

Context of the school:

VISIONS AND VALUES AND AIMS

Visions and Values

St. Joseph's Primary aspires to develop as a community of faith and learning, through the faith, tradition and sacramental life of the Catholic Church.

We believe that all children have the right to be safe, healthy, achieving, nurtured, active, respected, responsible and included. We value all members of the school community and believe that the Christian values of the Gospel should permeate the life of the school. In the next school session, we will aim to develop as a Laudato Si school and care for Our Common Home.

All stakeholders were consulted and adopted the key values **of Friendship, Respect, Honesty and Responsibility.**

Aims

We aim to:

- work in partnership with parents and community to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.
- provide the highest quality learning activities and educational programmes suited to individual needs and attributes.
- maintain the highest possible levels of attainment and achievement.
- encourage all pupils to aim high and reach their full potential.
- provide a happy, secure, welcoming environment which promotes well-being and respect.
- develop leadership at all levels – in staff and in pupils.
- value and develop our staff.

Our school is located in an area with a high level of pupils from SIMD 1 & 2. For the last two years we have been a part of the Scottish Attainment Challenge which aims to provide additional support to pupils from SIMD 1 & 2 and ensure that they have the same educational opportunities to succeed in every area as pupils from more affluent backgrounds. This has involved the allocation of visiting staff, the appointment of a Nurture Teacher and additional resources to raise levels of opportunity and attainment. There has been additional training for staff which has enabled them to overcome the barriers to learning many of our pupils face and a big focus on monitoring and tracking attainment to ensure we are getting it right for every child

As an Attainment Challenge school, we have received additional teacher input for targeted children across our school and have use our Pupil Equity Funding to further enhance additional support for more pupils to reduce the attainment gap.

Review of progress for session 2020-21

School priority 1: Improvements in attainment, particularly in literacy and numeracy	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism	<u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum
Strategies From Recovery Plan Aug-Dec: <ol style="list-style-type: none">1. Development of outdoor learning across the school.2. Development of ICT to support learning including: clickview, use of Teams and engagement with Digital Champions.3. Play based pedagogy across early level- training, ordering resources, collegiate partnership working, creation of policy and information sessions for parents. From Improvement Plan Jan-June <ol style="list-style-type: none">1. Development of remote learning and improved engagement of pupils.2. Develop consistent approaches in writing- whole school handwriting training, writing pedagogy training, follow up planning session and development of policy.3. Continued development of play pedagogy- training from Education Scotland, Play is the Way, information session for new parents and creation of policy.	
Progress Recovery: <ol style="list-style-type: none">1. Outdoor learning has been a key focus across the school this session with targeted support at p1-3, particularly after the post-Christmas lockdown.2. Teachers have become highly skilled in using ICT to support learning and increasingly used Clickview to support learning during remote learning. We saw increased engagement with Teams during Jan-March remote learning and were able to continue with progressive learning. Craig Mullan has been Digital Champion for our school with Claire Coggins also presenting our success during remote learning.3. Teacher cpd and investment in resources helped to introduce play pedagogy in primary 1. Covid19 restricted our intention to host a parent information session and work with other establishments. Jan-Jun: <ol style="list-style-type: none">1. Remote learning offer met all entitlements as set out by Education Scotland. Pupils engagement increased significantly online with over 30% of our school population accessing in-school learning due to additional support needs, identified as vulnerable or as a result of lack of engagement.2. Writing training was postponed in February due to lockdown and focus on remote learning. Sessions held on 1st June for Handwriting and Writing Pedagogy. Did not get to follow up sessions or policy due to late focus.	

3. Education Scotland introduction training delivered to next P1 teacher and Nurture Teacher. Nursery-P2 teachers bought a copy of Play is the Way in January for personal CPD. New P1 parents introduced to play during induction. Play policy not created yet with further training and development intended with new primary 1 teacher.

Impact

Recovery Plan:

1. Increase in outdoor learning has improved engagement of pupils, contributed to positive wellbeing and increases in attainment.
2. Learning continued during school closures due to upskilling in staff and ability to offer live, continuous learning. This has contributed to the recovery of most pupils to pre-covid levels or beyond.
3. Play pedagogy has been introduced and teacher was given freedom to experiment. Impact will be felt next year with successful handover and de-brief of successes and challenges.

Jan-June:

1. As above, learning continued during school closures. Pupils, staff and parents were happy with the offer and felt supported during remote learning as evidenced in questionnaires.
2. Writing training has put the focus on effective pedagogy ahead of next session. No impact will be felt until next session.
3. P1 and nurture teacher have started authority wide training from Education Scotland which will continue into next session when impact will be clearer.

Next Steps:

- Build on the increase in teacher and pupil skills in the use of digital technologies by establishing a clear policy for the school around the use of digital technology to support and enhance learning.
- Engage with further training opportunities around play pedagogy and increase investment in resources.
- Increase opportunities for parental engagement with new developments when restrictions ease.
- Continue to develop outdoor learning- parental questionnaire of those completed showed 87% want to keep option of jogging bottoms/leggings next session.
- Plan next steps in writing during in-service in August and continue focus in 21/22 SIP.

