverty related attainment gap. * 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 pupils skills for life learning and work   *IDL*   * Ensure consistent and progressive planning across levels and stages * Improve staff confidence in the use of IDL and STEM to support Learning and Teaching * To provide targeted and special support from local businesses and industry * Ensure consistent and progressive planning across levels and stages * Encourage critical think, enquiry and exploration in all stages   *Literacy*   * Develop a consistent and robust approach to teaching writing across stages and levels. * All staff are provided with appropriate professional learning and support to ensure effective pedagogical practice to engage learners.   *Learning, Teaching and Assessment*   * Focus on the “Excellent Experiences for All” document from ERC and provide guidance for staff. * Provide CLPL at in-service or staff meetings on the 5 aspects of Formative assessment (Tapestry) * Provide input on Child-led learning (P1-P2), Investigation, Inquiry and Critical Thinking (P3). Focus on progression of skills and pedagogy. * Use the available resources in Revised LAR (LTA) to provide professional learning opportunities.   *Raising attainment and achievement*  **Reading**   * Continue to adapt, as appropriate, the school’s approach to teaching reading, using the reading recovery strategies. * Embed practice in the engagement of learners through a variety of methodology/ Pedagogy (LTA Working Party) * Make clear to teachers what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements * Use moderated Literacy and English benchmarks to provide clarity on the national standards expected within each level. * Recovery teacher to provide support through TRaiL in P3,4 and 5.   **Numeracy and Mathematics**   * Make clear to teachers what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements. * Provide professional learning in the areas of mental maths and problem solving to ensure teacher confidence when implementing these areas. * Continue to use moderated Numeracy and Mathematics benchmarks to provide clarity on the national standards expected within each level. |

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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; * Engagement in CLPL through West Partnership, Education Scotland and East Renfrewshire * Moderation at school, cluster level and authority level. * Surveys carried out with staff, pupils and parents. * Observation of practices with learners and staff, and by senior leadership team 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. * Feedback from Authority as part of East Renfrewshire Numeracy review. * Feedback from partner agencies was unavailable due to limited interactions under COVID restrictions. |

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| **How good is our leadership and approach to improvement? (1.1, 1.2, 1.3)**  **Evaluation: 5** | |
| **NIF Priority**  Improvement in attainment, particularly in literacy and numeracy | **School Priorities**   * 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 * Staff wellbeing and pastoral support (1.4) * Management of resources and environment for learning (1.5) |
| **NIF Driver(s)**  School and ELC Improvement  Teacher and Practitioner Professionalism | **Local Improvement Plan – Expected Outcome / Impact**   * Improved literacy and numeracy attainment throughout the years of the broad general education. * An improvement in the attainment of disadvantaged children and young people. |
| ***Progress, Impact and Outcomes***  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. Through Professional Review and Development sessions staff regularly discuss ways in which they can 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 were significant levels of engagement and sharing of good practice and professional knowledge when undertaking our self-evaluation 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 continued the self-evaluation process using HGIOURS. Specific areas were identified by the appropriate committees and all children were involved in planning and implementing the action plan for their area of focus.  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. This session Pupil focus groups were providing evidence on progress in Maths and IDL ensuring areas for improvement were identified. Feedback from this session's Numeracy review was very positive, the authority representatives noted that all children were actively engaged in their learning and all staff know their learners well. The school ethos and environment were also highlighted as being numeracy rich with a culture of enquiry evident and a positive ethos throughout the school.  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. This session as well as summative assessments, East Renfrewshire and National Standardised tests and Interim assessments, all staff have used all available data to address learning gaps and ensure they are effectively meeting the needs of their learners.  This session staff CLPL provision continued to be significantly increased by the use of online opportunities. East Renfrewshire, Education Scotland and the West partnership provided a diverse range of sessions to support staff, almost all staff engaged in CLPL in the areas of Literacy and Numeracy.  Staff work extremely well as a team and there is a strong ethos of sharing practice. Throughout this session staff have ensured the vision and values of the school have been maintained through the provision of high quality learning and teaching, full engagement with the GTCs standards, including engagement with the new standards, and a clear empathy of the changing circumstances of our school and community. The changing social, economic and cultural context of our learners has driven the curricular provision ensuring all the needs of all learners are being effectively met. Leadership at all levels and a clear commitment from senior leaders to the wellbeing of pupils and staff continue to have had a significantly positive impact on our school.  