



St Joseph's Primary School and Early Learning and Childcare Setting

PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

Gateside Road

Whitburn

Dream Believe Endeavour



**West Lothian
Council**

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ABOUT OUR SCHOOL

In St Joseph's Primary the work of the school is underpinned by our shared values *Justice, Hope and Love*. We work in a community of faith and respect, where every member has the opportunity to engage in rich, appropriately challenging learning opportunities. Our curriculum rationale is underpinned by the United Nations Rights of the Child (UNCRC) and is used to inform decisions about the design of our curriculum to meet the needs of the unique context of our community. We recognise the impact of recent years on our community and have in place, additional plans and resources to support their Health and Well-being and ensure equity of opportunity for all. We have a culture of high aspirations for all of our children and encourage them to *Dream, Believe, Endeavour and Achieve* by involving them in the design and creation of learning opportunities to support inclusion and encourage wider achievement. Children at all levels are given opportunities to assume leadership roles through participation in the 8 Habits of Success underpinned by the 'Leader in Me' philosophy.

Our learning experiences-

- ❖ Are designed to provide support and challenge to ensure all pupils progress
- ❖ Design activities for all children to develop creativity and curiosity.
- ❖ Offer wider achievement opportunities for all pupils
- ❖ Engage our parent body in family learning opportunities
- ❖ Provide all pupils with opportunities to assume leadership roles in a variety of contexts to develop agency. Our House System is linked to Laudato Si' Goals which allow all children to be involved in the school decision-making process.
- ❖ Promote links with our local community and partners.

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IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2022/2023, what the impact has been and what our next steps will be to continue to address these priorities in session 2023/24.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is Our School 4 (HGIOS4) and How Good is Our Early Learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

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PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2022/23 was to achieve a 1 % increase in attainment in all deciles</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> • We have made good progress. • What did we do? <p>A recent VSE reported that:</p> <ul style="list-style-type: none"> • All learners are making good progress from their prior levels of attainment in Literacy and Numeracy. Data analysis is a major strength within the Leadership Team with effective and robust systems in place to track attainment. Attainment data demonstrates that the school is maintaining very high standards of attainment for all learners. • The learning environment is welcoming, bright and inviting which reflects the school's vision values and aims for all learners. • Relationships and interactions across the school and nursery are also very positive, inclusive and respectful. Learners, staff and families feel listened to and valued within a culture of high expectations for all. This results in almost all learners being motivated and actively engaged in their learning. • The Head Teacher, effectively supported by her senior leadership team has an aspirational vision for all pupils and encourages everyone to be the very best that they can be. • Wider opportunities are planned carefully to ensure that all pupils have the opportunity to experience a vast range of activities and exciting school trips. • In almost all classes, explanations and instructions are clear and questioning is effective, ensuring that pupils are confident in the tasks set. There is a consistent approach to sharing learning intentions and co-constructing success criteria in all classes and pupils can confidently discuss their own strengths and next steps. • Consultative planning approaches ensure that pupils are involved in planning for their learning experiences across the 4 Contexts for Learning to support their development of the 4 Capacities of the Curriculum for Excellence. • Staff are using an increasing range of assessment evidence and approaches to allow learners to demonstrate their learning in a variety of contexts across the curriculum. Assessment is an integral part of the planning process. • Staff are using a wide range of assessment data to plan experiences and outcomes. They use benchmarks more confidently to assess progress through a level and this is supported by moderation activities and the Moderation Spaces throughout the school • Effective use of digital technology enhances learning in almost all classes across the school and pupils use devices independently with confidence to achieve learning intentions. • Refreshed curriculum rationale puts the pupils' development of the 4 Capacities of the curriculum at the centre. • Planning across the 4 Contexts for Learning proforma ensures consistency of approach • School Improvement Groups (SIGs) collaborate to analyse data from SNSA, WL Trackers, Ethos Surveys, GL Assessments and Health and Well-being surveys to identify development needs. There is a particular focus on attendance, engagement, gender and ethnicity trends to address gaps. The School Improvement Groups (SIG) created action plans and shared these with school staff

