

St Joseph's Primary School

Standards and Quality report
2023 -24



**ST JOSEPH'S
PRIMARY SCHOOL**

'WHERE LOVE IS THERE GOD IS'



hope
compassion
justice
love

Responsible Citizens Confident Individuals Successful Learners Effective Contributors





Standards and Quality Report 2023-24 St Joseph's Primary School



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, and a Professional Development / Conference Area.

The present school roll is 390 with a projected roll of 370 by September 2024. 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.

Improvement Plan Priorities

- School Improvement Priorities for session 2023-24 were as follows:

Leadership and Management

Self-evaluation for self-improvement 1.1

- Progression in Literacy and Numeracy
- Closing the attainment gap between the most and least vulnerable children.
- Supporting children's health and wellbeing

Leadership of learning 1.2

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

Leadership and management of staff 1.4

- 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.

Learning Provision 2.1,2.2,2.3,2.4,2.5,2.7

Curriculum 2.2

- Curricular pathways will encompass the 7 principles of curriculum design
- Clear progression will be evident in attainment of pupils through appropriate assessment and tracking of all curricular area
- Refreshed curriculum rationale
- All stakeholders will develop and promote a climate of inclusion and diversity to meet the needs of all learners
- Learning For Sustainability to be an integral and progressive part of the curriculum design. Delivered through relevant contexts
- Develop a coherent and progressive approach to the teaching of spelling across the whole school
- Continue to embed and evaluate impact on Routes through Writing throughout each level.

Learning, Teaching and Assessment 2.3

- Continue to develop a consistent and robust approach to Learning, Teaching and assessment.
- Promote a culture of problem solving, enquiry and critical thinking through pedagogical approaches.
- Provide and promote CLPL opportunities to develop professional learning in outdoor learning, enquiry based learning and metacognitive approaches

Personalised Support 2.4

- Develop a 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.
- 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 inclusive approach whilst continuing to support ASL children.

Successes and achievements

Ensuring wellbeing equality and inclusion 3.1

- Staff and young people are familiar with the SHANARRI indicators.
- There is a climate of mutual respect, shared values and high expectations.

Raising attainment and achievement 3.2 - 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

Raising attainment and achievement 3.2 - Numeracy and Mathematics

- Focus on components identified on tracking information supplied by ERC and comparison to cluster components.
- Aim to maintain overall high Mathematics Standardised test score
- More P1 Pupils reach their Developmental Milestones.
- Continue to deliver Developing the Young Workforce outcomes.

Method of Gathering Evidence

An extensive range of evidence was gathered to evaluate the key work of the establishment.

- 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 after our Collaborative Improvement Visit.
- Feedback from partner agencies.

How good is our leadership and approach to improvement? (1.1, 1.2, 1.3)

Evaluation: 5

| | |
|---|--|
| <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> | <p>School Priorities</p> <ul style="list-style-type: none"> ● 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) |
| <p>NIF Driver(s) School and ELC Improvement Teacher and Practitioner Professionalism</p> | <p>Local Improvement Plan – Expected Outcome / Impact</p> <ul style="list-style-type: none"> ● A culture of professional enquiry in all establishments ● A culture of self-evaluation and continuous improvement in all schools and services ● A skilled and confident workforce ● A culture of professional enquiry in all establishments ● Higher levels of parental engagement in their children's learning and in the life of the school |

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 all 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.

This session we were involved in the authority self-evaluation calendar and undertook a cluster collaborative improvement visit and the Family Centred Gold Award accreditation visit. Several key areas of strength were identified through these visits. There is a clear commitment to continuous improvement and the school regularly involves all stakeholders in our self-evaluation processes throughout the session. Staff engage regularly in improvement and moderation activities and use assessment data to support improvement planning.

All staff engaged in self-evaluation activities this year, any next steps identified were then used to inform the School Improvement Plan for the coming year. There were significant levels of engagement and sharing of good practice and professional knowledge when undertaking the self-evaluation exercise in February. Feedback from staff regarding this event was extremely positive and the next steps identified were clear and evidence based. Staff work extremely well as

a team and relationships are positive across the school community. They seek opportunities to collaborate and feel trusted and empowered to lead and initiate change.

