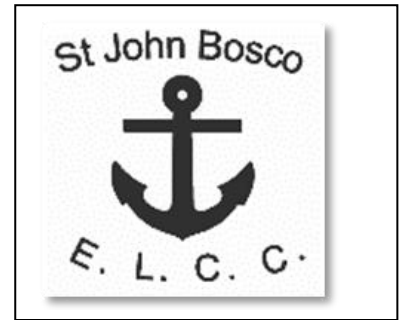
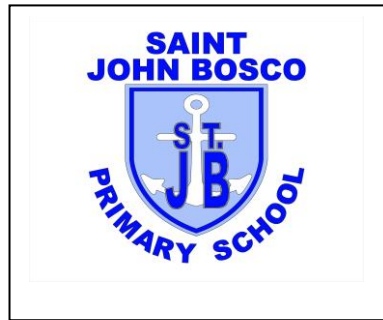




ST JOHN BOSCO PRIMARY SCHOOL AND EARLY LEARNING AND
CHILDCARE CLASS.

STANDARDS AND QUALITY REPORT
June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025. I hope that you find it helpful and informative.

Mrs Lynsey Gardyne

Head Teacher

OUR SCHOOL

St John Bosco Primary School is a denominational primary school in Renfrewshire serving the communities of North Erskine, Bishopton and Langbank. In April 2018 we became part of a joint campus with our Early Learning and Childcare Class (ELC Class) and partner school, Bargarran Primary. Our children benefit from state of the art learning facilities in our school and purpose built playrooms in our Early Learning & Childcare Class which promote free flow outdoor learning activities. The school roll is currently 254 children organised into 10 classes. The ELC Class has capacity to provide 120 places for 3-5 year olds and 20/20 2 year old places.

We provide a high quality learning experience for all our pupils. We benefit from very good relationships with our campus partner school, cluster schools, local parish communities and the wider communities of Erskine and Bishopton. Our inclusive and nurturing approach is held in high regard by our children and families.

Our school

"St John Bosco is a family and your child will be here for 7 years, these will be some of the best years of their life." P7 child May 2024

Our ELC Class

'I couldn't recommend the nursery enough. There is a large amount of support given to parents and children and the nursery is a fun and engaging learning environment for the children.' ELC Class Parent, February 2024

OUR VISION, VALUES AND AIMS

Our vision for St John Bosco Primary School is for everyone to be safe, happy and learning in an environment where each individual is respected and loved for who they are, and where Christ is at the centre of our daily lives.

We are a school that:

- Builds relationships based on love and compassion.
- Values families as partners in their child's learning.
- Is ambitious for all of our pupils, our school journey can take us anywhere.
- Ensures children are stimulated, engaged and challenged.
- Is a community of Faith, we Share Jesus' Beliefs, and this is reflected in our Values.

Kindness

This means we care for each other and treat each other with kindness and concern. We are loving and kind in the way we speak and the way we act. Kindness helps us create a school where we feel safe, valued and welcome. This includes when people are unhappy or not getting on well, we will always respond to this with kindness and love.

Inclusion

This means everyone is welcomed and loved for who they are. We recognise how diverse our school community is and celebrate that we offer support and learning at all levels that gets it right for our children and their families. We put our children at the centre of what we do and the decisions we make. We are proud to be a part of a wider Campus and Learning Community that includes Bargarran Primary.

Support

We are Team SJB; we are in this together. We give each other support to learn and grow. We support each other through success and through challenges. We value hard work and effort. We

help develop resilience and are ambitious for our pupils. You are part of a team, a family and a community at SJB.

Compassion

The care, love and concern we show for each other extends to our wider community and the wider world. We care about what is happening to others and in line with Jesus' beliefs, care for our neighbours wherever they may be in the world. We will forgive each other and seek to help our children manage relationships and behaviour in a way that reflects all of our values.