All teachers participated in school working groups which developed; Learning, Teaching and assessment, Literacy and STEM/IDL. Due to the reintroduction of all curricular areas, post pandemic, a refreshed approach to support staff confidence and pupil’s engagement resulted in curricular pathways being delivered in termly blocks to support depth of experiences and provide opportunities for interdisciplinary learning. Feedback from professional dialogue was very positive with all staff ensuring delivery of all curricular areas and engaging in CLPL to support learning and teaching.  All staff have consistently high expectations 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 are translated into the community. Regular visits from Parish Priest and visits to our local church 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:***  Staff meetings and in-service days will continue to be underpinned by QIs as set out in HGIOS 4 in order to support staff understanding of links to current practice and pedagogy. Staff will continue to discuss and implement emerging practice using meetings as a platform for enquiry and change.  The Learning cycle model of professional enquiry will be reintroduced and continue to evolve as staff develop their own agency and understanding of their professional needs. There will be continued opportunities for staff to look outwards at identified good practice across the West Collaborative.  The school will review and develop current partnership working with local pre 5 establishments involving projects based around a reviewed transition programme.  Awareness of external influences on the social and economic context of our school community will continue to inform approaches to change. | |

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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**   * Learning Pathways * Learning and Engagement * Universal support * Targeted support * Removal of potential barriers to learning * Engaging families in learning(2.5) * The development and promotion of partnerships (2.7) |
| **NIF Driver(s):**  School and ELC Improvement  Parent/Carer involvement and engagement  Curriculum and assessment | **Local Improvement Plan – Expected Outcome / Impact**   * A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally. * Learner’s experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential. * Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed. * A positive culture in health and wellbeing in every school and service. |
| ***Progress, Impact and Outcomes***    Reading Recovery has had a significant impact on the attainment of some of our lowest attaining pupils continued and will continue to be implemented as part of our school improvement plan. Reading recovery was an allocated remit to a member of the senior leadership team who worked with small group of children in primary 2 throughout the 2021-22 academic session. Blocks of individual daily input lasted from 16-18 weeks for each child. Initial assessments were compared with 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, learning and recording sounds, oral reading and sentence structure. As a result of this progress, each child from term 1 has been reintegrated back into the class reading groups and they can now access their group’s reading books with increased confidence. The children have become more independent with their personal writing and class teachers have noted their ability to attempt all class writing tasks with increasing independence. In addition to their academic progress, the children have also made significant progress both socially and emotionally. It is clear to see how engaged 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.  As part of the recovery approach children suitable for the TRAiL programme were identified based on their initial literacy assessment results and teacher professional judgements at the beginning of the academic year. The main aim of TRAiL was to develop independent reading and comprehension strategies and to enable pupils to access a wider range of reading material. The TRAiL programme supported the children who were at risk of falling into the lowest performing 20% in literacy and falling behind in reading. Many of these pupils can read but not very efficiently or without understanding or enjoyment. Children have continued to be part of their reading groups in class with TRAiL support consisting of group work with a TRAiL trained teacher involving both reading and writing support. Assessment evidence shows that children who have received this support are reading with increased fluency and are using their knowledge of digraphs and blends to decode with more independence. The children have a deeper understanding of the reading process having focused on visual information and the meaning and structure of the text.  This session staff revised our moderated benchmarks to ensure a reflection of recent changes in pace due to the recovery process. These moderated benchmarks are used alongside formative assessments and diagnostic assessments to ensure our evidence is valid and reliable. This evidence was used to identify and support areas for universal and targeted support as part of our holistic approach to meeting pupil needs. This data is also 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.  Moderation at cluster this session focused on approaches to reading. Staff were able to discuss current pedagogical approaches to the teaching of reading with their cluster peers and the impact it has had on attainment in reading.  A consistent approach to planning in Numeracy is used throughout the establishment. Staff have been able to plan 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 should 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.  