

# St Joseph's Primary Improvement Plan 2024 -2025

**ST JOSEPH'S  
PRIMARY SCHOOL**

*'WHERE LOVE IS THERE GOD IS'*

hope  
compassion  
justice  
love

Responsible Citizens  Confident Individuals  Successful Learners  Effective Contributors

The graphic features a group of nine children in school uniforms standing in front of a blue background. To the right, there is a photograph of the school building entrance. A yellow shield with a black and white logo is positioned above the children. A blue cloud-like shape contains the words 'hope', 'compassion', 'justice', and 'love' in yellow cursive. At the bottom, a yellow banner lists four goals with checkmarks: 'Responsible Citizens', 'Confident Individuals', 'Successful Learners', and 'Effective Contributors'.

**St Joseph's improvement priorities for 2023-26**

<b>Maintenance 2023 -2026</b>	<b>Year 1 2023-24</b>	<b>Year 2 2024-25</b>	<b>Year 3 2025-26</b>
HWB	<p><b>How good is our leadership and approach to improvement?</b></p> <ul style="list-style-type: none"> <li>• Self-reflection</li> <li>• Health &amp; Wellbeing</li> <li>• Early Years</li> </ul>	<p><b>How good is our leadership and approach to improvement?</b></p> <ul style="list-style-type: none"> <li>• Self-reflection</li> <li>• Health &amp; Wellbeing</li> <li>• Pupil participation</li> </ul>	<p><b>How good is our leadership and approach to improvement?</b></p> <ul style="list-style-type: none"> <li>• Self-reflection</li> <li>• Health &amp; Wellbeing</li> <li>• Early Years</li> <li>• Pupil participation</li> </ul>
<p>R.E</p> <p>Laudato Si School <a href="https://cafod.org.uk/education/laudato-si-for-schools">https://cafod.org.uk/education/laudato-si-for-schools</a></p> <p>Laudato Si Action Plan</p> <p>Pilgrims of Faith</p>	<p><b>How good is the quality of care and education we offer?</b></p> <ul style="list-style-type: none"> <li>• ASN/Inclusion</li> <li>• Literacy</li> <li>• Curriculum</li> <li>• Learning, Teaching and assessment</li> <li>• Partnership</li> </ul>	<p><b>How good is the quality of care and education we offer?</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• ASN</li> <li>• Curriculum</li> <li>• Learning, Teaching and assessment</li> <li>• Partnerships</li> </ul>	<p><b>How good is the quality of care and education we offer?</b></p> <ul style="list-style-type: none"> <li>• Learning, Teaching and Assessment.</li> <li>• Curriculum</li> <li>• Partnerships</li> </ul>
	<p><b>How good are we at improving outcomes for all our learners?</b></p> <ul style="list-style-type: none"> <li>• DYW</li> <li>• Attainment</li> </ul>	<p><b>How good are we at improving outcomes for all our learners?</b></p> <ul style="list-style-type: none"> <li>• DYW</li> <li>• Attainment</li> </ul>	<p><b>How good are we at improving outcomes for all our learners?</b></p> <ul style="list-style-type: none"> <li>• DYW</li> <li>• Attainment</li> </ul>

	2023-2024	2024-2025	2025-2026
<b>Leadership and Management</b>			
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			
<b>Learning Provision</b>			
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			
<b>Successes and achievements</b>			
3.1 Ensuring wellbeing, equality and inclusion			
3.2 Raising attainment and achievement			
3.3 Increasing creativity and employability			

Saint Joseph is the role model for our school. He lived a life of **hope**, he fought for **justice** and demonstrated **compassion for all**. These are the values of our school and we aim to extol these virtues to all we meet.

Our aim is to provide a Catholic school education of the highest quality with a vision 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 levels of 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.
- Promotes a culture of resilience with the aim of equipping our pupils with skills and attitudes for lifelong learning which will prepare them for life beyond school. This shared vision is supported by a number of activities and events which involve the local community e.g. working with the parishioners of St Bridget's and St Joseph's Parish, Bonnyton House and Hawthorn Court for elderly residents, local sports clubs and libraries.