School Mottos

St John Bosco Primary is known locally by many as 'SJB'. Our pupils, staff and parents have worked to come up with our 4 school mottos which we believe reflects the vision of our school:

School

Journey

Begins

Sharing

Jesus

Beliefs

Safety

Justice & excellent

Behaviour

Striving for

Joy &

Brilliance

SUCSESSES AND ACHIEVEMENTS

This session we have been delighted to showcase our talents across the school with whole school Christmas Shows and Burns Day Celebrations with live audiences. Our primary 7 children enjoyed their residential trip to Dalguise and finished our school year with a successful school show, which was enjoyed by all.

- Having achieved our Silver Reading Schools accreditation in June 2023, we continue to build on this and are working towards our Gold Reading Schools accreditation.
- We have embedded the Talk for Writing approach, and this has enhanced our children's engagement with and attainment in writing.
- As we have achieved our Digital Schools Award, we have further developed our digital skills and have now achieved our Digital Wellbeing award and two staff members are now Internet Safety Ambassadors.
- Our primary 5 children participated in Youth Enterprise Scotland Circular Economy Challenge and won this event in March 2024.
- Our primary 6 children became Young Tree Champions, taking part in learning sessions and successfully planting a number of trees in our school playground. The children also presented to our whole school during assemblies, sharing their learning in this area.

- Our children have participated in sporting competitions including:
 - P5 achieved 2nd place in the Renfrewshire Dodgeball Competition
 - A collaboration with a number of local schools for football friendlies
 - Taking part in several girls and boys football tournaments
 - Our primary 5,6 & 7 children have participated in after school football and wellbeing sessions with St Mirren football club.
- We participated in Maths Week Scotland/Book Week Scotland/Fair Trade Fortnight/STEM week/Science Week/Health week/Mental Health Awareness Week.
- We participated in community events in our local communities of Erskine and Bishopton. In December 2023 our school choir sang at the Erskine Christmas Lights Switch on and in June 2024 we took part in Bishopton Day with a 1990's themed Bishopton Day float, decorated by art work from our children & families.
- We continue to deepen our partnership working with our campus partner school, Bargarran primary school with our primary 7 children successfully completing a learning topic on the novel Divided City and enjoying Nil by Mouth workshops together.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

Staff across the school are committed to ensuring children's views are taken account of as they plan learning experiences. Staff, particularly those who work with primary 5 – 7 pupils, are increasingly skilled at working with children to ensure that their views are recorded digitally using shared Google drives to share learning experiences and achievements. Staff seek children's views on a range of issues such as how motivated they are in their learning and the quality of opportunities they have for decision making. All children are included in regular pupil voice groups which allow them to make positive changes within our school. Children are also involved in a range of additional citizenship groups such as Digital Leaders, Mini Vinnies and Reading Schools. All primary 7 children have leadership opportunities including House Captains, Prefects and Play Leaders. All groups have clear aims as to what they will achieve, and how this will impact our wider school community.

"Our school is all about using your voice and giving your opinion." P7 child May 2024

Within our staff team, a strong collegiate culture exists; the collaborative and collegiate working of staff is a major strength in taking forward identified aspects for development. A whole school focus on professional learning, and moderation has ensured a shared drive for quality and improvement in the use of diagnostic assessment in numeracy and maths this session, this has had a positive impact on the attainment of our children. Through leadership of learning roles our Numeracy & Literacy champions and Talk4Writing project leader have supported our class teachers in the implementation of Maths Recovery and Talk4Writing approaches in our school through developing planning and teaching resources to support this approach.

Within our school leadership team our Headteacher participated in professional learning in approaches to Cognitive Behaviour Therapy (CBT). One Depute Head teacher is a Promise Keeper and ensures the school commitment to ensuring the best outcomes for all children.

The Head Teacher and both Depute Head Teachers are committed to the Renfrewshire Staged Intervention Framework and have attended relevant professional learning this session to ensure that a consistent approach is in place to ensure the best outcomes for all our children.