	<ul style="list-style-type: none"> • Areas were created throughout the school where pupils' work demonstrated progress towards achievement of a level with a particular focus e.g., shape from Early to Second Level. • To address the attainment gap in Talking and Listening staff engaged in CLPL with Cluster colleagues and the Literacy Pedagogy Officer to plan an intervention to raise attainment in the 3 components of Literacy. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Interrogation of School data from SNSA, GL Assessment and WLC Trackers successfully identified areas for development across the school and allowed the School Improvement Groups to focus on the development of programmes and interventions to improve learning and teaching in these focus areas • Regular review and analysis of data from trackers in Excellence and Equity meetings ensure the staff focus on identified children for targeted intervention and measure the success of interventions to increase attainment in attainment Track 2 group <p>Next Steps</p> <ul style="list-style-type: none"> • Ensure pace and challenge for all learners through effective differentiation and a variety of creative approaches across the curriculum. • Continue to develop tracking procedures to capture progress in learning across the curriculum and learner's achievement • Continue to enhance parental involvement and engagement and extend family learning opportunities across the school
<p>ELC</p> <p>Liaise with Early Years Staff to develop a cohesive progression in Literacy and Numeracy based on play</p>	<ul style="list-style-type: none"> • The rich, enabling environment in the nursery provides a range of high-quality experiences to support Early Level Literacy and Numeracy development through provocations and meaningful real-life contexts. • Almost all children in the nursery can confidently and independently access the rich learning environment and available resources to support play and lead their learning. • Practitioners in the nursery use digital tools and platforms to enhance children's learning across the curriculum. • Staff continue to engage in professional dialogue and rigorous data analysis to identify children who would benefit from additional support to ensure appropriate pace and challenge. • In consultation with parents and partners, targets from, personal plans are monitored and actioned promptly. • ELC staff continue to engage in regular CLPL opportunities to enhance practice. • Regular professional dialogue and moderation activities ensure a shared understanding of achievement. • ELC staff have leadership roles to raise attainment through the development of pedagogical approaches, building capacity and tracking and monitoring progress of learners. <p>Next Steps</p> <ul style="list-style-type: none"> • Continue to enhance parental involvement and engagement and extend family learning opportunities across the nursery