Leadership and Management	
How good is our leadership and approach to improvement?	
Quality Indicator	Themes
1.1 Self-evaluation for self-improvement	➤ Impact on learners' successes and achievements
1.2 Leadership of learning	➤ Professional engagement and collegiate working ➤ Impact of career-long professional learning
1.3 Leadership of change	➤ Developing a shared vision, values and aims relevant to the school and its community
1.4 Leadership and management of staff	➤ Staff wellbeing and pastoral support

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Self-reflection	A culture of self-reflection and continuous improvement leading to:-	Use Departmental Meetings, In-service Days and other platforms to explore <a href="#">How good is our school? (4th edition)</a> and <a href="#">The Catholic School: Developing in Faith</a>	SMT	Aug 24 – June 25	<a href="#">How good is our school? (4th edition)</a>  <a href="#">The Catholic School: Developing in Faith</a>  SIMD, FME,PEF Equity Data	Monitoring calendar of DMs Professional learning record Portfolios of evidence CfE judgements Target setting meetings Database
	Progression in Literacy and Numeracy	1. Planned reflection on particular themes in line with the annual quality assurance calendar. 2. Select HGIOS4 'challenge questions' to be explored during DMs, classroom visits, professional dialogues, target setting meetings, focus groups with pupils, parents and staff.	SMT and Class Teachers			
	Closing the attainment gap between the most and least vulnerable children.	3. Reflect on HGIOS challenge questions through the lens of the Catholic Faith. Developing in faith. 4. Implement the strategic approach to using the above documents	All staff			
	Support 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	<p>School and Cluster Improvement Plans drive commitment to relevant CLPL and teacher agency using the model of <a href="#">A national model of professional learning   Self-evaluation   National Improvement Hub</a></p> <ul style="list-style-type: none"> <li>● reflection on practice</li> <li>● collaborative learning</li> <li>● Professional capital</li> <li>● Teacher agency</li> <li>● Learning Cycle/ professional Inquiry</li> <li>● Working Parties</li> <li>● New Authority moderation model</li> <li>● Collaborative improvement visit</li> </ul>	SMT Class teachers	June/ Aug '24 PRD sessions then onwards	<p>School and Cluster Improvement Plans 2024 -2025</p> <p><a href="#">How good is our school? (4th edition)</a></p> <p><a href="#">The Catholic School: Developing in Faith</a></p> <p><a href="#">Professional Standards for Teachers - The General Teaching Council for Scotland</a></p> <p><a href="#">A national model of professional learning   Self-evaluation   National Improvement Hub</a></p> <p><a href="#">Scottish Catholic Education Service   SCES   Companions on the Journey</a></p>	<p>Professional accreditation for staff. Masters learning, IOC, GTC recognition.</p> <p>CLPL Plan, CLPL Record Portfolio of Evidence</p> <p>PRD meetings</p> <p>Learning Cycle visits</p> <p>Quality Assurance Calendar activities</p>
	Staff are provided with opportunities to focus on their own mental and physical wellbeing.	<ul style="list-style-type: none"> <li>● Staff provided with a wellbeing day to support positive mental health</li> <li>● Staff provided with access to appropriate resources to support their wellbeing.</li> <li>● Access to third sector partners to provide support for staff –‘time to talk’.</li> </ul>	SMT All staff	Aug – June 25		PRD Staff meetings In-service Agenda
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	<p>Continue to build further connections and enhance partnership working with local pre 5 establishments involving:-</p> <ul style="list-style-type: none"> <li>● Muddy Movers, Purposeful Play</li> <li>● Reciprocal visits based around Developmental Milestones</li> </ul> <p>Build and enhance partnership working :</p>	PT : C Leddy Infants and P1 & 2 staff  SLT	From August 2024	<p>Cart Mill Family Centre Busby Nursery Carolside Nursery</p> <p>Cluster Calendar Google form</p>	<p>Calendars Minutes Database – Developmental Milestone</p> <p>Forward Plans learning visits</p>

	<ul style="list-style-type: none"> <li>Cluster working visits</li> <li>STEM visits and links with universities</li> <li>Establish a parental database to support curriculum development.</li> <li>Parental input for DYW</li> </ul>	Select class teachers Parents Office staff			Pupil dialogue <a href="#">Developing the Young Workforce (DYW)   Policy drivers</a>
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Learning Provision	
How good is the quality of care and education we offer?	
Quality Indicator	Themes
2.1 Safeguarding and Child Protection	<ul style="list-style-type: none"> <li>Arrangements to ensuring wellbeing</li> </ul>
2.2 Curriculum	<ul style="list-style-type: none"> <li>Rationale and design</li> <li>Development of the curriculum</li> <li>Learning Pathways</li> <li>Skills for learning, life and work</li> </ul>
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> <li>Learning and engagement</li> <li>Quality of teaching</li> </ul>
2.4 Personalised support	<ul style="list-style-type: none"> <li>Universal support</li> <li>Removal of potential barriers to learning</li> </ul>
2.5 Family learning	<ul style="list-style-type: none"> <li>Engaging families in learning</li> </ul>
2.7 Partnerships	<ul style="list-style-type: none"> <li>The development and promotion of partnerships.</li> </ul>

Rationale	Curriculum					
	Outcome/Impact	Action	Responsibility	Timescale	Resources	Monitoring/Evaluation
	A rationale based on the shared vision values and aims of St Joseph's Primary School.	Review consultation feedback from pupils and staff  Consult parents through questionnaire  Review feedback from consultation and complete Curriculum Rationale	All Committee Members	Term 1 2024-25	Google Forms	Professional dialogue Parental feedback Pupil dialogue