This session, 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. This session Pupil focus groups were providing evidence on progress in AiFL strategies, Spelling and Enquiry based learning ensuring areas for improvement were identified. This was a strength as highlighted in the feedback from our Family Centred Approaches (FCA) Gold accreditation visit.

'Through pupil dialogue, children are 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. Pupil Committees are established in order to ensure pupil voice plays a robust role in supporting the improvement of the school, with every pupil participating.'

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. Feedback from this session's FCA visit was very positive, the authority representatives noted that:

'St Joseph's is very strongly linked to their families through key programs and partnerships. This is led by the Parent Council but is also made up of sub group committees such as; Laudato Si Parent Group, Make it hAPPen Digital Coding Group and Active Schools Initiatives. Parents are included in decision making about the establishment and have the opportunity to collaborate and effectively participate in developing the establishment'

The school ethos and environment were also highlighted as being warm, nurturing and loving where Children feel safe and secure and the worth of each individual is valued by all.

'St Joseph's makes every effort to communicate with parents/carers and involve them as much as possible with their child's education. The school creates a very inclusive environment for all children to thrive'. (FCA Gold Accreditation feedback)

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, all staff have used all available data to address learning gaps and ensure they are effectively meeting the needs of their learners.

'Parent and Staff focus groups demonstrated a very strong shared understanding of pupils and families' needs. The Staff Group discussed the fact that pupils and parents both require differentiated support with regards to ASN and transitions. They also discussed the extensive extended transitions that were in place, particularly with regards to ensuring that bespoke support is in place as and when required.' (FCA Gold Accreditation feedback)

This session staff CLPL provision continued to be significantly increased by the use of online opportunities. East Renfrewshire, Education Scotland, CALL Scotland, AHDS, Open University and the West partnership provided a diverse range of sessions to support staff, almost all staff engaged in CLPL in the areas of Retrieval Practice, Spelling pedagogy and Enquiry based learning.

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 for the changing circumstances of the school and community. The changing social, economic and cultural context of learners has driven the curricular provision ensuring the needs of all learners are being effectively met. All staff demonstrate a sound understanding of the local community and the social, economic and cultural context of the area. Staff take good account of this when tracking children's progress and attainment and are responsive to the needs of children and families. The majority of staff also provided after school clubs targeted to the needs of our PEF children as outlined in our PEF plan. There is a well-established system in place to track children's attainment and set targets for

progression in learning. Senior leaders and teachers use data effectively to monitor and track progress of all children, including targeted groups.

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 the school. Senior leaders empower staff to take on additional leadership responsibilities. They trust the teachers to investigate and explore evidence-based approaches to improve the quality of learning and teaching and this is then shared with colleagues through, for example, in-service days and collegiate sessions.

All teachers participated in school working groups which developed; Learning, Teaching and assessment, Literacy, ASN and Curriculum. Curricular pathways continue to be 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. This approach to curricular pathways has been reviewed throughout our quality assurance process to ensure there is a robust rationale behind this curriculum design.

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. This session the pupils were involved in reviewing the vision values and aims for the school and creating a new curriculum rationale.

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 the Parish Priest and visits to the local church have 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. 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.

Next Steps

- Continue to use ‘Developing in Faith’ as part of the ongoing self-evaluation process to facilitate the identification of support needs and utilise good practice throughout Paisley Diocese.
- 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 be continued opportunities for staff to look outwards at identified good practice across the authority and the West Collaborative.
- The school will continue to review and develop current partnerships working with local pre 5 establishments involving projects based around a robust transition programme and integration of Early Years tracking tool as a focus for transition discussions.
- The school will continue to work collaboratively with our neighbourhood groups to support the assessment of gold family friendly awards in other establishments.
- Awareness of external influences on the social and economic context of our school community will continue to inform approaches to change.

