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| **St. Joseph’s Primary School and Nursery Class****Standards and Quality 2022/23** |  |

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| Context of the Establishment:  |
| **Our Establishment** St Joseph’s Primary School is a denominational school and is situated in the Southwest of Greenock. The current roll is 139 pupils across 7 classes from P1-P7. The school’s Senior Management Team consists of 1 FTE Head Teacher and 1 FTE Depute Head. The wider Senior Leadership Team consists of 1 FTE Principal Teacher who is funded through Pupil Equity Fund. There are 8 full time teachers and 5 part time teachers, two of whom are 0.8 NQTs. 1.6 teachers are allocated to recovery. 1 teacher on 0.8 is currently upgraded by 0.2 PEF.The school is supported by seven Pupil Support Assistants, two clerical staff members split over 37 hours, a janitor, and the school chaplain Father Maurice Callaghan.At the time of writing, the % of pupils in the school living in SIMD 1 and 2 is approximately 67% which led to a PEF allocation to the school of approximately £89,000. Almost 24% of pupils are identified with Additional Support Needs, a further 9% with English as an Addition Language and 6% of pupils are Care Experienced.The current roll in the nursery class is 39 in the 3-5 room and 15 in the 2-3 room with room to accommodate more within specific patterns. There is one nursery Depute, one Senior Early Years Education and Childcare Officer (EYECO), five full-time EYECOs, four part-time EYECOs, two Early Years Support Assistants and one clerical staff member. The % of pupils in the nursery living in SIMD 1 and 2 is approximately 62%.**Vision**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 Kindness.****Our 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.
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| **Establishment priority 1**:  |
| NIF Priority Improvements in attainment, particularly in literacy and numeracy-NIF Driver School ImprovementPerformance information | HGIOS/ELC QIs 2.2 Curriculum2.3 Learning, teaching and assessment UNCRCArticle 12 (Respect for the views of the child):*Article 28: (Right to education):*  |
| **Outcome:** All learners will have a voice in school improvement through self-evaluation activities related to Theme 2 ‘Our Learning and Teaching’ from HGIOUR across the year.Pupils will participate in the creation of “What a Good St. Joseph’s Lesson Looks Like” through participation in class discussions, questionnaires and house activities.Staff will have a greater understanding of QA procedures and processes by reviewing all aspects of the Learning & Teaching Cycle during collegiate activities across the year.A shared calendar of QA activities and processes will be developed by all learners and staff by June 23. This process will be mirrored in the nursery classes.All pupils will experience high quality teaching and learning in at least literacy and numeracy.**Progress and impact of outcomes for learners:*** All learners participated in teacher led HIGIOUR sessions. Feedback collected and collated by staff co-ordinator.
* “What a Good St. Joseph’s Lesson Looks Like” process has begun and will be carried through to completion in Literacy & Numeracy in next academic year.
* Quality assurance procedures were reviewed collegiately throughout the year. Our recent Peer Review identified the following*; Quality Assurance procedures are in place for the school; however, it has been agreed that a more consistent approach requires to be developed between the school and nursery. This includes the alignment of Quality Calendars at the start of the year to ensure there is a balance across both the school and nursery.”* (Peer Review Report 2023)
* All staff engaged in good quality moderation procedures at a school, cluster and authority level and explored the Learning and Teaching Cycle collegiately. This had a very positive impact on the quality of teacher professional judgements and led to pupils making improved progress, particularly in literacy and numeracy.
* *“There has been significant input to improve literacy pedagogy across the school. Staff have shown a commitment to ensuring this improvement and have worked collegiately to ensure its success. Quality robust feedback has been an integral part of the progress in writing.”* (Peer Review Report 2023)
* *“Within the nursery, the staff ensure well timed interactions and high-quality provocations. There has been a strong focus on vocabulary development through Word Aware and it is evident that the children are benefitting from the consistent language approaches used by all staff. In consultation with the children, a range of interests are planned for and the use of floor books in both the 2-3 Room and the 3-5 Room evidence the responsiveness of the learning journey of the children. Staff ensure that effective questioning is used to support and promote curiosity, independence and confidence.”* (Peer Review Report 2023)
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| Next steps: * Develop a more systematic approach for children to lead and voices to be heard by engaging with HIGIOUR and completing “What a Good St. Joseph’s Lesson Looks Like” process in partnership with staff and pupils. These templates will be made visible throughout the school and nursery and shared with all stakeholders.
* Continue to review and embed Quality Assurance procedures and develop a more consistent approach between nursery class and school.
* A shared Quality calendar between school and nursery will be implemented from August 23 and reviewed throughout the academic year.
* Structures will be put in place to ensure existing high quality teaching and learning approaches, particularly in literacy, play pedagogy and outdoor learning are sustainable.
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| **Establishment priority 2**:  |
| NIF Priority Closing the attainment gap between the most and least disadvantaged children and young peopleImprovements in attainment, particularly in literacy and numeracyNIF Driver School ImprovementParental engagement | HGIOS/ELC QIs 2.5 Family learning3.2 Raising attainment and achievement UNCRCArticle 28: (Right to education):*Article 29 (Goals of education):*  |
| **Outcome:** **A** Improved engagement with reading and higher levels of motivation for reading leading to an increase in the number of words children are reading monthly.**B** Consistency in pedagogy for teaching reading across the school leading to an increase in teacher and PSA confidence and skills and ability which will result in a minimum achievement of reading levels of:* 94% in P2
* 85% in P3
* 90% in P4
* 88% in P5
* 85% in P6
* 84% in P7