		<a href="https://blogs.glowscotland.org.uk/sa/public/roonps/uploads/sites/10480/2018/11/CR.pdf">https://blogs.glowscotland.org.uk/sa/public/roonps/uploads/sites/10480/2018/11/CR.pdf</a>  <a href="https://blogs.glowscotland.org.uk/er/public/tclares/uploads/sites/15834/2021/10/27085850/St-Clares-Rational-Booklet.pdf">https://blogs.glowscotland.org.uk/er/public/tclares/uploads/sites/15834/2021/10/27085850/St-Clares-Rational-Booklet.pdf</a>			<a href="#">Thinglink</a>	
Project Based Learning	<p>Staff will be confident in delivering a curriculum which provides opportunities for the use of skills such as <u>critical thinking</u> and problem solving through Project Based Learning.</p>	<p>Develop staff understanding of a Project Based approach through CLPL.  <a href="https://www.tes.com/magazine/tes-explains/what-project-based-learning-pbl">https://www.tes.com/magazine/tes-explains/what-project-based-learning-pbl</a>   <a href="https://www.prodigygame.com/main-en/blog/project-based-learning/">https://www.prodigygame.com/main-en/blog/project-based-learning/</a>   <a href="https://www.pblworks.org/what-is-pbl">https://www.pblworks.org/what-is-pbl</a></p> <p>Auditing current curricular pathways to identify opportunities for Project Based Learning</p>	<p>All Staff Curriculum Working Party</p>	<p>Term 1-3 2024 -25  Staff Meeting 2</p>	<p>Curricular planning overviews Experiences and Outcomes  Staff meeting x1</p>	<p>Professional Dialogue Learning Cycle</p>
Artificial Intelligence	<p>Staff will be confident in the use of AI technology to enhance learning and teaching and to reduce workload</p>	<p>Signpost staff to CLPL opportunities for AI across ERC, Education Scotland and West Partnership.  Jonathan Hull (ICT Coordinator ERC) to provide input on the pros and cons of AI primary schools</p>	<p>All Staff  Jonathan Hull - Staff Education Scotland</p>	<p>Term 1-3 2024-25  In-service 3 (Oct)</p>	<p><a href="#">New Resources</a>   <a href="https://skillshop.exceedlms.com/student/path/1176018?utm_source=google-applied-digital-skills&amp;utm_medium=email&amp;utm_campaign=20240506-teacher-appreciation24--hsms-ins-&amp;src=em-20240506-teacher-appreciation24--hsms-ins-">https://skillshop.exceedlms.com/student/path/1176018?utm_source=google-applied-digital-skills&amp;utm_medium=email&amp;utm_campaign=20240506-teacher-appreciation24--hsms-ins-&amp;src=em-20240506-teacher-appreciation24--hsms-ins-</a>  A.I. List for</p>	<p>Forward Plans Professional dialogue</p>



					Educators In service x1	
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Curriculum						
	Outcome/Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Spelling	Parental partnership will be strengthened through supporting parents to understand our approach to the teaching of spelling	Creating parental guidance for spelling rules.	Literacy Working Party	Sep 2024	<a href="https://highlandliteracy.com/spelling-and-phonics/">https://highlandliteracy.com/spelling-and-phonics/</a>	Parent Evaluation form June 2024
Writing	Embed and evaluate impact on Routes through Writing throughout each level.	Routes Through Writing: continuous evaluation of current resource	All staff to continue to teach writing using RTW to embed skills	Term 1 2024	RTW Planners  Google forms for questionnaire	Staff questionnaires  Teacher judgements of writing  Moderation of jotters
		Staff questionnaire to evaluate use of 'Routes Through Writing'. - Responses will generate action points.  Moderation of Writing jotters to ensure progression and depth of skills.				
		Looking at writing resources, particularly	Literacy Working			

		related to Storytelling Approach, to evaluate their potential use and supplement our own resources.	Party SLT	Aug 2024 - March 2025		
Talking and Listening	<p>Pupils will progress with their talking and listening in a developmentally appropriate way.</p> <p>Staff will understand the role that talking and listening plays across the curriculum and how it can support closing the attainment gap.</p>	<p><b>Highland Literacy Framework</b> Generate a bank of Talking and Listening resources to share with staff. Focus on Group Discussions and Oral Presentations. (Sessions 3 and 4)</p> <p>Populate Talking and Listening forward plans with Highland Literacy Framework posters (Hyperlinks for EM, EW, 1A etc.).</p> <p><b>Storytelling Approach</b> Staff CLPL - General Overview Staff CLPL Targeted to Early, First, Second.  Populate a folder with Storytelling resources.</p>	<p>Literacy Working Party</p> <p>C McLaughlin A Gruner</p>	<p>Aug '24 - Sept '24</p> <p>Staff Meeting 3 - Oct '24</p> <p>Staff Meetings/ October In-Service Day 3 2024</p>	<p><a href="#">Highland Literacy - Listening and Talking A Whole School Approach</a></p> <p><a href="#">Highland Literacy Framework</a></p> <p>Staff meeting x1</p> <p>In-service x1</p>	<p>Staff questionnaires</p> <p>Teacher judgements of Talking and Listening</p>