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

- Arrangements to ensure wellbeing (2.1)
- Rationale and design

| | |
|--|---|
| <ul style="list-style-type: none"> ● Improvement in achievement, particularly in literacy and numeracy ● Placing the human rights and needs of every child and young person at the centre of education | <ul style="list-style-type: none"> ● Development of the Curriculum ● Learning Pathways ● Learning and engagement ● Quality of teaching ● Universal support ● Removal of potential barriers to learning ● Engaging families in learning (2.5) ● The development and promotion of partnerships (2.7) |
| <p>NIF Driver(s)</p> <p>Teacher and Practitioner Professionalism Parent/Carer Involvement and Engagement School and ELC Improvement</p> | <p>Local Improvement Plan – Expected Outcome / Impact</p> <ul style="list-style-type: none"> ● 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

Staff from the ASN working party undertook CLPL related to identified gaps in the service, including bereavement loss and grief, dyslexia, EBSA, Nurture Principles and ASD. This input was then disseminated to staff through creation of a signposting calendar located in a shared drive and staff meetings. Staff from this working party also delivered at authority level through the Dyslexia Collaborative and at the East Renfrewshire coordinators forum on Bereavement, loss and grief.

This session the majority of staff undertook the Open University professional learning certificate on the CIRCLE framework. Staff utilised the framework in their classroom practice to evaluate the environment and the participation of pupils. Staff reported this had a positive impact on their understanding of supporting learners at classroom level and provided them with a toolkit to help support inclusive practice. The findings of the learning cycle approach to professional enquiry conclude that the implementation and evaluation of this approach has been key to further enhancing enabling environments.

All Staff have utilised the HealthiER minds guidance material on Bereavement, Loss and Grief as a school focus during the month of November. Support was provided for staff in delivering a series of lessons. In addition, the Depute Head Teacher continued to serve on the ERC Bereavement, Loss and Grief Working Group and co-created the content of the ERC bereavement, loss and grief conference as well as delivering a keynote speech at the conference. Staff and pupils also provided input for this conference through the production of a short film. This was based on the work done in St Joseph's to embed the BLG programme into the curriculum, the impact it has had on our pupils and their ability to articulate and cope with their feelings around loss and grief. A number of children also benefited from targeted support through the Seasons for Growth programme throughout the session. Support was available for parents and families experiencing bereavement through signposting to the relevant materials available through the HealthiER minds resource.

Through our ongoing approach to pastoral support for pupils and the awareness of individual needs, our Primary 6 year group was identified as having additional support required in Mental and Emotional Wellbeing. Through a collaborative approach with the school and HealthiER Minds, a bespoke programme was created to address the need within this year group. Teaching staff and HealthiER Minds staff co-delivered this classroom programme. Input on this programme was also provided at parents' night for parents so they could use the same vocabulary and approach. In addition, there was a cluster workshop by HealthiER Minds offered to parents as part of our ongoing cluster working.

“The school further signposts parents to the various opportunities or supports that are available, eg the ‘young carers’ program.”

‘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’ (FCA Gold Accreditation feedback)

All pupils and staff continue to be offered training in the use of any new digital accessibility features on Chromebook through their GLOW login by the East Renfrewshire Digital Lead. Many pupils continue to access, develop and display what they know in ways that are suitable and appropriate for them. Assistive technology accessibility has further increased participation, enhanced inclusion and developed positive identity and self confidence in the majority of ASN pupils. Through pupils' ability to use these features staff enhance, extend and engage learning amongst all students. Individual tutorials have been made available to support parents of children with additional support needs. Links and signposting are made available through emails, school website and X which ensures rigorous partnership working and the inclusion of all children. This strategic approach to supporting learners and families has been recognised as best practice by cluster colleagues. Working collaboratively with our Cluster colleagues, digital transition sessions were provided for Primary 7 pupils. In addition, pupils with a formal identification of dyslexia received additional targeted input from St Ninian's staff.

The Nurturing Principles were revisited as part of the ASN working party priorities. Building on last session's pre questionnaire, input was provided on each of the 6 principles of nurture and the 'nurturing classroom non-negotiables' checklist was implemented. A '6 Nurture Principles' Classroom poster is now in every classroom. All staff have sound awareness and apply the principles within their classroom. As reported in our Cluster CIV:

'There is a warm, welcoming and inclusive atmosphere across the cluster, which reflects a strong ethos of care and support, underpinned by the Catholic faith. Children are very proud of their school and show respect for adults, each other, and the wider school community. Relationships between staff, children and their peers are very positive.'