Early Learning and Childcare Class (ELCC)

Leadership at all levels within the ELC Class supports high quality outcomes for all children and families.

Children actively lead, make choices, and extend their own learning in a variety of contexts within the ELC Class. Children take ownership of floor books to plan and document learning across our zones.

'We cut the pictures of what we do in nursery and stick them in the book. It doesn't matter if you can't cut very well you can still do it' ELC Class Child, June 2024

Practitioners have a variety of identified leadership roles including Forest Kindergarten, Dolly Parton's Imagination Library, Renfrewshire's Nurturing Relationships Approach and Bookbug.

Practitioners regularly lead the organisation of our family events including our Dolly Bratton, Sports Day, Christmas Show, Fun Day and June Presentation. This is having a positive impact on the experiences of children, their progress and wider improvements in our setting.

'My daughter absolutely loved her time at the forest and would look forward to it every week. My session alongside her was amazing and showed all the hard work you put into this experience. Would highly recommend any child taking part.' ELC Class Parent, December 2023

Within our ELC Class Leadership Team there is a strong commitment to continuous professional learning. One of our Depute Heads of ELC Class is studying towards a Masters Degree in Early Years Pedagogy. Both Depute Heads of ELC Class engaged in a Strategic Leadership for ELC Leaders input delivered by Marion Burns former HMI Inspector. Our Senior Early Learning and Childcare Officer participated in Talk for Writing Training for Project Leads.

Teacher Professionalism

Staff across the school demonstrate appropriately high aspirations for all children. The school's values of kindness, compassion, support and inclusion underpin all our interactions. Our mottos drive forward staff and children, particularly striving for joy and brilliance.

"We do lots of great learning in the school, like: Outdoor learning, active maths, literacy, science, art and religious education. One of our favourites was when we teamed up with our friends from Bargarran, who we share a campus with and have lots of opportunities to learn together." P7 child May 2024

Lessons are well planned taking good account of the range of needs of children, and making good use of resources, including digital technologies and outdoor learning spaces. Improvement Plan Priorities, including participation in the Local Authority Literacy and Numeracy Development Programmes, have led to almost all learners' attaining at nationally expected levels in Literacy and English and in Numeracy and Maths. Peer learning visits and professional dialogue within the school allowed staff to share knowledge and understanding, good practice, successes and next steps in the use of the Talk for Writing pedagogy and Maths Recovery approaches.

In June 2023 we were accredited the Silver Reading Award from Scottish Book Trust. This has further developed our school's excellent reading culture, and this will continue to be a focus for next session where we work towards our Gold Reading Award.

A quality assurance visit from the local authority Education Manager and a peer Head Teacher in March 2024 identified the following strengths.

- There is a purposeful learning environment across the school, almost all young people were engaged and motivated during lessons. In classes the purpose of the learning was shared as were the success criteria, these included key skills for life, learning & work. Barriers to learning are minimised through the use of effective strategies and staged intervention processes.
- There are effective and responsive approaches to support targeted children across the school including planned interventions between teachers and support staff which build on prior learning. Support staff work effectively with targeted individuals and groups, they are also given regular opportunities to access professional learning.
- Children are making good use of digital tools to support learning; the introduction of a pupil profiling system is having a positive impact on children's understanding of their own progress and allows for regular updates to be available to parents/carers.

Early Learning and Childcare Class

Practitioners have undertaken a wide variety of professional learning opportunities which positively impact the children and families in the ELC Class. One of our Support Workers is undertaking a SVQ Level 3 in childcare. One of our Early Learning and Childcare Officers is completing Bachelor of Arts in Childhood Practice. All staff have participated in local authority training opportunities including Childsmile Toothbrushing, Talk for Writing, Child Protection and First Aid, Renfrewshire Inclusive Communication Environments training and supporting Care Experienced Children. Practitioners understand the importance of professional learning opportunities to develop the skills, knowledge and understanding to support them in their role.

