

ST JOSEPH'S RCPS

St Joseph's RCPS Standards and Quality Summary 2025/2026

School Improvement Priorities 2026/2027



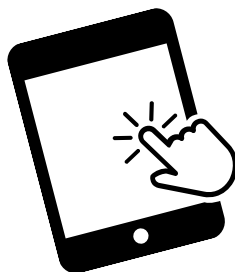
Numeracy Progress



- **P4-7 STEM Space Project** - providing exciting opportunities to apply numeracy skills in real-life and creative contexts. The project enabled many children, including those who do not always experience success in traditional maths lessons, to demonstrate their strengths. Learners developed greater confidence in problem-solving and spatial reasoning. Children showed increased resilience, creativity, and willingness to tackle challenging tasks.
- **Numeracy challenge group** introduced for higher-attaining pupils in P4-P7. Children worked together on rich problem-solving activities that offered both support and challenge.
- **National Numeracy Schools and Families Program** - members of staff completed specialist numeracy training. Maths Cafe sessions offered to parents and carers to learn more about how maths is taught in school and explore practical ways to support learning at home.
- **Planning and Tracking** - Staff are now using a shared numeracy tracking system helping them identify where children are in their learning more accurately. This has improved staff confidence in monitoring progress and predicting attainment. Teachers are also using assessment tools such as Sumdog diagnostics to identify where pupils need additional support or greater challenge.
- **Targeted support** provided by our Closing the Gap Teacher led to measurable improvements in reading and writing for identified pupils. Most learners made clear progress from their starting points, with many achieving or exceeding their individual targets. While some attainment gaps remain, evidence shows that gaps in learning have reduced significantly for many pupils.

Planning a Progressive Curriculum Progress

- **Planning** - We have created a new three-year interdisciplinary learning (IDL) programme, carefully mapping learning across all areas of the curriculum. This helps ensure that every child experiences learning that is well planned, progressive and connected across the years. The programme also ensures fairness for all learners, including those in composite classes, by avoiding gaps or unnecessary repetition in learning.
- All staff are now using a new whole-school planning format across all curricular areas. This helps teachers track learning more effectively and plan engaging experiences that build on prior knowledge and skills. Greater consistency in planning supports a shared understanding of expectations across the school. It also helps ensure smooth transitions between classes, as important information about children's learning can be easily passed on to the next teacher.
- **Digital Skills** - All staff attended a series of iPad training sessions to build confidence in using technology to support learning. This has helped ensure that digital learning opportunities are used consistently across the school. Children are becoming increasingly confident in using technology to access, create and share their learning independently.
- The use of **iPads** has increased engagement and motivation, particularly for some learners who previously found learning more challenging. 61% of pupils said it was easier to complete their work using an iPad. 95% of pupils felt that using an iPad helped them take greater responsibility for their own learning.

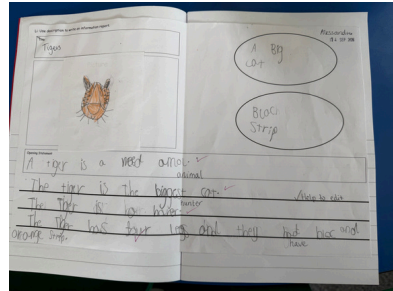


School Improvement Plan 2026/2027



Priority 1

By June 2027, the number of learners achieving expected stage related outcomes in numeracy at St Joseph's will increase by 10%..



Priority 3

To raise attainment in writing across the St Columba's Cluster schools through the implementation of a program of explicitly teaching writing.



Priority 3

By June 2027, St Joseph's will foster an inclusive and equitable learning environment where universal supports are standardised, personal planning is evidence based, and a rights-based culture is embedded through UNCRC and anti-racist education, leading to the attainment of the bronze RRS Award.