School priority 2: Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Assessment of children's progress
Teacher professionalism

HGIOS?4 QIs

1.3 Leadership of change
2.3 Learning, teaching and assessment
2.7 Partnerships

Strategies

From Recovery Plan:

1. Streamline communication approaches with parents.
2. Parental training and workshop opportunities in use of clickview.
3. Parental involvement in gardening.
4. PATPAL sessions.

Improvement Plan Jan-June:

1. Improved attendance monitoring focussed on targeted group of pupils.

Progress

Recovery:

1. School newsletter sent every Monday with increase in use of Twitter. Email used for extra information as necessary.
2. Parental training did not happen due to restrictions but information leaflets and "how to" videos sent out on several occasions to support parents.

3&4. Did not happen due to restrictions.

Jan-June:

1. All tasks carried out including: regular checks, weekly publication of class attendance, catch up time with peers, partnership working with St. Columba's High School and Home Link and attendance policy created.

Impact

Recovery:

1. Parent group have recognised increased communication and that parents are happy with this.
2. Parents were more able to support pupils during remote learning with easy access to "how to" videos.

Jan-June:

1. Attendance has increased from 91.9 until Feb 20 to 95% this year despite ongoing concerns around covid19. This is also our highest attendance percentage for over 5 years. We have also saw attendance increase for most pupils of interest since January.

Next Steps:

- Continue with weekly newsletters and ensure contact details are checked regularly.
- Increase parental engagement next session including re-starting family learning and opportunities to be involved in learning.
- Continue to monitor attendance effectively and share policy with parent group before publishing.

School priority 3: Improvement in children and young people's health and wellbeing**NIF Priority**

Improvement in children and young people's health and wellbeing

NIF Driver

Parental engagement

Teacher professionalism

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.6 Transitions

2.7 Partnerships

Strategies

1. Whole school nurturing approach with a focus on '*The Classroom Offers a Safe Base*'
2. Re-visit PAtHs
3. Development of outdoor learning- linked to Priority 1

Progress

1. We re-integrated pupils effectively to school after lockdown and put a focus on wellbeing. Increased support from nurture has offered individual and group support where required as identified in Wellbeing Toolkit.
2. PAtHs used across the school.

Impact

1. There has been a reduction in incidents of distress and the need for the normal nurture class approach we would take in the school. Pupils who have been identified as needing additional support from Wellbeing Toolkit have noted a positive change as a result of nurture support.
2. Pupils continue to develop self-regulation strategies through paths and are developing an increased emotional awareness.

Next Steps:

- Continue to use Wellbeing Toolkit to identify needs. Staff training to be offered on this and creation of a strategy list linked to needs.
- Re-focus on transitions and partnership working next session but increasing links with early years centres when restrictions allow.
- Whole school nurture to focus on transitions.

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Priority

Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

School leadership

Teacher professionalism

HGIOS?4 QIs

2.6 Transitions

3.3 Increasing creativity and employability

2.7 Partnerships

Strategies

From Improvement Plan Jan-June

1. Development of buddy programme.
2. Links to digital developments from Priority 1

Progress

1. Buddy application process, communication with new intake and training for play all carried out.

Impact

1. New primary 1 pupils have a known person to help them for starting and primary 6 pupils have been able to take on a leadership role.

Next Steps:

- Increase pupil voice opportunities, leadership roles and meaningful pupil voice in decision making which impacts them (linked with 3.1).
- Focus on digital learning leaders.
- Increase focus on Laudato Si and Eco.

National priority: How we are ensuring Excellence and Equity?

Our School has 65.6% living in SIMD 1-2 with just 2 pupils (1 family) residing in SIMD 9-10 which is identified as least deprived. 57.79% of our pupils are in receipt of Free School Meals.

Our attendance rate for Aug 2019-Feb 2020 was 91.9%, down from 93.1% in 2018/2019 and our lowest for the past 5 years. There was a gap in attendance of 4.4% between those residing in SIMD 1-2 and those in SIMD 3-10, which is an increase of 4.3% from 2018/2019.

There continued to be no exclusions in St. Joseph's Primary School.

Steps Take to Ensure Equity

The steps taken to ensure equity this session using school resources, resources from the local authority recovery budget and Scottish Attainment Challenge include:

- An additional teacher to provide targeted recovery support
- Professional learning and development for staff
- Outreach teacher from Attainment Challenge providing literacy and numeracy support for identified P1-3 pupils.
- Increased focus on attendance management

How PEF funding has been used this session

- Additional Recovery Staffing
- Additional days for SFL teacher
- An additional day for Nurture
- Outdoor equipment
- Investment in play resources
- IT devices for remote learning
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Evidence of Impact

- Most children have recovered to pre-covid levels in Feb 20 or beyond.
- Additional specialist support provided for children with additional support needs and increased coverage across the school meant more pupils accessed SFL teacher. This has helped children to revise previous learning and progress at a greater pace.
- An additional day with our nurture teacher has provided increased support across the school for targeted pupils to improve wellbeing as evidenced in Wellbeing Toolkit.
- Improvement in playtime experience resulting in less distress, less conflict and more time spent on learning. Improvement in resources available for outdoor learning resulting in more time outdoors which has improved wellbeing.
- Introduction of play pedagogy at primary 1 with suitable resources to support this. Smoother transitions in the morning as a result and improved engagement resulting in improved attainment at primary 1.
- Removed the barrier of digital access which improved ability to engage with outdoor learning for all.