Learning, Teaching and Assessment						
	Outcome/Impact	Action	Responsibility	Timescale	Resources	Monitoring/Evaluation
Policy	Develop a consistent and robust approach to Learning, Teaching and assessment.	Compete Learning, Teaching and Assessment policy	LTA Working Party  All Staff	Term 1 2024-25 Staff meeting 1	GSuite Personnel	Professional dialogue
	<b>Learner Agency</b> Develop staff understanding of		All staff	Term 1-3	<a href="#">Student Agency for 2030   OECD</a>	Professional dialogue Learning Cycle

Learner Agency	<p>learner agency and how to ensure this is evident in practice.</p>	<p>Deliver a series of sessions on learner agency.</p> <p>Provide opportunities for staff to engage in professional reading and enquiry based on learner agency</p>	<p>SLT LTA Working Party</p>	<p>2024/2025 Staff meeting 2</p> <p>In-service 3</p> <p>Staff Meeting 7</p>	<p><a href="#">Future of Education and Skills 2030</a></p> <p><a href="#">Learner Agency Video 1</a></p> <p>Staff meeting x1</p> <p><a href="#">Learner Agency Video 2</a></p> <p><a href="https://visible-learning.org/category/videos/">https://visible-learning.org/category/videos/</a></p> <p>UNCRC</p>	<p>Classroom Visits CLPL Records PRDs</p>
	<p>Through staff understanding of learner agency all pupils will be able to:</p> <ul style="list-style-type: none"> <li>influence and direct their own learning</li> <li>Make choices in their learning</li> <li>Voice opinions.</li> <li>Ask questions and express wonderings.</li> <li>Communicate understandings.</li> <li>Construct new meanings.</li> <li>Participate in and contribute to the learning community.</li> </ul>	<p><b>Metacognition</b></p> <ul style="list-style-type: none"> <li>Metacognition in practice CLPL for all staff.</li> <li>LTA to model how to introduce metacognitive approaches in the classroom.</li> <li>All classes to complete pre and post metacognition questionnaires. Track the impact of metacognitive strategies.</li> </ul> <p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>Identify retrieval best practice</li> <li>Provide input on the theory of retrieval practice and the impact on learners.</li> </ul>	<p>All staff</p> <p>SLT LTA Working Party</p> <p>All staff LTA working Party</p>	<p>Term 1 2024/25</p> <p>In-service 3 (Oct)</p> <p>Term 1 2024/25 Staff meeting 4</p>	<p>In-service x1 GSuite Tuff Trays Classroom environment/areas **"Flipped learning" bank EEF Excellent Experiences for All document Staff drop-in sessions#</p> <p>Kate Jones Retrieval Books Dylan William (YouTube) Staff meeting x1</p>	<p>Pupil dialogue Professional dialogue</p> <p>Attainment data Pupil dialogue</p>

Additional Support for Learning						
	Outcome/Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Wellbeing and Motivation	Staff will be confident in the purpose of the Glasgow Motivation and Wellbeing Profile (ERC Revised version) and use it appropriately to identify and address any specific areas of difficulty for pupils.	<ul style="list-style-type: none"> <li>Raise awareness of Glasgow Motivation and Wellbeing Profile - <a href="#">click here</a></li> <li><a href="#">Staff Training</a></li> <li>Pilot targeted nurture support pupils for GMWP (Pre/ Post Questionnaire)</li> </ul>	ASN Working party	August 2024 In-service 1 Term 1	Glasgow motivation and Wellbeing profile	Professional Dialogue ASN support overview (specifically nurture) Forward Planning (engagement)
CIRCLE Framework	Full implementation of CIRCLE resources as a way of supporting learners' needs in class.	<ul style="list-style-type: none"> <li>Staff audit / evaluation of Circle Resources/ CLPL</li> <li>Create a Case Study folder</li> <li>Populate and utilise folder</li> <li>Roll out CLPL to ALL staff</li> <li>Create refresher sessions/ drop ins for completing CISC and CPS</li> <li>Transitional documentation to be agreed collegiately</li> <li>Update ASN Policy to include specific reference to Circle Framework/ Non negotiables checklist</li> </ul>	ASN Working party H Addison (PT)	Term 1 2024  DM required for staff to populate as a resource  Term 1 2024 following staff audit  Term 2 2025 Staff meeting 6 - refresher	CIRCLE resource  Departmental meeting x1    Staff meeting x1	Wellbeing plans ASN Profiles Professional dialogue Establishment tracking
	Continue to build capacity in all staff and ensure a consistent inclusive approach whilst continuing to support ASL children.	<ul style="list-style-type: none"> <li>Nurture drop ins</li> <li>Dyslexia drop ins</li> <li>Assistive Technology</li> </ul> <p>Provide Input on Trauma informed practice: all staff will learn about the 5 principles of Trauma informed practice: 1)safety 2) choice 3) trust</p>	ASN Working party H Addison (PT) J Hull (PT ICT)  ASN Working party educational psych	Term 1 and 2 2024-25	WTA for Working Party      <a href="#">TRAUMA/ACEs 24-25 TRAUMA Input Sowing Seeds: Trauma Informed Practice for Anyone</a>	Wellbeing plans ASN Profiles Professional dialogue Establishment tracking CLPL Record PRD Staff questionnaires