This session St Joseph’s was part of the authority Numeracy review in February 2022. The feedback from the review was consistent with our establishment self-evaluation and the next steps were identified by the Senior Leadership Team prior to the visit and confirmed in the subsequent feedback. Almost all our children consistently attain well in the area of Numeracy. The learning experiences are engaging and promote a culture of enquiry.  Through diagnostic and formative approaches to assessment we were able to identify children who required additional support to maintain their level of learning. This support was provided through various approaches such as small group, 1:1, setting and concrete materials.  The Number Talks approach is now embedded throughout the school, this was highlighted in our feedback from our Numeracy review. 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 of Curriculum for Excellence Numeracy and Mathematics benchmarks to provide clarity on the national standards expected within each level.  All learners use Education City and Sumdog online to enhance their learning in numeracy in an engaging and exciting way. Staff have access to numeracy CLPL materials and staff who have experience in various aspects of maths including number and number processes, data analysis and problem solving.  This session we used available resources in line with the Education Department vision, recognising the focus on recovery and renewal. We worked in partnership with Family First and accessed the Healthier Minds Hub for identified children and families.  Almost all children have maintained their previous levels of engagement through the rigorous analysis of needs undertaken by the class teachers in partnership with the Senior Leadership Team. All children were reviewed on a weekly basis by the Senior Leadership Team and issues were addressed quickly and successfully.  Staff are now able to access an expansive online drive that has a wide variety of resources to support adult health and wellbeing. In addition, time was provided through in-service days for staff wellbeing, online morning Mindfulness sessions were made available and all staff have benefitted from a wellbeing day during term 2. The impact of these actions is staff felt they had been sufficiently supported by Senior Leaders and have successfully re-connected as a team.  All members of teaching and support staff were signposted to the 21/22 suite of HealthiER Minds CLPL and several staff attended the sessions on Self Harm. Staff continue to have access to the HealthiER Minds practitioner handbook and there have been instances where some have signposted parents/carers to the parent version. Pupil Support Assistants undertook ERC HealthiER Minds training in order to build capacity in supporting children and young people with their mental health. There were sessions during in- service days, followed up with peer coaching sessions. A member of the Senior Leadership Team gained the COSCA Certificate in Counselling Skills for Children & Young People through East Renfrewshire Council, undertook ASIST Applied Suicide Intervention Skills Training with NHS Scotland and completed the Wellbeing Learning Leaders accreditation course with Education Scotland. In addition, this staff member continued to serve on the ERC Bereavement, Loss and Grief Working Group and co-delivered ERC training for the launch of an updated version of the authority’s Grief, Loss and Bereavement Policy and Support Pack which now includes lesson plans. Staff have utilised the guidance material to support our children and families who have suffered a loss and signposted families to the relevant parent/carer/child support resources. A member of the Senior Leadership team undertook and completed Open University modules on Dyslexia: identification, support and inclusive practice. This approach to capacity building has further enhanced the levels of expertise now available in-house to support the wellbeing of pupils, families and staff.  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 and culture of St Joseph’s. Pupil Committees were resumed in order to ensure pupil voice played a robust role in supporting the improvement of the school, with every pupil participating. In order to mitigate some of the residual impact children had from the experience of lockdown and ensure mental wellbeing, there was a strategic focus on rebuilding children's relationships with both peers and adults. This has been achieved through events such as the Halloween howl, Winter Wonderland, Wild Week, weekly online assemblies and the phased reintroduction of ‘in person’ assemblies. Additionally, staff resumed extra-curricular activities such as Film club, Italian, Running, Netball, Minni-Vinnies,Football and choir. There have also been targeted interventions for some pupils who required small group support that had a focus on building confidence, resilience and coping strategies. Most recently, seventy Primary 7 pupils enjoyed a very successful week-long residential trip to Lockerbie Manor and participated in a wide variety of outdoor learning opportunities. In addition, there continued to be a consistent whole school approach to supporting mental wellbeing using daily emotional check ins alongside a coherent, progressive programme of Wellbeing Lessons. The impact of this approach has been significant and measurable through the interactions and dialogue children have on a daily basis with adults and peers.    All staff have actively engaged professional learning and support to ensure effective Learning, Teaching and Assessment. With specific focus on the ERC document ‘Excellent experiences for all’ staff engaged fully in professional learning in the area of Metacognition and effective questioning. Staff were also given access to input from Shirley Clark (series of 3 sessions) online and full access to her website to support professional development. A member of staff involved in the ‘Improving Our Classroom’ programme through East Renfrewshire Council delivered input on metacognition and related workshops. This has led to a refreshed and consistent approach to the use of metacognitive questions for digital profiles throughout the school. Almost all pupils are able to clearly articulate their understanding of the skills they need to access their learning and identify next steps through their profile.  