**C** Almost all learners will make an improvement of at least 1 year in 1 year in reading by June 23.**D** Partnership working will engage parents in supporting and encouraging reading at home and lead to a greater confidence and understanding of how to support their children as measured in pre and post questionnaires.**E** All pupils will develop their digital literacy skills to appropriate expected level.**PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]** PT of Literacy Pedagogy- £60,000Class and school library investment- £4,000Additional staffing 0.2FTE- £12,000Accelerated Reader 5 year subscription- £6,000Reading homework bags- £425Total: £82,425**Progress and impact of outcomes for learners:****Outcome A:** Pupils engaged with ERIC (Everyone Reading In Class) on a daily basis and continued to engage with reading for pleasure using Accelerated Reader and associated novels. We moved away from measuring engagement through word counts as this was felt to be arbitrary and not a rigorous measure of engagement for all pupils. We gauged pupils engagement and motivation using reciprocal approaches and by measuring against Inverclyde’s Pathways and Benchmarks. Engagement with reading and attainment measured against pathways continues to improve as evidenced by the data in outcomes B & C**Outcome B & C:**In P2 we set a target of 94% and achieved 88%. 2 pupils are behind expectation and are supported at their level.In P3 we set and achieved a target of 85%Of the 2 pupils not on track, 1 achieved a year’s learning in a year.In P4 we set and achieved a target of 90%Of the 2 pupils not on track, both made over a year’s progress in a year.In P5 we set a target of 88% and achieved 85%Of the 4 pupils not on track, 3 have made a year’s progress over 2 years.In P6 we set a target of 85% and achieved 81%Of the 5 pupils not on track, all have made a year or more progress in a year.In P7 we set a target of 84% and achieved 79%Of the 4 pupils not on track, 3 have made a year’s progress in a year.*“Within the nursery, the staff ensure well timed interactions and high-quality provocations. There has been a strong focus on vocabulary development through Word Aware and it is evident that the children are benefitting from the consistent language approaches used by all staff. In consultation with the children, a range of interests are planned for and the use of floor books in both the 2-3 Room and the 3-5 Room evidence the responsiveness of the learning journey of the children. Staff ensure that effective questioning is used to support and promote curiosity, independence and confidence.”* (Peer Review report 2023)**Outcome D**: A series of Reading for Pleasure workshops were delivered for parents by our library partners and CLD. Although the number of parents attending was limited, feedback from those who did attend indicated increased confidence in engaging in reading with their children at home.All classes arranged PATPAL (Pupils as Teachers, Parents as Learners) sessions with the average parental attendance of 50% and above. Feedback from both pupils and parents was very positive.**Outcome E:***“Children make effective use of technology at some stages of the school to support their learning. For example, interactive whiteboards are used to enhance learning activities. Children use laptops when available to aid their learning. Senior leaders are aware that further development to embed digital technology skills is required to enhance learning and teaching.”* (Peer Review Report 2023)**PEF**The continued investment in the provision of a PT of Literacy Pedagogy has had a very positive impact upon the quality of teaching and learning in literacy. This is evidenced in the attainment data outlined above and was validated in our recent Peer Review. These skills developed in teachers and pupils are also transferrable across other curricular areas.It was agreed after continuous review and assessment and engagement with external research e.g EEF, that further investment in Accelerated Reader would not yield enough impact in reading engagement and attainment and that we would not continue our subscription.Additional staffing of 0.2 FTE allowed us to ensure consistency of teaching approach at P5 and freedom of recovery staff to provide targeted support to identified pupils across the school.Investment in school and class library did not take place as funding was diverted to cover other costs including wage rises and provision of play pedagogy and outdoor learning materials. The impact of this spend was validated in our recent peer review.