- Attendance has improved in the school this session by 3% to 94.9%, which is our highest in over 5 years, and we have closed the gap between SIMD 1-2 and 3-10 from 4.4% to 2.4%.

Attainment Gap

Figures for this session show that lockdown has increased the poverty related attainment gap in primary 1, 4 and 7 based on SIMD data. Targeted support will continue to be provided next session to close this gap.

Evaluation of Progress – June 2021

In June 2021, our end of level figures for Primary 1, 4 and 7 improved in all areas compared with June 2019 data:

P1 Reading 83.3% (+4.1%) Writing 83.3% (+8.3%) Listening & Talking 83.3% (+12.5%) Numeracy 83.3% (+4.1%)

P4 Reading 71% (+4.3%) Writing 77.4% (+10.7%) Listening & Talking 80.6% (+6.5%) Numeracy 71% (+4.3%)

P7 Reading 80% (+11.6%) Writing 80% (+16.8%) Listening & Talking 86% (+17.6%) Numeracy 86.7% (+13%)

Across the school, most pupils achieved the expected level for their year group in Talking & Listening (79.2%) and Numeracy (78.5%) and a majority of pupils achieved the expected level for their year group in Reading (67.8%) and Writing (67.1%).

In comparison to data pre-covid in February 2020, attainment in Listening & Talking was maintained (79%), decreased by 6.6% in Reading (74.4%), decreased by 5.2% in Writing (72.3%) and decreased by 1.1% in Numeracy (79.6%).

Given that, between February 2020 and June 2021, we experienced two national lockdowns during which schools were closed and learning was provided remotely, it is understandable that attainment would decrease, and so the maintenance of attainment in Listening & Talking and Numeracy and the small decreases in reading and writing are indicative of the robust systems we had in place to support the needs of the pupils on return to school. With small numbers of pupils in our school, very small groups of pupils can have a significant impact on percentages.

Intervention work in reading has had an impact over the last two sessions however a review of practices in reading in early and first level will help to set solid foundations for reading as pupils progress.

To continue to improve in talking and listening, it will be important to review dialogic teaching approaches, provide training opportunities for new members of staff joining the school and allocate time for the sharing of good practice.

Primary 6 data was lower than the rest of the school, particularly compared with classes from P4-7, with less than half of pupils achieving expected levels in writing and a slight majority achieving expected levels in reading. Additional support was put in place due to engagement concerns during remote learning but further support will be required in 2021-2022 to improve this attainment.

Key priorities for improvement planning 2021-2022

What is our capacity for continuous improvement?

We consider we have very good capacity to improve :

Our dedicated staff team are committed to Career Long Professional Learning. Teaching staff engage in Professional Review and Development meetings with a clear focus on our School Improvement Plan. Our annual overview clearly details our collegiate Professional Learning activities and we are now entering Year 3 of our 3 year self-evaluation calendar linked to HGIOS4.

We ensure that all stakeholders are consulted on the work of the school and how to improve, through questionnaires, professional dialogue, meetings and focus groups.

A range of data is used to identify strengths and areas for support within our classes.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2021/22
1.3 Leadership of change	Good	Re-establish previous good practice in self-evaluation by involving all stakeholders.
2.3 Learning, teaching and assessment	Good	Develop consistent approaches in writing and review reading approaches at early-first level. Implement play based learning in primary 1.
3.1 Ensuring wellbeing, equity and inclusion	Good	Develop strategies to support wellbeing linked to the wellbeing toolkit. Integrate meaningful pupil voice to GIRFEC processes and across the school.
3.2 Raising attainment and achievement	Good	PT of literacy to drive literacy developments and track attainment. Allocate support from additional teachers to provide targeted interventions for those still working to recover from impact of covid19.

Key Achievements of the school

We achieved higher attainment figures in Primary 1, 4 and 7 than our previous 3 years in all areas for 2020-2021.

Staff have become highly skilled in the use of ICT to support learning having trained themselves during lockdown to provide continuous learning remotely.

We successfully maintained engagement of most of our pupils during remote learning and provided access to more than 30% of our school population in our school hub.

We successfully re-integrated pupils to school in August and March after extended periods of lockdown and provided a safe, nurturing environment to meet the needs of all.

Outdoor learning increased at all stages with focussed support in primary 1-3 through PEF teacher.

St Joseph's Nursery Care Inspectorate Report very positive for a new centre opening with two Very Good grades and two Good grades.

Celebration week to mark the Year of St. Joseph ending with St. Joseph's Day treats.

The school grounds have continued to develop with increased focus on outdoor learning. Our sandpit has had essential maintenance, a roof installed on our outdoor classroom and the introduction of an agility trail.

Staggered breaks and lunchtimes have resulted in more positive playground experience with more space to enjoy. Playground games and loose parts have contributed to play during breaks.