Staff		<p>4) empowerment 5) collaboration</p> <p>Meet the criteria to achieve the Bereavement Charter Mark for schools</p>	<p>K Wynne (DHT) ASN Working party P1-7 staff Pupils support staff</p>	<p>By end of term 3</p>	<p><a href="#">Working with Children and Young People on Vimeo</a></p> <p><a href="#">Taking a trauma informed lens to your work - Sowing Seeds with Dr Nina Koruth on Vimeo</a></p> <p><a href="#">the Bereavement Charter for Adults and Children in Scotland</a> ER Bereavement, Loss and Grief Curricular Resource</p>	<p>Forward Plans Charter mark audit</p>
Policy	<p>Reviewed and Updated ASN Policy</p>	<p>Review Additional Support for Learning Policy for St. Joseph's PS in line with the revised ERC Additional Support for Learning Policy. <a href="#">St Joseph's ASN Policy Reviewed 2021</a></p> <p><b><u>Creating an 'ASL Vision for Success' linked to Rights and Respecting Schools / Curriculum Rationale</u></b></p> <p>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;</p>	<p>All staff ASN Working party</p>	<p>Term 1 2024 Staff meeting 3</p>	<p>Staff meeting x1</p>	<p>Professional dialogue Learning observations Pupil dialogue</p>
	<p>Whole school accreditation for The Promise</p>	<p>Sessions 1 and 2 delivered to all staff. Including local government a janitorial staff. <a href="https://education.gov.scot/resources/keeping-the-promise-award-programme/">https://education.gov.scot/resources/keeping-the-promise-award-programme/</a></p>	<p>S Martin (HT)</p>	<p>Aug 2024 In-service 1</p>	<p>In-service x1 Promise Resource</p>	<p>Pupil dialogue (LAAC)</p>

	Curricular Pathways for ASN children will be appropriate to address specific needs.	<ul style="list-style-type: none"> <li>Review current curricular pathways</li> <li>Create guidance for staff around pupils with CWP/ASN Profiles linking to an adapted curriculum</li> <li>Update ASN Policy to include specific reference to guidance created</li> </ul>	ASN Working party S Martin (HT)	Aug 24 – June 2025	WTA for Working Party	Forward plans Professional dialogue Pupil dialogue
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Successes and Achievements	
How good are we at improving outcomes for all our learners?	
Quality Indicator	Themes
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> <li>Inclusion and equality</li> <li>Wellbeing</li> </ul>
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> <li>Attainment in literacy and numeracy</li> <li>Overall quality of learners achievement</li> <li>Equity for all learners</li> </ul>
3.3 Increasing creativity and employability	<ul style="list-style-type: none"> <li>Increasing employability skills</li> </ul>

Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
<p>Staff and young people are familiar with the SHANARRI indicators.</p> <p>There is a climate of mutual respect, shared values and high expectations.</p>	<ul style="list-style-type: none"> <li>Weekly assemblies with a focus on each indicator.</li> <li>SHANARRI terminology to be incorporated into their online pupil profiles.</li> <li>School values will continue to be at the core of all interactions. School values will be discussed at assembly and displayed in all classes.</li> <li>Understand and celebrate diversity through the Culture club, celebrating other religious festivals, cultures and lived experience</li> </ul>	HT SLT All staff School community	Aug - June '25	Staff CLPL  Funding for After school club	Pupil dialogue Feedback from parents