This session our staff audited current planning tools for curricular planning. The IDL working party established new curricular pathways for the areas of STEM, Social Subject and Expressive arts. These planners have ensured consistency and continuity in the delivery of bundled experiences and outcomes across these curricular areas. Staff identified areas that required CLPL and delivered a programme of CLPL throughout the session linked to termly IDL topics. Through professional dialogue all staff discussed the new pathways and the positive impact on the engagement of pupils and the depth of experiences that were provided due to the new structure of the curriculum; this was also evident through our pupil dialogue. Pupils engaged enthusiastically when delivering presentations at weekly assemblies about their learning in the new pathways. As part of the new pathways parents were audited regarding their skills and knowledge of specific curricular areas as part of our approach to celebrating diversity. Parents were involved in delivering input to classes on Poland, India, Pakistan, Italy, China and France.  Through the moderation process, staff continued to develop a consistent and robust approach to the teaching of writing across stages and levels including foundations of writing at Early level where a clear progression pathway has been established. All staff engaged in the CLPL opportunities provided by ERC and our Literacy working party and have streamlined the targets for each genre and level through ERC writing 3-18 (CfE revised to include Benchmarks). Hot and cold writing pieces are used consistently throughout the school resulting in clear next steps and pupils increased confidence in writing.    ***Next Steps:***  ***Curriculum***   * Continue to develop our approach to Interdisciplinary learning through a termly approach to STEM, Social Subject and Expressive Arts to provide depth of learning and ensure staff have appropriate time to plan and deliver engaging and relevant lessons. * TRAiL will continue to be delivered by the recovery teacher from P3 to P5. * Reading recovery will continue in P2 * Develop consistent pedagogical approaches to spelling and the application of skills across the curriculum.   ***Learning, Teaching and Assessment***   * All staff are provided with appropriate professional learning and support to ensure effective learning, Teaching and assessment. * Continue to focus on “Excellent Experiences for All” document from ERC and provide guidance for staff on Metacognition and Effective questioning. * Provide CLPL at in-service or staff meetings on the 5 aspects of Formative assessment. * Continue to provide input on Child-led learning (P1-P2), Investigation, Inquiry and Critical Thinking (P3). Focus on progression of skills and pedagogy. * Use the available resources in Revised LAR (LTA) to provide professional learning opportunities.   ***Personalised Support***   * ***I****dentify service gaps and barriers in ASN provision.* * *Develop appropriate approaches to addressing gap/ barriers* * *Establish a pupil and parent focus group for ASN to help signpost resources and support and to facilitate networking.* * *Create an annual ASN calendar of support services for parents* * *Review the role of PSA to ensure appropriate allocation and remit.* * *Revisit nurturing school approach and provide CLPL on trauma informed practice.* * Continue to support those identified through assessment as requiring support in Literacy and Numeracy. * Nurture groups will continue to be delivered by appropriately trained staff. * Seasons for Growth will be delivered twice next session | |

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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.  Improvement in children's and young people’s health and wellbeing. | **School Priorities:**   * Inclusion and equality * Attainment in literacy and numeracy * Attainment over time * Equality for all learners |
| **NIF Driver(s)**  Performance information  Parental/Carer involvement and engagement | **Local Improvement Plan – Expected Outcome / Impact.**   * An improvement in the attainment of disadvantaged children and young people. * Ethos of high expectations and achievement in every school and service. * Improvement in attainment of disadvantaged children and young people. * Improved literacy and numeracy attainment throughout the years of the broad general education. * Increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities. |
| ***Progress, Impact and Outcomes***  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.  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 79% of pupils achieved their milestones this is a decrease of 7% from the 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 a decrease in our overall attainment in English and we have maintained our previous attainment in Maths. Overall our attainment in Maths and English remains above the East Renfrewshire average of 100.  In Maths both boys and girls have maintained their previous levels with no significant gender gap. In English girls performed better than boys, this is consistent with previous years.   |  |  |  | | --- | --- | --- | | **Overall Standardised Score** | **2020-21** | **2021-22** | | Maths (P3,5,7) | 106 | 106 | | English (P3,5,7) | 113 | 108 | | **Maths** | **2020 - 21** | **2021 - 22** | | Boys | 106 | 106 | | Girls | 106 | 105 | | **English** | **2020 - 21** | **2021 - 22** | | Boys | 111 | 106 | | Girls | 115 | 111 |   Baseline scores indicate that children entering P1 are attaining average scores with boys attaining slightly higher in numeracy.   |  |  |  | | --- | --- | --- | | **Literacy** | **2020 - 21** | **2021 - 22** | | School’s overall scores | 99 | 100 | | Boys | 98 | 100 | | Girls | 100 | 100 | | **Numeracy** | **2020 - 21** | **2021 - 22** | | School’s overall scores | 99 | 100 | | Boys | 100 | 101 | | Girls | 98 | 99 |   Literacy and Numeracy will remain a central feature of the school’s priorities for next session.  Teachers are increasingly confident in making accurate judgements on pupils’ progress in both literacy and numeracy using the revised moderated Benchmarks. Continued input through in service and Staff meetings and access to appropriate CLPL has had a significant impact on professional knowledge and understanding about progression through the gradient of learning and using the moderated Curriculum for Excellence benchmarks has enabled staff to more accurately report on the national standards expected within each level.  National 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 95%.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.   |  |  |  |  | | --- | --- | --- | --- | | **CfE attainment** | **2020 - 21** | **2021 - 22** | **Target 2019-2021** | | Reading | 94 | 92 | 92 | | Writing | 91 | 90 | 91 | | Maths | 91 | 93 | 93 | | Talking and Listening | 98 | 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, especially during periods of lockdown 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, Children First and Healthier Minds.  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.  ***Ensuring wellbeing, equality and inclusion***  This session we continued to utilise our establishment tracking tool which provides 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 children’s wellbeing and engagement throughout this session 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.  ***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 Numeracy Blue prints. Continue to use Curriculum for Excellence Numeracy and Mathematics moderated benchmarks to provide clarity on the national standards expected within each level.  The Literacy and English revised 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 pedagogy. 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. TRAiL will be used to support pupils reading from P3 -P5.  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 judgements through in-house, cluster and authority moderation events, paying close attention to the gradient of learning.  Reestablish 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?** | |
| * £18375 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 Health and Wellbeing and Outdoor Learning. The aim is to ensure children entitled to Free Meals are achieving the appropriate Curriculum for Excellence level through addressing health and wellbeing and barriers to engagement and being fully supported to achieve their maximum potential. This will continue to be extended to vulnerable pupils who could improve their levels of attainment. | |
| **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 2022-2023** |
| Our targets for improvement are:-  *Self reflection*   * Progression in Literacy and Numeracy * Closing the attainment gap between the most and least vulnerable children. * Supporting 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 pupils skills for life learning and work.   *STEM/IDL*   * Develop a consistent and coherent approach to delivery of STEM experiences and outcomes across all stages. * Learning For Sustainability to be an integral and progressive part of the curriculum design. Delivered through relevant contexts. * LfS will become a key cross cutting theme in line with the [Professional standards](https://www.gtcs.org.uk/professional-standards/professional-standards-for-teachers/) for teachers in Scotland * Provide and promote CLPL opportunities to develop professional learning in STEM/LfS and pedagogical approaches. * Promote a culture of problem solving, enquiry and critical thinking through pedagogical approaches   *Literacy*   * Develop consistent pedagogical approaches to spelling and the application of skills across the curriculum. * Continue to embed and evaluate impact on Routes through Writing. * Ensure relevance of Grammar concepts and appropriate application at all stages.   *Learning, Teaching and Assessment*   * Develop a consistent and robust approach to Learning, Teaching and assessment. * All staff are provided with appropriate professional learning and support to ensure effective learning, Teaching and assessment.   *ASN*   * Develop a St Joseph’s ASL vision for success (and interpretation of Inclusion) with the involvement of children and young people, parents and carers and staff, based on the   principles of the UNCRC and ensure this vision is communicated to all stakeholders and partners.   * Continue to work in partnership with parents to develop approaches to promoting positive relationships and communication around ASN. * Continue to build capacity in all staff and ensure a consistent approach to supporting ASL children.   *Raising attainment and achievement*  **Reading**   * Improve attainment in P2 with continuation of reading recovery. * Maintain current level of attainment in P3,4 and 5 through TRaiL intervention approach. * 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 maintain overall high Mathematics Standardised test score * More P1 Pupils reach their Developmental Milestones. * Continue to deliver Developing the Young Workforce outcomes. |

Strategic Plan 2020- 2024

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|  | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| **Leadership and Management** | | | | |
| **1.1** 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 |  |  |  |  |
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| **Successes and achievements** | | | | |
| **3.1** Ensuring wellbeing,  equality and inclusion |  |  |  |  |
| **3.2** Raising attainment  and achievement |  |  |  |  |
| **3.3** Increasing creativity  and employability |  |  |  |  |