Parental Engagement

In our school, we also sought to respond to parental feedback from parent/carer questionnaires about increasing opportunities for parental engagement. Our Meet the Teacher event in September 2023 was viewed positively and parents viewed this as being beneficial.

"It was nice to meet and chat with my child's teacher, nice to see his environment and interact with some of the resources he uses in class. Thank you!" P2 parent

"Lovely event, informative and good for parents to see environment and how children getting on."
P1 parent

In November 2023 we invited primary 1 – 3 parents to join us for Book Week Scotland literacy activities. Children led their own learning during our Discovery Afternoon in March 2024 when they shared their learning experiences with parents.

"My son really enjoyed showing us around his learning environment and talking about what he had been doing in school. The afternoon was well thought out with a range of experiences for the children to engage in. Thank you to all who set it all up." P2/1 parent.

In May 2024 we finished our school session with a 'Maths Mania' session, where parents and carers were invited into school to participate in numeracy activities with their child.

"It was good to see how the teachers interacted and helped the children and also see the different activities that can be transferred to home learning." Parent.

Parental surveys following these events indicated that more than 90% of parents found these events helpful and would attend future events.

Early Learning and Childcare Class

The ELC Class aims to nurture and sustain strong partnerships with our families which will lead to improved outcomes for all. Following the return of families coming in to the building we have benefited from increased face to face communication to ensure information is shared and we are able to actively respond to the needs of our children and families. All families are given the opportunity to be involved in a wide variety of experiences to be involved in their child's learning and achievement. All families are invited to two formal meetings to discuss their child's progress and view their scrapbook documenting their learning. Stay and play sessions and monthly sharing of learning via our ELC Class app gives families an insight in to children's experiences at nursery. Throughout the year there a variety of fun celebratory opportunities for families including Dolly-Bratton Day, Christmas Show, Sports Day and June Presentation.

"A LOT of effort was put in to the Dolly Bratton and I think the different stations was a great idea! It was lovely to see all the kids and parents joining in too, really brilliant and well done! The tractor and chickens were a great attraction too!" ELC Class Parent, November 2023

"It was lovely to experience some time with my daughter in her nursery setting. She was very excited to show me all about the nursery and I really enjoyed visiting her and seeing everything in practice." ELC Class Parent, February 2023

Assessment of Children's Progress

Our school community have a shared understanding of school improvement priorities, including raising attainment for all. Assessment information is used effectively to support teacher professional judgement of Curriculum for Excellence levels and is based on a range of evidence from learning and teaching, assessment and standardised assessments. Interventions are evaluated timeously during regular tracking meetings between teaching staff and the SLT and as a result attainment over time across the school remains very good.

Early Learning and Childcare Class

In the ELC Class we have established a variety of approaches to capture and assess children's progress ensuring high aspirations for all. Practitioners use a variety of assessment evidence documented in observations, floor books and children's scrapbooks to inform tracking of individual children's progress in the key Curriculum for Excellence areas of literacy, numeracy and health and wellbeing. Practitioners meet regularly both as a staff team and individual key worker meetings with the Senior Leadership Team to discuss children requiring challenge and support. Whole establishment trends in attainment are monitored and tracked through the use of the Early Years Progression Tool. Practitioners and the Senior Leadership Team make use of the Staged Intervention Framework for children who require support to access the curriculum. In session 2023/24 targeted children benefited from a wide variety of interventions to support their access to the curriculum including music therapy, indenti-play, attention builder and outreach support from Riverbrae School and Glencoats Flexible Learning Resource.