Attainment	<p>Improved or maintained attainment:</p> <p><b>Reading</b></p> <p>Improve attainment in P2 with continuation of reading recovery.</p> <p>Maintain or increase current level of attainment in P3, 4 and 5 through TRaiL intervention approach.</p> <p>Maintain increase in attainment across school through shared pedagogical approach and the support of Leaders of Learning.</p>	<p>Continue to use PEF Funding to employ PT with attainment as their remit.</p> <p>Literacy working Group to:</p> <ul style="list-style-type: none"> <li>Continue to adapt, as appropriate, the school's approach to teaching reading, using the reading recovery strategies.</li> <li>Embed practice in the engagement of learners through a variety of methodology/ Pedagogy (LTA Working Party)</li> <li>Through moderation and professional discussions ensure teachers understand 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</li> </ul> <ul style="list-style-type: none"> <li>Use moderated Literacy and English benchmarks to provide clarity on the national standards expected within each level.</li> <li>Principal teacher to provide support through TRaiL in P3, 4 and 5.</li> </ul>	<p>HT, Business Manager, HR</p> <p>Literacy Working Group</p> <p>SLT</p> <p>All staff</p> <p>All staff</p> <p>Principal Teacher</p>	<p>June 24 onwards</p> <p>Aug 24- June 25</p> <p>Aug 24 – March 25</p> <p>Aug 24- June 25</p>	<p>PEF Funding</p> <p>ERC Literacy Strategy</p> <p>Literacy and English benchmarks</p>	<p>PEF targets</p> <p>Tracking database</p> <p>Target setting</p> <p>Meetings</p> <p>Professional Dialogues</p> <p>Literacy and English Benchmarks</p>

Attainment	<p><b>Numeracy and Mathematics</b></p> <p>Focus on components identified on tracking information supplied by ERC and comparison to cluster components.</p> <p>Aim to maintain overall high Mathematics Standardised test score</p>	<ul style="list-style-type: none"> <li>• Through moderation and professional discussions ensure teachers understand 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.</li> <li>• Through collaborative dialogue staff will become aware of the learners journey through the broad general education and how the data provided impacts on their attainment.</li> <li>• Provide professional learning in the areas of mental maths and problem solving/ critical thinking and enquiry to ensure teacher confidence when implementing these areas.</li> <li>• Continue to use moderated Numeracy and Mathematics benchmarks to provide clarity on the national standards expected within each level.</li> </ul>	<p>Maths Champion Class teachers</p> <p>SLT</p> <p>All staff</p> <p>SLT All Staff</p>	<p>Aug 24 – June 25</p> <p>In-service 1 Aug 24</p> <p>Aug 24 – June 25</p>	<p>Maths progress grids</p> <p>Authority tracking SNSA St Ninian's tracking</p> <p>Numeracy and Mathematics benchmarks</p>	<p>Maths progress grids</p> <p>Numeracy and Mathematics benchmarks</p>
	<p>More P1 Pupils reach their Developmental Milestones.</p>	<p>Continue to engage with early years establishments to analyse and evaluate P1 Baseline and Developmental Data and plan appropriate interventions</p>	<p>PT: C Leddy and P1 teachers Cart Mill, Carolside and Busby Nursery staff</p> <p>PT: C Leddy and P1 teachers Associated early years establishments</p>	<p>Aug 24 – June 25</p> <p>Aug 24 – Jan 25</p>	<p>Partnership Nurseries</p> <p>Tracking database</p> <p>Transition reports</p>	<p>Evaluations Professional Dialogues PRD sessions</p> <p>Tracking database</p> <p>Transition reports</p>



DYW	Continue to deliver Developing the Young Workforce outcomes.	<ul style="list-style-type: none"> <li>● Curriculum design to ensure consistent and progressive development of DYW skills.</li> <li>● IDL links to DYW evident in planning in all areas.</li> <li>● Data base of external industry partnerships to be created and accessed where appropriate.</li> <li>● Parental expertise to be utilised.</li> <li>● Update approach to meta skills using DYW Meta skills framework.  <a href="#">Meta-skills Progression Framework</a></li> </ul>	SLT Curriculum Working Party  V Williamson	Aug – March 25	Google Forms	GLOW Forms
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Working Parties etc.

Other remits and areas of responsibility

Area of responsibility	Personnel	Area of Improvement Plan 24-25	
CLPL coordinator	HT		
ASN coordinator	K Wynne	Health & wellbeing	
ASD Adviser	H Addison		
Dyslexia Adviser	H Addison		
RRS	V Williamson	Broad General Education	
RE	H Addison	RE	
PFFA coordinator	H Addison	RE	
ECO	C Fusaro R Palmer	Broad General Education	
ICT coordinator (GLOW, Digital Leader)	H Addison / MC Greene	Digital Technology	
Maths Champion	C Fusaro	Numeracy	Raising attainment
Outdoor Learning	C Leddy	Outdoor Learning	Partnerships
Science Champion	C Fusaro		
Playful Pedagogy	R Palmer V Williamson M Toland C Leddy	Partnership Working	Playful Pedagogy
		Partnership Working	
Area of responsibility	Personnel	Area of Improvement Plan 2024-25	