*“There is a range of learning environments both inside and outside. Outdoor learning has been very much embraced as part of the children’s leaning and this is planned and delivered in a purposeful and meaningful way. Staff have been supported and upskilled thus ensuring a creative experiential approach to learning for all children. Play pedagogy is embedded in Primary 1 with a range of high-quality open-ended play opportunities. The dedicated work by the class teacher and Senior Early Years Childcare Officer (EYECO) has resulted in a sustainable model. All children are able to engage in this highly creative and supportive environment. Play in Primary 1 has been highlighted as an area of best practice. Play continues to be developed in Primary 2.”* (Peer Review Report 2023). |
| Next steps: * Develop the approach to teaching, learning and assessment of Talking & Listening across the school.
* Continue to develop curriculum design, mapping progression across the setting to allow staff to assess pupil progress in all curricular areas.
* Continue to build opportunities for increased parental engagement across school and nursery leading to more positive opportunities for enhanced family learning.
* Continue to provide support for pupils moving beyond expectation in writing, reading and T&L.
* Focus on rigorous assessment of numeracy across and within levels.
* Continue to develop sustainability of play pedagogy and outdoor learning across school and nursery.
* Further develop pupil digital literacy across a variety of platforms with increased awareness of skills development in real world application of those skills.
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| **Establishment priority 3**:  |
| NIF Priority Improvement in children and young people's health and wellbeingClosing the attainment gap between the most and least disadvantaged children and young peopleNIF Driver School ImprovementAssessment of children's progress | HGIOS/ELC QIs 2.2 Curriculum3.1 Ensuring wellbeing, equality and inclusion UNCRCArticle 3 (Best interests of the child):*Article 28: (Right to education):*  |
| **Outcome:** Improved engagement in P1 & 2 through play based pedagogy and daily outdoor learning will result in almost all children being on track in their learning and attainment at the end of the academic year 22/23.By engaging in training provided by local authority, P1 and P2 teachers will be confident in delivering play pedagogy in their classroom and support the expansion of play pedagogy across 1st level in 2023/24.**Progress and impact of outcomes for learners:**Most children (76%) in Primary 1 were on track in their learning and achievement. 5 pupils were beyond expectation in their writing and 6 beyond expectation in their numeracy. In P2 almost all children were on track in their learning and attainment.This priority was presented as an area of best practice in our recent Peer Review. Below is the findings of the review team as they validated this.* The SLT have supported developments around play to further develop their approach in line with national guidance and alongside the authority led CLPL Play Pedagogy project. The development of this approach has involved the highly enthusiastic and dedicated Primary 1 teacher and Senior Early Years Education and Childcare officer working in partnership and engaging fully in extensive reading, CLPL and research.
* Staff make regular use of key documents such as Realising the Ambition: Being Me, Scotland’s Play Strategy and How Good is our Early Learning and Childcare, to be reflective, flexible and adaptable to ensure spaces, experiences and interactions are well thought out, engaging and stimulating for all children.
* The learning environments, both indoors and outdoors, are stimulating, encourage creativity and the resources offered are carefully considered. This is resulting in consistently high-quality learning experiences for children.
* Staff have further developed their knowledge and skills through attendance at Froebel training and further reading. This approach has been integrated into the provision of learning experiences such as woodwork, sewing, cooking and planting which is helping the children to develop skills for life.
* Staff make good use of floorbooks with children to gather pupil voice in order to plan possible lines of development and to support children to be autonomous over the experiences provided through play.
* Staff are confident in planning for playful experiences and have taken the opportunity to work collaboratively to plan a multi-staged IDL topic with St. Joseph’s Nursery, Bluebird Nursery, Primary 1 and Primary 2.
* Parents are part of the play journey with transition events, stay and play sessions, PATPALS, Twitter and learning journals keeping families engaged and updated on their child’s learning. The play journey has been captured and shared through a detailed SWAY, supporting sustainability.