One of the main priorities for this session was to ensure all teaching staff were trained on the use of the CIRCLE framework. A collegiate working approach and the Open University guided study modules allowed staff the flexibility to access training and support. Almost all staff have gained the Open University qualification and the CIRCLE framework is an integral part of our Staged Intervention Process. Staff have also undertaken individual case studies through their practitioner enquiry and reported on the positive impact of using the CIRCLE framework in their practice.

This session, staff continued to utilise our moderated Literacy and Numeracy benchmarks to ensure appropriate pace and challenge. 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 the 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. In addition, the benchmarks for Social Subjects and Expressive Arts were moderated by staff to provide depth of learning across 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. This has ensured our ACEL data is an accurate reflection of the expectations of the National Average.

All staff have actively engaged in 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, Differentiation, Enquiry based learning and effective questioning. Staff were also given access to input from Kate Jones on retrieval practice and access to her website to support professional development. Input from the Learning, Teaching and Assessment Working Party on provocations and enquiry led learning has supported the continuation of appropriate pedagogical approaches across stages.

'Across all establishments, senior leaders build on staff members' strengths and talents and are effective in creating a climate where staff are encouraged and able to initiate change. All staff routinely engage in quality professional learning opportunities and are developing through the opportunities offered to them to collaborate beyond their own setting. Almost all (97%) staff indicate that their professional learning enables them to reflect on and improve practice. Staff are encouraged to take on leadership roles which focus on leading learning. They work well together and are committed to sharing and developing their practice.' St Ninian's Cluster CIV February 2024

This session staff continued to develop planning tools for curricular pathways. The IDL working party monitored curricular pathways for the areas of STEM, Social Subject and Expressive arts to ensure appropriate flexibility and teacher agency in line with the 7 principles of curricular design. Learning for sustainability and UNCRC learning outcomes were incorporated into the current curricular pathways to ensure consistency and continuity in the delivery of

bundled experiences and outcomes across these curricular areas. Through professional dialogue all staff discussed the development of the pathways and the positive impact on the engagement of pupils and the depth of experiences that were provided due to the 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 each pathway. As part of the pathways parents were invited to a 'Come and see my learning' event where pupils led the learning.

Reading Recovery has had a positive impact on the attainment of some of the lowest attaining pupils and will continue to be implemented as part of the school improvement plan. Reading recovery was an allocated remit to a member of the senior leadership team who worked with two children each term in primary 2 throughout the 2023-24 academic session. Blocks of individual daily input lasted from 16-18 weeks for each child. One child received support for the whole academic session due to significant gaps in their learning when they joined St Joseph's on August 23. Initial assessments were compared with end of term assessments and every child made substantial improvements 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, one 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 some independence. In addition to their academic progress, the children have also made significant progress both socially and emotionally, as evidenced by increased engagement and motivation. Parental feedback has indicated that parents have seen measurable progress 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 our targeted approach to supporting reading, 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. All of these pupils could read but not very efficiently or with 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. This year two members of staff have taken two TRAiL groups from each stage between Primary 2 – 5 incorporating children from both class groups 2 and 3. This is the first year we have targeted children from group 3 for the TRAiL programme and it has been successful in building both their confidence and motivation with reading.

Through analysis of interim assessment data we observed a need for increased support with reading comprehension strategies and this was incorporated into our planning for TRAiL programme.

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. Children also have increased understanding of how to locate information within a text.

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 are established each year in order to ensure pupil voice plays a robust role in supporting the improvement of the school, with every pupil participating. This was highlighted as one of our strengths in our Family Centred Approach Gold Award.

'Pupil Voice is an important part of the ethos of St Joseph's. Pupil Committees are established in order to ensure pupil voice plays a robust role in supporting the improvement of the school, with every pupil participating..'

This session our Rights Respecting Committee achieved Bronze reaccreditation and have applied for the Silver Award. Our Laudato Si Committee gained the 5 Star Mission School Award through the fundraising and awareness raising activities they planned for the school.