Family Centred Approaches	C Leddy	Partnership Working	Broad General Education
			Raising attainment
Moderation facilitators	V Williamson S Martin K Wynne	Professional Learning	Literacy Numeracy RE
Literacy / More able	K Wynne M Toland C McLaughlin C Stewart	Playful Pedagogy Literacy	
PE champion			
School Library	N Downs		
Seasons for Growth/Resilience	H Addison K Wynne S Martin	Professional Learning	ASN Health and wellbeing
Fair Trade	R Gray		

## St Joseph's PEF Plan 2024 to 2025

1. Summary Information			
<b>School</b>	St Joseph's Primary School		
<b>Year</b>	2024-2025	<b>Total Pupil Equity Fund Budget</b>	£18,375
<b>Roll</b>	378	<b>Number of pupils eligible for PEF (2024 - 2025)</b>	13 pupils currently eligible for FME + 0 SIMD 1 0 SIMD 2

2. Current analysis of Attainment and Achievement					
Curriculum for Excellence Levels (% of P1, P4, and P7 pupils and % of S3 pupils achieving level)				Standardised Test Performance Average Result	
	Pupils eligible for PEF	School Average	National Average	Pupils eligible for PEF	School Average
<b>Reading/ Language</b>	<b>P1:</b> 100%	EA June	P1 EA June	<b>P1</b> 99	<b>P1</b> 104
				<b>P3</b> 104	<b>P3</b> 109
	<b>P4:</b> 50%	1A June	P4 1A June	<b>P5</b> 72	<b>P5</b> 106
	<b>P7:</b> 50%	2A June	P7 2A June	<b>P7</b> 116	<b>P7</b> 106
<b>Writing</b>	<b>P1:</b> 100%	EA June	P1 EA June		
	<b>P4:</b> 100%	1A June	P4 1A June		
	<b>P7:</b> 50%	2A June	P7 2A June		
<b>Talking &amp; Listening</b>	<b>P1:</b> 100%	EA June	P1 EA June		
	<b>P4:</b> 100%	1A June	P4 1A June		
	<b>P7:</b> 100%	2A June	P7 2A June		
<b>Mathematics</b>	<b>P1:</b> 100%	EA June	P1 EA June	<b>P1</b> 92	<b>P1</b> 101
				<b>P3</b> 102	<b>P3</b> 114
	<b>P4:</b> 50%	1A June	P4 1A June	<b>P5</b> 76	<b>P5</b> 102
	<b>P7:</b> 50%	2A June	P7 2A June	<b>P7</b> 73	<b>P7</b> 103

3. Identify positive and negative factors impacting on future attainment and achievement (for pupils eligible for PEF) <sup>1</sup>	
<b>In School factors-Positive</b>	<b>In School factors-Negative</b>
<ul style="list-style-type: none"> <li>- Robust tracking system in place for tracking equity</li> <li>- Principal Teacher dedicated towards improving outcomes for <i>all</i> pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Identified pupils experience multiple additional needs and therefore require support which reflects a holistic approach to addressing attainment, achievement <i>and</i> engagement (E.g. Social/Emotional/Behavioural Needs, EAL/Bilingual, Dyslexia, ASD, Family Learning, etc)</li> </ul>
<b>External factors-Positive</b>	<b>External factors-Negative</b>
<ul style="list-style-type: none"> <li>- Relationships with key partners (e.g. Psychological Services, Family First, Cluster Schools, Parents &amp; Families, Local Church, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Parental engagement of particular identified groups.</li> <li>- Range of factors &amp; variables impacting identified groups</li> </ul>

4. INTERVENTIONS	
Principal Teacher of PEF	
<b>Impact/Outcome</b>	Attainment is in line with ERC and National averages in Literacy and Numeracy
<b>SMART Outcome</b>	<ul style="list-style-type: none"> <li>➤ Ensure every FME child meets (or exceeds) expected levels of Literacy and Numeracy at key stages (P1,P4,P7) {National comparison}</li> <li>➤ Raise attainment in Literacy for the targeted group in P7 from 0% to 100% {school comparison}.</li> <li>➤ Complete homework tasks regularly</li> <li>➤ Participate in a least one after school club</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>➤ Retain an additional Principal teacher with attainment as their remit.</li> <li>➤ PT will analyse data, identify gaps and provide additional group and 1:1 support in Literacy and Numeracy for identified PEF pupils including TRAiL (Together Raising Attainment in Literacy) and</li> </ul>

<sup>1</sup> **In-school factors** will include language skills, high ability, behaviour issues, motivation for learning, emotional/mental health, pupil involvement in their learning, staff/pupil relationships, peer relations, quality and deployment of teaching and support staff, pedagogy