Validated - Play Pedagogy in Primary 1 Strengths • The enthusiasm and commitment of staff to undertake extensive professional learning. • The carefully considered and stimulating learning environments. • The well-considered approach to sustainability.  |
| Next steps: • Ensure that progression and consistency remain key drivers across the early level and into Primary 2. • Continue to develop high quality approaches to learning and teaching/ play pedagogy as outlined in the school improvement plan. |

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| **Additional PEF Spend – EG Cost of the School day**   |
| NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people | HGIOS QIs 3.1 Ensuring wellbeing, equality and inclusion3.3 Increasing creativity and employabilityUNCRCArticle 31 (Leisure, play and culture):Article 12 (Respect for the views of the child):  |
| **Spend:*** Primary 7 pupils to Ardentinny (4 day/3 night Residential Outdoor Learning)
* Total spend - £4945 plus transport costs
* Primary 6 pupils to Largs (2 day/1 night Residential)
* Total spend - £1577 plus transport costs

**Progress and impact of outcomes for learners:** * All pupils in P7 experienced a fully funded residential trip to Ardentinny and P6 pupils a 1 night stay in Largs. Identified pupils reported though focus groups an increase in confidence and stronger friendships as a result of the experience. All parents and pupils have voted for next year to continue this model due to the success.
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| Next Steps: Parents and pupils have already voted for residential trips for next year. Further views will be sought on cost of the school day around covering costs for experiences to build cultural capital and expand horizons of pupils. |

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| Data  |
| The following information is taken from our recent Peer Review.Key Strengths:School/Nursery classAs identified in Peer Review Report 2023• The happy and confident children who speak with enthusiasm and knowledge about their newly developed approaches to reading and writing. • The consistently creative and stimulating indoor and outdoor learning environments provided across the school. • The approachable, encouraging and caring head teacher, depute head teacher, nursery depute, principal teacher and senior EYECO. They know the unique needs of individual children and families well with a strong focus on nurturing wellbeing and progress.• The welcoming, supportive and calm climate of which staff and children are very proud and thrive in. • Staff’s collective knowledge of the community they serve in terms of the social, cultural and economic context of the school and nursery and how this is used to enhance the learning and life experiences for each child. • The strong relationships which have been developed with a range of stakeholders and partners across the community. • The work of the senior leadership team in leading staff to improve learning outcomes for children by establishing a highly effective whole school approach to the learning and teaching of reading and writing. • The work of staff who have successfully embedded this new pedagogy and the engagement of children who have embraced the change. • The inspiring and evolving play provision. • The robust approaches in the school to gathering, analysing and using data to monitor and track the needs, progress and attainment of individuals and various cohorts over time and to inform implementation of successful targeted interventions. Key Priorities: School/ Nursery class1. Revisit the school’s vision, values and aims in collaboration with children, parents and partners and in partnership with the nursery. Build on the work which is ongoing in assemblies to ensure that children and staff regularly reflect on the school values and consider how they demonstrate them in their day-to-day interactions. 2. Further develop pupil leadership approaches to ensure that all children have appropriate opportunities to affect positive change in the establishment and more opportunities to plan and lead their own learning. 3. Track and monitor wider achievements in order to actively target and support participation of all children in the life of the school, nursery and community. 4. Continue to embed rights-based learning across the curriculum, to develop further pupil understanding of the UN Convention on the Rights of the Child and how it informs their learning, linking this to ongoing planned work around equalities, particularly anti-racist education. 5. Continue to develop curriculum design, mapping progression across the setting to allow staff to assess pupil progress in all curricular areas. 6. Continue to develop ‘What makes a good lesson?’ to ensure greater consistency and to further enhance the quality of teaching across all stages and curricular areas. |