"I can't praise the staff and management at SJB ELCC enough. My son has ASD and during his time in the nursery, his needs have changed numerous times. The staff continually adapt to his needs, and try different methods until they get it right. I feel the nursery contributes greatly to his wellbeing and happiness and this in turn makes me so happy." ELC Class Parent, January 2024

School Improvement

Building on opportunities for staff to observe and share good practice with colleagues in our cluster schools last session, this session we further developed our approaches to self-evaluation. During October and November 2023 teaching staff and members of the Senior Leadership Team worked in trios to observe and share good practice in Talk for Writing lessons. In a staff survey in March 2024 all staff responded that they had found this to be a valuable experience. Feedback from a quality assurance visit from the local authority Education Manager and a peer Head Teacher in March 2024 identified the following strengths in self-improvement within our school:

- The school community has a shared understanding of the improvement plan priorities. Stakeholders are consulted regularly both formally and informally to gather views and impact change. The leadership team continue to develop new and innovative ways to gather parental feedback.
- There are well-planned opportunities for leadership at all levels and Professional Review and Development Meetings are used to facilitate ongoing improvement discussions. Senior leaders involve staff in evaluating strengths and areas for development through self-evaluation processes. This then leads to effective collaboration and collegiate working to identify school improvement priorities and pupil equity fund spending.

Early Learning and Childcare Class

In the ELC Class there is a strong commitment to continuous improvement informed by the views of children, practitioners and families. Senior Leaders regularly consult and involve practitioners and families in the self-evaluation through formal and informal opportunities. A number of developments in the ELC Class across session 2023/24 have brought about improvements in outcomes for children and families including beginning to facilitate Talk for Writing, monthly family bookbug sessions, audit and refresh of numeracy resources and the introduction of music therapy.

Performance Information

Attainment of our children across the school is very good and continues to improve, affirmed by a wide range of assessment data and evidence. Attainment of children continues to compare favourably with that of comparator schools.

In June 2024 100% of children in primary 1 attained early level in reading, writing, listening & talking and numeracy.

In June 2024 100% of children in primary 4 attained first level in listening & talking.

In June 2024 97% of children in primary 4 attained first level in reading.

In June 2024 92% of children in primary 4 attained first level in reading.

In June 2024 100% of children in primary 4 attained first level in numeracy.

In June 2024 98% of children in primary 7 attained second level in listening & talking.

In June 2024 98% of children in primary 7 attained second level in reading.

In June 2024 95% of children in primary 7 attained second level in writing.

In June 2024 98% of children in primary 7 attained second level in numeracy.

Early Learning and Childcare Class

Attainment of our children across the ELC Class is good and continues to improve, affirmed by a wide range of assessment data and evidence. In session 2023/24 levels of attainment in the key areas of literacy, numeracy and health and wellbeing increased.

In June 2024, there was a 9% increase in attainment in literacy.

In June 2024, there was a 12% increase in attainment in numeracy.

In June 2024, there was a 19 % increase in attainment in health and wellbeing.

PUPIL EQUITY FUNDING

In planning our pupil equity funding (PEF) interventions we made good use of our school data, including SIMD, Free School Meals and School Clothing Grant data to identify those children who may be impacted by the poverty related attainment gap. Tracking data from termly tracking meetings was also used to identify those children who were not on track in literacy and numeracy and appropriate interventions put in place.

Our 0.4 PEF funded teacher has focussed on raising attainment in numeracy for targeted children using the Maths Recovery approach. This intervention has improved outcomes in numeracy for children in these groups and almost all of these children have attained the appropriate curriculum for excellence level for their stage.

Our 0.4 PEF funded teacher also focussed on raising attainment in literacy for targeted groups of children in primary 4, as a result almost all of these children have attained first level in reading and writing.

Results of our Glasgow Motivation & Wellbeing Profile surveys indicated that some children were experiencing low levels of wellbeing, our PEF funded teacher and primary 3 teacher facilitated a Lego lunchtime club for all children in primaries 4 - 7 and our PEF teacher also facilitated a Lego therapy club for targeted children in primaries 5 -7. All children reported an increased sense of wellbeing following attendance at these clubs.