**External factors** will include parental factors such as engagement with pupils learning, relationships with school staff, value of education, parenting skills, parental educational experiences, parental physical, mental and cognitive health, attendance. Some factors may be explored in both categories e.g. aspirations for the future

	<p>Reading Recovery. This will be in addition to the support received by some of these pupils as lowest performing 20%.</p> <ul style="list-style-type: none"> <li>➤ PT to assist pupils, staff and parents to meet their appropriate targets through group and 1:1 support for pupils and providing access to parental workshops, signposting and drop in sessions for parents.</li> <li>➤ Support families of FME with the general wellbeing (including social and emotional) of their child: homework clubs, curriculum workshops and school links. This will include Cluster workshops focusing on the use of ICT to support learning, Healthier Minds for mental and emotional wellbeing, access to sleep Scotland support and a wide range of after school sports clubs specific to the interests of the targeted group.</li> </ul>
<b>Personnel</b>	PEF PT Principal Teachers Class Teachers
<b>Timescale</b>	Aug 24-June 25
<b>Monitoring and Evaluation</b>	<ul style="list-style-type: none"> <li>- Standardised tests</li> <li>- Interim assessments</li> <li>- SWST assessments</li> <li>- Class Reading Assessments</li> <li>- Regular reading assessments</li> <li>- SNSA</li> </ul>
<b>Resources including budgeted costs</b>	PEF funded PT (£9,476) Resources for support

### Physical Exercise, Activity and Sport

<b>Impact/Outcome</b>	<ul style="list-style-type: none"> <li>➤ All PEF pupils will have access to and encouragement to engage in a sport and activity that they are interested in. They will be given access to experiences that will ensure positive physical wellbeing and enjoyment, helping to develop their understanding of the impact of being physically healthy on their mental and emotional health.</li> </ul>
<b>SMART Outcome</b>	<ul style="list-style-type: none"> <li>➤ All PEF children will have the opportunity to take part in at least one after school club, that they have identified an interest in, through discussions with the PEF PT.</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>➤ PT of PEF will create a profile for each pupil identifying their interests and likes which will inform the after school clubs that will be provided.</li> <li>➤ Work with Active school in order to engage third sector sports coaches to provide CLPL and class coaching for a range of sports.</li> <li>➤ Provide a wide range of opportunities for pupils to access after school sports activities.</li> <li>➤ Support Parents of PEF pupils allow their child access to clubs by providing transport or access to additional funding for clothing etc.</li> </ul>
<b>Personnel</b>	PEF PT

	Class Teachers providing after school clubs Third sector coaches (e.g. JAM) Parental Volunteers Active schools coordinator
<b>Timescale</b>	Aug 24 - June 25
<b>Monitoring and Evaluation</b>	<ul style="list-style-type: none"> <li>➤ Engagement (teacher feedback, parental input)</li> <li>➤ 'My World Triangle'</li> <li>➤ PEF Pupil Profile – Tracked activities</li> <li>➤ CLPL records</li> <li>➤ Learning observations</li> <li>➤ Pupil Dialogue</li> </ul>
<b>Resources including budgeted costs</b>	<ul style="list-style-type: none"> <li>➤ After school clubs provide throughout the year (£6500)</li> <li>➤ New equipment for sports being delivered (£500)</li> </ul>

<b>Outdoor learning</b>	
<b>Impact/Outcome</b>	<ul style="list-style-type: none"> <li>➤ PEF pupils will develop their social and emotional skills through working as a team to ensure a positive outcome in the natural environment.</li> <li>➤ Raise engagement in problem solving, enquiry and continue to develop resilience and communication through working as a team to create, build, source and organise resources as part of their tasks.</li> <li>➤ Explicit links are made to other areas of the curriculum through outdoor learning, specifically HWB.</li> </ul>
<b>SMART Outcome</b>	<ul style="list-style-type: none"> <li>➤ Staff are confident when delivering outdoor learning experiences. Experiences are progressive and child led.</li> <li>➤ Each class will deliver at least 6 outdoor learning experiences throughout the course of the year.</li> <li>➤ Pupils will be able to describe their learning outdoors and how this is linked to their wellbeing and critical thinking.</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>➤ Provide CLPL on outdoor learning for all staff</li> <li>➤ Create a bank of resources for each class to use in outdoor learning</li> <li>➤ Ensure all pupils have the opportunity for experiential learning in the outdoor environment using local areas.</li> </ul>
<b>Personnel</b>	PEF PT Class Teachers PSA Parent Volunteers Off Grid
<b>Timescale</b>	Aug 24-June 25
<b>Monitoring and Evaluation</b>	Professional Dialogue Forward Planning Pupil dialogue Pupil Questionnaires

Resources including budgeted costs	➤ Off Grid resource (£1502 ) ➤ Outdoor resources (£300)
<b>TOTAL SPEND</b>	➤ <b>£18,278</b>