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| Whole School Overview | SIMD 1-2 | **Subject** | **June 2021**School roll: 149 SIMD 1-2 total: 101  | **June 2023** School roll: 136SIMD 1-2 total: 92 | **Gap increase/ decrease** |
| Total | % of SIMD | Total | % of SIMD |  |
| Behind Expectation | Writing | 37 | 36% | 19 | 20% | **🡫 14%** |
| Reading | 37 | 36% | 18 | 19% | **🡫 17%** |
| Listening and Talking | 25 | 25% | 15 | 16% | **🡫 9%** |
| Beyond expectation | Writing | 1 | 1% | 14 | 15% | **🡩 14%** |
| Reading | 3 | 3% | 16 | 17% | **🡩 14%** |
| Listening and Talking | 0 | 0% | 1 | 1% | **🡩 1%** |
| **Writing:** Out of the 19 children in SIMD 1-2 predicted to be behind expectation in June 2023, 13 have an ASN. For the children who do not have an ASN, attendance is an issue with 5 children falling into the <85% attendance bracket.**Reading:** Out of the 18 children in SIMD 1-2 predicted to be behind expectation in June 2023, 11 have an ASN. For the children who do not have an ASN, attendance is an issue with 5 children falling into the <85% attendance bracket.**Listening and Talking:** Out of the 15 children in SIMD 1-2 predicted to be behind expectation in June 2023, 11 have an ASN. For the children who does not have an ASN, attendance is an issue with 3 children falling into the <85% attendance bracket.The same statistics are true for FSME data. |

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| Whole School Overview | SIMD 1-2 | **Subject** | **June 2021**School roll: 149 SIMD 1-2 total: 101 SIMD 3-10 total: 48 | **June 2023** School roll: 136SIMD 1-2 total: 92 | **Gap increase/ decrease** |
| % of SIMD 1-2 | % of SIMD 3-10 | Gap | % of SIMD 1-2 | % of SIMD 3-10 | Gap |
| Behind Expectation | Writing | 36% | 25% | 11% | 20% | 8% | 12% | **🡩 1%** |
| Reading | 36% | 23% | 13% | 19% | 11% | 7% | **🡫 6%** |
| Listening and Talking | 25% | 13% | 12% | 16% | 5% | 11% | **🡫 1%** |
| Beyond expectation | Writing | 1% | 6% | 5% | 15% | 38% | 23% | **🡩 18%** |
| Reading | 3% | 6% | 3% | 17% | 27% | 10% | **🡩 7%** |
| Listening and Talking | 0% | 2% | 2% | 1% | 0% | 2% | **=** |
| Overall, this shows that we are raising attainment for all children, including those children in SIMD 1-2. We have closed the gap in Reading and Listening and Talking. However, the gap has increased by 1% in Writing.The number of children living in SIMD 1-2 that are now exceeding expectations has dramatically increased. However, the % of children living in SIMD 3-10 has also increased resulting in a gap increase.The demographic of our surrounding community means we focused on raising attainment for all, which is why this has occurred. |