Ensuring the mental wellbeing of pupils is a strength in St Joseph's; this has been supported through events such as the Halloween howl, Winter Wonderland, Wild Week, weekly online assemblies and 'in person' assemblies. Additionally, staff volunteered to deliver extra-curricular activities such as Digital music, Italian, Netball, Mini-Vinnies, and Football, gymnastics, dance, drama, technology, homework, chess and multi sports. 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, 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.

As part of our approach to celebrating diversity our Library Committee audited the range of books that supported diversity and inclusion and identified additional reading materials that would ensure all learners could identify with. Through our curriculum, diversity and inclusion was supported through the exploration of Other World Religions, Cultural aspects of various countries and languages of different countries. Through our class novel studies pupils were able to address themes such as, Disability, Asylum Seekers, Facial differences, Apartheid and Genocide. The equity committee started the process of creating a child friendly anti bullying policy in line with school and local authority guidance. As an action from pupil feedback a prayer room was established for use during Ramadan and we had a special Eid assembly, we also celebrated Diwali with our children wearing traditional dress and a staff member shared their faith traditions during Passover. With support from East Renfrewshire young carers several pupils were identified for additional support from this service.

Next Steps:

- Continue to develop our refreshed curriculum rationale in line with our Vision, Values and Aims
- Ensure there is clear progression in attainment of pupils through appropriate and consistent assessment and tracking of all curricular areas using the CfE benchmarks.
- Provide all staff with appropriate professional learning to develop learning and understanding of changing cultural and social contexts within a Catholic Setting.
- Develop a coherent and progressive pedagogical approach to learner agency
- Develop professional learning in Project based learning.
- 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 inclusive approach through the CIRCLE framework whilst continuing to support ASL children.

How good are we at ensuring the best possible outcomes for all our children / learners? (3.1, 3.2)
Evaluation: 5

| | |
|--|---|
| <p>NIF Priority: Improvement in attainment, particularly in literacy and numeracy. Improvement in children's and young people's health and wellbeing.</p> | <p>School Priorities:</p> <ul style="list-style-type: none"> ● Inclusion and equality ● Attainment in literacy and numeracy ● Attainment over time ● Equality for all learners |
|--|---|

| | |
|---|---|
| <p>NIF Driver(s) Performance information Parental/Carer involvement and engagement</p> | <p>Local Improvement Plan – Expected Outcome / Impact.</p> <ul style="list-style-type: none"> ● 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 81% of pupils achieved their milestones this is a decrease of 6% 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 an increase in our overall attainment in English and Maths. Overall our attainment in Maths and English remains above the East Renfrewshire average of 100.

In Maths boys have exceeded their previous levels and girls have also increased by 2 points, this session the gender gap has slightly increased. In English girls and boys performed the same, this is consistent with previous years where the gap has been no bigger than 1 or 2 points.

| Overall Standardised Score | 2022-23 | 2023-24 |
|-----------------------------------|------------------|----------------|
| Maths (P3,5,7) | 105 | 109 |
| English (P3,5,7) | 105 | 107 |
| Maths | 2022 - 23 | |
| Boys | 106 | 111 |
| Girls | 104 | 106 |
| English | 2022 - 2 | |
| Boys | 105 | 107 |
| Girls | 106 | 107 |

Baseline scores indicate that children entering P1 are attaining above average scores with boys attaining slightly lower in Numeracy and Literacy.

| Literacy | 2022 - 23 | 2023 -24 |
|-------------------------|------------------|-----------------|
| School's overall scores | 106 | 104 |
| Boys | 104 | 103 |
| Girls | 108 | 105 |
| Numeracy | 2022 - 23 | |
| School's overall scores | 103 | 101 |
| Boys | 104 | 100 |
| Girls | 102 | 103 |

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 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.

| CfE attainment | 2022 - 23 | 2023 -24 | Target 2022-2026 |
|-----------------------|------------------|-----------------|-------------------------|
| Reading | 97% | 94% | 93% |
| Writing | 96% | 94% | 91% |
| Maths | 99% | 95% | 93% |
| Talking and Listening | 97% | 96% | 96% |

The school regularly reviews the attainment targets of all pupils through Target setting meetings and Professional Dialogue.

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, and 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 opportunities for achievement through clubs and areas of interest.
- As part of Cluster working and analysis of data the areas of shape, position and movement and fractions decimals and percentages will be targeted next session to ensure breadth and progression in line with national benchmark.