Our PEF funded support staff supported targeted groups of children in primary 1 and 2, supporting them with the transition into school each morning, this has improved attendance for some children and all children report an increased sense of belonging.

The school's Health and Wellbeing Strategy continues to develop and improve each year, this session we have focussed on staff professional learning which will ensure our health and wellbeing supports are sustainable for future sessions. This session our Principal Teacher has worked with our PEF funded Quarriers support worker to deliver Person Centred Planning to targeted groups of children. Our Principal Teacher is also trained in delivering Seasons for Growth sessions and has also co-delivered these sessions with our Quarriers support worker. Our Quarriers support worker continued to work with targeted children with a focus on supporting our children to develop self-regulation strategies. All staff have participated in RICE (Renfrewshire Inclusive Classroom Environments) training and these strategies have been introduced consistently across our school.

All targeted children who have been supported by our Quarriers support worker report an improved sense of emotional wellbeing. This session, as we reach the end of our funding for our Quarriers support worker, our Depute Head Teacher and Principal Teacher have worked with her to develop a sustainable approach to wellbeing in our school. Together, our Quarriers support worker and Principal teacher have delivered a Seasons for Growth programme for children in primaries 5 – 7 and they have also delivered Person Centred Planning sessions to children in primary 7 who are transitioning to secondary school.

Quarriers feedback from children,

"When my tummy feels wobbly, Christine helps me feel better and I remember what to do to make it stop."

"You helped me with my anxiety."

Quarriers feedback from staff,

"Christine is valued by all of us at SJB. All of the children look forward to seeing Christine and appreciate her support and nurture".

KEY STRENGTHS OF THE SCHOOL

- We are Team SJB, our school community is our strength, we are fortunate to have a supportive Parent Council who champion our school in the local community and fundraise for the benefit of all our children. Our Catholic ethos and Gospel Values underpin all that we do, and we benefit from the support of our two parish communities.
- Our children are articulate, highly motivated and keen to lead their own learning. Pupil voice across the school continues to grow and strengthen with children leading their own learning through the use of digital profiles and through their involvement in pupil voice groups.
- Our Globetrotting learning experiences at second level and use of digital technologies across the school provide innovative learning experiences for our children.
- As a result of our committed and professional staff team, the efforts of our children and the support of our parents, attainment over time for our children remains very good.

OUR NEXT STEPS – PRIORITIES FOR 2024-25

We have made very good progress during session 2023-24 and we will use the improvement priorities listed below to build on this progress moving forward.

School

Priority 1. Raise attainment in Literacy with a priority focus on Non-Fiction Writing and Reading

Developing high quality learning, teaching and assessment leading to improved attainment and achievement in literacy, particularly non-fiction writing and reading.

Priority 2. Raise attainment in numeracy.

Developing high quality learning, teaching and assessment leading to improved attainment and achievement in numeracy.

Priority 3. Improvement Priority 3 – Improve health and wellbeing for all pupils, with a particular focus on inclusion and leadership at all levels.

To support the health and wellbeing of our children through developing leadership at all levels and engaging in the Young Leaders of Learning programme.

Early Learning and Childcare Class

Priority 1. Raise attainment in Literacy with a priority focus on Non-Fiction Writing and Reading

Developing high quality learning, teaching and assessment leading to improved attainment and achievement with a particular focus on Talk for Writing, songs, rhymes and storytelling.

Priority 2. Raise attainment in numeracy.

Developing high quality learning, teaching and assessment leading to improved attainment and achievement in numeracy.

Priority 3. Improvement Priority 3 – Improve health and wellbeing for all pupils, with a particular focus on inclusion and leadership at all levels.

To support the health and wellbeing of our children through the Renfrewshire Nurturing Relationships Approach (RNRA) and further strengthening our relationships with parents.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

St John Bosco Primary School and Early Learning and Childcare Class

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.