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| **Writing****SIMD 1-2** |
|  | June 2021 | June 2022 | June 2023 |
| Cohort overview | Total of SIMD 1-2 | Behind expectation | % of SIMD 1-2 | Beyond expectation | % of SIMD 1-2 | Total of SIMD 1-2 | Behind expectation | % of SIMD 1-2 | Beyond expectation | % of SIMD 1-2 | Total | Behind expectation | % of SIMD 1-2 | Beyond expectation | % of SIMD 1-2 |
| P1 |  |  |  |  |  |  |  |  |  |  | 11 | 3 | 27% | 4 | 36% |
| P2 |  |  |  |  |  | 11 | 0 | 0% | 0 | 0% | 11 | 1 | 9% | 0 | 0% |
| P3 | 9 | 2 | 22% | 0 | 0% | 9 | 3 | 33% | 0 | 0% | 8 | 2 | 25% | 0 | 0% |
| P4 | 14 | 6 | 43% | 0 | 0% | 11 | 1 | 9% | 0 | 0% | 11 | 2 | 18% | 1 | 9% |
| P5 | 18 | 7 | 39% | 0 | 0% | 19 | 4 | 21% | 0 | 0% | 17 | 5 | 29% | 3 | 18% |
| P6 | 25 | 7 | 28% | 0 | 0% | 21 | 5 | 24% | 0 | 0% | 22 | 4 | 18% | 4 | 18% |
| P7 | 11 | 3 | 27% | 0 | 0% | 12 | 1 | 8% | 0 | 0% | 12 | 2 | 16% | 2 | 16% |

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| **Reading****SIMD 1-2** |
|  | June 2021 | June 2022 | June 2023 |
| Cohort overview | Total of SIMD 1-2 | Behind expectation | % of SIMD 1-2 | Beyond expectation | % of SIMD 1-2 | Total of SIMD 1-2 | Behind expectation | % of SIMD 1-2 | Beyond expectation | % of SIMD 1-2 | Total | Behind expectation | % of SIMD 1-2 | Beyond expectation | % of SIMD 1-2 |
| P1 |  |  |  |  |  |  |  |  |  |  | 11 | 3 | 27% | 0 | 0% |
| P2 |  |  |  |  |  | 11 | 0 | 0% | 0 | 0% | 11 | 1 | 9% | 0 | 0% |
| P3 | 9 | 2 | 22% | 0 | 0% | 9 | 2 | 22% | 0 | 0% | 8 | 2 | 25% | 0 | 0% |
| P4 | 14 | 6 | 43% | 0 | 0% | 11 | 1 | 9% | 0 | 0% | 11 | 2 | 18% | 2 | 18% |
| P5 | 18 | 7 | 39% | 0 | 0% | 19 | 4 | 21% | 0 | 0% | 17 | 4 | 24% | 7 | 41% |
| P6 | 25 | 9 | 36% | 2 | 8% | 21 | 5 | 24% | 5 | 24% | 22 | 5 | 23% | 6 | 27% |
| P7 | 11 | 3 | 27% | 0 | 0% | 12 | 1 | 8% | 0 | 0% | 12 | 1 | 8% | 1 | 8% |
| **Listening and Talking** **SIMD 1-2** |
|  | June 2021 | June 2022 | June 2023 |
| Cohort overview | Total of SIMD 1-2 | Behind expectation | % of SIMD 1-2 | Beyond expectation | % of SIMD 1-2 | Total of SIMD 1-2 | Behind expectation | % of SIMD 1-2 | Beyond expectation | % of SIMD 1-2 | Total | Behind expectation | % of SIMD 1-2 | Beyond expectation | % of SIMD 1-2 |
| P1 |  |  |  |  |  |  |  |  |  |  | 11 | 3 | 27% | 0 | 0% |
| P2 |  |  |  |  |  | 11 | 0 | 0% | 0 | 0% | 11 | 1 | 9% | 0 | 0% |
| P3 | 9 | 2 | 22% | 0 | 0% | 9 | 2 | 22% | 0 | 0% | 8 | 2 | 25% | 0 | 0% |
| P4 | 14 | 3 | 21% | 0 | 0% | 11 | 1 | 9% | 0 | 0% | 11 | 2 | 18% | 0 | 0% |
| P5 | 18 | 5 | 27% | 0 | 0% | 19 | 3 | 16% | 0 | 0% | 17 | 2 | 12% | 0 | 0% |
| P6 | 25 | 6 | 24% | 0 | 0% | 21 | 4 | 19% | 0 | 0% | 22 | 4 | 18% | 1 | 5% |
| P7 | 11 | 2 | 18% | 0 | 0% | 12 | 2 | 17% | 1 | 8% | 12 | 1 | 8% | 0 | 0% |