- The Literacy and English revised moderated benchmarks will continue to be used to provide clarity on the national standards expected within each level. A cluster approach to the moderation of Literacy and Numeracy Benchmarks will provide consistency in the expectation of attainment at each stage and attainment of a level.
- 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. TRAiL will continue to be adapted to meet the needs of pupils.
- 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 Play Pedagogy 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 and authority moderation events. The use of moderated benchmarks and SNSA data will support staff understanding of the national expectations.

Pupil Equity Fund – How are we ensuring Excellence through Equity?

- Allocation of £18375

Learning Support: small targeted groups P1-7

Level of Literacy and Numeracy for identified children has been maintained or increased due to the intervention. This is based on teacher professional judgments and ongoing assessment. Almost all children have achieved the expected national levels for Literacy and Numeracy.

Confidence in numeracy has increased and pupils have shown through number talks assessments that their mental math agility and accuracy has improved.

Almost all identified pupils have met or exceeded the expected levels of Literacy and Numeracy at key stages. Almost all pupils who completed the SNSA have achieved within the appropriate national norms (see data below)

There has been a particular focus on our children who were at risk of missing out and with a deeper analysis of their attainment. The support provided has ensured that the children identified have maintained or exceeded expected attainment levels.

After School clubs

Physical wellbeing was targeted for PEF children this session. All children participated in at least one after school club. Children were asked to identify their interest in order that the clubs provided would ensure they engaged and enjoyed the activity.

Outdoor Learning

Outdoor learning provided opportunities for team work and the development of social communication and interactions in a skills based environment. All PEF children fully engaged in these experiences and worked well with their peer group, developing task appropriate vocabulary and skills.

Parents continued to be supported through online homework with the provision of chrome books. We worked in partnership with third sector agencies to ensure access to support for physical and mental wellbeing. Many of our parents did not require support but links were made with Family First, School Uniform Bank, St Vincent De Paul Society and Food Banks to provide support, particularly at the start of the school session and at Christmas.

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

| 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 | |

School Improvement Priorities 2024 – 2025

Leadership and Mangement

Self evaluation for self improvement 1.1

- Progression in Literacy and Numeracy
- Closing the attainment gap between the most and least vulnerable children.
- Supporting children's health and wellbeing

Leadership of learning 1.2

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

Leadership and management of staff 1.4

- 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.

Learning Provision 2.1,2.2,2.3,2.4,2.5,2.7

Curriculum 2.2

- Creation of a rationale based on the shared vision values and aims of St Joseph's Primary School.
- Staff will be confident in delivering a curriculum which provides opportunities for the use of skills such as critical thinking and problem solving through Project Based Learning.
- Staff will be confident in the use of AI technology to enhance learning and teaching and to reduce workload

Learning, Teaching and Assessment 2.3

- Develop a consistent and robust approach to Learning, Teaching and assessment.
- Develop staff understanding of learner agency and how to ensure this is evident in practice.

- Through staff understanding of learner agency all pupils will be able to:
 - influence and direct their own learning
 - Make choices in their learning
 - Voice opinions.
 - Ask questions and express wonderings.
 - Communicate understandings.
 - Construct new meanings.
 - Participate in and contribute to the learning community.

Personalised Support 2.4

- Introduce Glasgow Motivation and Wellbeing Profile (ERC Revised version)
- Implementing CIRCLE resources as a way of supporting learners' needs in class.

- Continue to build staff capacity through CLPL opportunities
- The Promise - Staff training

Successes and achievements 3.1,3.2,3.3

Ensuring wellbeing equality and inclusion 3.1

- Staff and young people are familiar with the SHANARRI indicators.
- There is a climate of mutual respect, shared values and high expectations.

Raising attainment and achievement 3.2 - Literacy

- 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

Raising attainment and achievement 3.2 - Numeracy and Mathematics

- Focus on components identified on tracking information supplied by ERC and comparison to cluster components.
- Aim to maintain overall high Mathematics Standardised test score

- More P1 Pupils reach their Developmental Milestones.
- Continue to deliver Developing the Young Workforce outcomes.