In Primary 4, a child who is behind expectation moved house into a SIMD 1-2 bracket this year. This has resulted in the gap increasing at this level.

In Primary 2, the gap has increased due to a child in SIMD 1-2 who is being referred for ASD.

In June 2022, we had two new families join the school. One of these families moved into house with a SIMD 1-2. This has resulted in the gap increasing at P7.

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| **Behind Expectation**Cohort overview over time |
|  |  | Listening and Talking | Reading | Writing |
|  |  | Number behind | % behind | Number behind | % behind | Number behind | % behind |
| December 2020 | P1 | 2 | 16% | 2 | 16% | 2 | 16% |
| P4 | 10 | 32% | 14 | 45% | 10 | 32% |
| P7 | 3 | 20% | 6 | 40% | 4 | 26% |
| June 2021 | P1 | 2 | 16% | 3 | 25% | 2 | 16% |
| P4 | 6 | 19% | 9 | 29% | 7 | 22% |
| P7 | 2 | 13% | 3 | 20% | 3 | 20% |
| June 2022 | P1 | 1 | 6% | 1 | 6% | 1 | 6% |
| P4 | 4 | 15% | 4 | 15% | 4 | 15% |
| P7 | 3 | 11% | 5 | 19% | 6 | 22% |
| January 2023 | P1 | 3 | 18% | 4 | 24% | 3 | 18% |
| P4 | 2 | 10% | 2 | 10% | 2 | 10% |
| P7 | 2 | 11% | 4 | 21% | 4 | 21% |
| Prediction June 2023 | P1 | 3 | 18% | 4 | 24% | 4 | 24% |
| P4 | 2 | 10% | 2 | 10% | 2 | 10% |
| P7 | 1 | 5% | 4 | 21% | 4 | 21% |

National Improvement Framework Quality Indicators

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| 1.3 Leadership of change **Good** |
| Key Strengths:School/ELC Nursery class• St Joseph’s school and nursery class has a warm, inclusive and nurturing environment as well as a positive family ethos. • The school has collaborated with all stakeholders to create their vision, values and aims and has created a curriculum rationale in consultation with staff, children and parents. • The Senior Leadership Team successfully guide the strategic direction and pace of change to ensure changes to the learning and teaching of literacy and outdoor learning are resulting in positive outcomes for children. • The nursery leadership team have created a culture and ethos which is developing positive attitudes to change. • All staff are encouraged and supported to lead and implement change. • The Senior Leadership Team provide conditions which support staff to be creative and innovative. This can be seen through the development of high-quality play pedagogy across Primary 1 and the carefully planned implementation of skill-based outdoor learning.Key Priorities: School/ELC Nursery class• Continue to work towards ensuring changes to the learning and teaching of literacy and outdoor learning are sustainable. • Consider how the successful implementation of changes around literacy leading to positive outcomes for children can inform further curriculum developments. • Continue to further embed self-evaluation within the nursery with the creation of a quality calendar. • Embed opportunities for children to contribute to the process of change to ensure that they consistently participate in self-evaluation and that children clearly understand the impact of their voice.  |

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| 2.3 Learning, teaching and assessment **Good** |
| Key Strengths:School/ELC Nursery class* Welcoming, positive and respectful ethos, supported by strong relationships across the setting.

• Across the school, there is a strong ethos of collegiality and positive working relationships to ensure progress. • Staff’s knowledge of children’s needs ensures support is readily available and consistently in place when required. This is evident to support children both in their learning, socially and emotionally. • There is a clear vision in terms of consistent approaches to pedagogy in literacy. • A range of well organised purposeful and progressive outdoor learning environments across the school and nursery. • Children show high levels of engagement during lessons both indoor and outside. • Robust assessment and tracking in reading and writing has resulted in an increase, with children attaining at the appropriate level and beyond.Key Priorities: School/ELC Nursery class• Develop a more systematic approach for children to lead and voices to be heard. • Provide additional opportunities for children to effectively lead their learning within the classroom. • Develop more consistent quality assurance procedures between the school and nursery and align quality calendars. • Increase children’s engagement in using, and where appropriate, co-constructing success criteria throughout all lessons within the school. • Develop more effective use of digital technologies to enrich learning across the school. • Further develop the responsive planning approach in the nursery and maximise the use of learning Journals. • Continue to develop the progression of skills from nursery to P1 |

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| 3.1 Ensuring wellbeing, equity and inclusion **Good** |
| Key Strengths:School/ELC Nursery class/ASN provision • The inclusive and nurturing environment where relationships are valued, leading to engaged children • Effective leadership by the Depute Head Teacher and Nursery Depute which ensures children’s needs are met effectively using systems and policies, which are presently being reviewed and developed • Strong partnerships with outside agencies which enhance and support the provision for children and families • The development of outdoor areas and the implementation of the outdoor learning progressive skills frameworkKey Priorities: School/ELC Nursery class• Continue to plan progressive curriculum opportunities to explore diversity, inclusion, equality and children’s rights • Develop a shared approach to GIRFEC for the school and nursery • Review the school and nursery vision, values and aims with all stakeholders, with the aim to embed into daily practice• Further develop Trauma Informed Practice across the school and nursery |

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| 3.2 Raising attainment and achievement/Securing children’s progress **Very Good** |
| Key Strengths:School/ELC Nursery class• Career Long Professional Learning and strategies to support the teaching of Reading and Writing, which have shown the desired impact of increased attainment, are embedded. Teacher confidence is strong. • High quality Targeted Interventions in place for children ensure children are making very good progress from previous levels of attainment. • Improvements to attainment over time in literacy and numeracy. • Staff have a very good knowledge of children and have an effective Pupil Equity Funding (PEF) strategy which has raised attainment across the school. • The robust use of data and research and how this informs improvement and interventions.Key Priorities: School/ELC Nursery class• The school and nursery should capture and track achievements both in school and in the wider community. • Expand on opportunities for leadership of learning throughout the school and nursery. • Develop approaches in tracking children’s attainment and progress across the curriculum. • Continue to develop robust tracking systems for the nursery class, drawing on establishment systems already utilised. |

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| **Key Achievements of the Establishment** |
| * Data shows attainment at all levels remains high in numeracy and literacy with more pupils than ever before recorded as beyond expectation and almost all pupils making a year or more progress.
* Outdoor learning provision was commented upon favourably in our recent review.
* Staff confidence, knowledge and skills in the teaching of writing and reading have increased as a result of significant training and collegiate working this year.
* The implementation of play pedagogy at primary 1 has been extremely successful with most children attaining early level in every area and validated as an area of best practice in our recent Peer Review.
* Senior pupils delivered outdoor learning opportunities for all classes and parents both in the school grounds and in the local community.
* All primary 6 and primary 7 pupils enjoyed a fantastic experience on their residential trips to Largs and Ardentinney.
* Almost all parents of nursery, primary and those receiving support for learning have engaged regularly with learning journals and responded positively including uploading information from home.
* Transition programme from Nursery-Primary 1 further developed this year and parents have reported as being successful.
* Transition programme between P7 and St. Columba’s High School continued to be hugely supportive for pupils and parents.
* Whole school trip to Kelburne Country Park was a huge success with staff and pupils.
* 1st Validated Peer Review was carried out successfully and was a positive experience for all involved.
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