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<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2022/23 was to raise pupil attainment by 1% in track 2 focus group.</p> <p>Improve attendance and time keeping in focus group</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Almost all pupils are supported effectively and there is a wide range of carefully planned targeted interventions in place. Staff are supported very effectively by the support for learning teachers and have recently gained confidence in delivering 5-minute box interventions. • Effective systems are in place to promote equity for all learners. Parents speak very positively of how approachable staff are and how effectively their family and children are supported. • Used Five Minute Box, Maths Recovery assessment and individual interventions for targeted Track 2 pupil interventions • Focus on developing the vocabulary of pupils with EAL needs through the introduction of dual-language reading resources • Development of a therapy space which is used by two counsellors from Your Space for two days each week. Pupils and parents work with a therapist for a programme designed to support them in coping with the pressures of life, which may be impacting on their Mental Health and/ or Well-being. There has been an increase in the number of families requesting support. • There has been more frequent use of the outdoor spaces for learning through play. • Extended provision of digital resources and programmes to enhance and support learning across the curriculum and ensure equity of access for all pupils. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Learners have learned appropriate techniques to self and co regulate their emotions and are more confidently accessing support from Your Space staff and their One Trusted Adult. • Digital resources and programmes, are used as an integral part of learning. A range of programmes are used to gather attainment data to underpin teacher judgement and track progress. • Pupils have access to a wide range of resources to remove barriers to learning and quality and up-to-date reading materials, regular indoor and outdoor playtime and resources are available to meet the needs of all learners. • Learners who are identified from data as having additional barriers to learning are supported through individual interventions to fill the gaps in their learning. • Utilising the participatory budget, access to extra-curricular activities and attendance at events is available to all pupils and assistance is in place to provide financial support for equipment and clothing as required • Engagement with the WL Attendance Team and Interrupted Learning Service has impacted positively on levels of attendance in targeted groups • Through our House System, pupils lead initiatives to provide school uniforms, a community sharing shelf, and develop sustainability • The ipay system is used to spread the cost of payment for excursions and staff liaise with local charities to gain financial support for residential visits
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<p>ELC Develop indoor and outdoor areas that reflect a Literacy and Numeracy/Maths rich environment</p>	<ul style="list-style-type: none"> • The ELC returned to 39 weeks and a new staff team was recruited • Staff established a team • Staff used the ELC audit tool to refresh learning spaces both indoors and outdoors, to identify areas of action • The ELC space was remodelled and new equipment purchased • Leadership roles were established and action plans were created linked to SIP priorities • Staff engaged in regular CLPL and professional dialogue to support learning and the development of their focus area. <p>Evidence indicates that;</p> <ul style="list-style-type: none"> • Staff have built positive working relationships with the children and their families • Literacy and Numeracy rich environments have been created to support children's learning
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<p>3. To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2022/23 was to raise pupil confidence and build positive emotional HWB for all school members</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Children are articulate, well mannered, friendly and polite. They take a pride in their school and know that their voices are valued and celebrated within their school community. • Almost all children report that they feel safe and nurtured and can speak with confidence to their Trusted Adults. • Staff across the school continue to link and embed UNCRC with the health and wellbeing indicators. This supports children and families in their understanding of GIRFEC and learning about, through and for children's rights. • Embedded ICE Pack Health and Well-being programme • The pupils confidently seek support from their Trusted Adult Approach and use Your Space drop-ins effectively • Staff engaged in Trauma-informed Practice CLPL with cluster schools • The school HWB champion attends termly HWB meetings and shares information with colleagues. Two mini-champs attend the online pupil meetings each term and feedback to others at the assembly
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<ul style="list-style-type: none"> ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information 	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Survey results continue to indicate that almost all pupils self-reported as green at the end of the session, indicating good mental health and well-being. • Pupils more confidently use the SHANARRI indicators when describing their feelings and know how to get support if required • Pupils are empathetic to others experiencing trauma and understand that their behaviour is communication • Regular reviews and analysis of data is used by staff to targeting interventions. Staff engaged with those not reporting as green to plan interventions • Your Space Termly Reports feedback to staff and parents on progress
<p style="text-align: center;">ELC</p> <p>Participate in Family learning opportunities to develop play activities which build confidence in children and families</p>	<ul style="list-style-type: none"> • Nursery continues to embed UNCRC with the health and wellbeing indicators. This supports children and families in their understanding of GIRFEC and learning about children's rights. • Dual language, family learning packs have been distributed through a lending library, linked to areas of literacy, numeracy and science and technology, • Families have engaged in family Stay and Play events across the session • Families participate in Forest School sessions. • Staff and children have visited the local Library to establish positive community links <p>Next Steps</p> <ul style="list-style-type: none"> • Deliver the Families Connect Programme • Establish a parent focus group to support the ELC in delivering the priorities in the action plan
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2022/23 was to Engage with the Leader in Me Skills framework</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Staff continued to plan school improvement initiatives and class projects using the 4 Contexts for Learning • Using the 8 Habits of Success framework, pupils engage in personal target setting by writing Wildly Important Goals (WIGS). They record leadership opportunities and wider achievements in their leadership profiles • STEM opportunities have been enhanced through partnership working with West Lothian College and parent lead STEM workshops • Girls have been encouraged to consider a career in STEM professions through engagement with positive role models • The school House system has been linked to Laudato Si with each House having responsibility for leading the development of the Goal across the school and community • Outdoor learning opportunities have been extended • Pupils have initiated and planned for the delivery of break time clubs

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<p>Improve IDL links to Develop Leadership at all stages</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Use of 4 Context plan is evident in the classroom and is used to capture the pupil's voice • Leader in Me profiles evidence progress with leadership roles achievements and pupil use of target setting using WIGs • Positive pupil feedback from STEM activities indicates that pupils wish to extend these activities • Staff created a timetable for weekly outdoor activities to enhance their learning • The house system is being used to achieve Laudato Si goals and create Leadership opportunities.
<p>ELC</p>	<ul style="list-style-type: none"> • Children are involved in planning their learning through their contributions to the consultative planner • The nursery is well-resourced to support the children in learning about the world of work • Children have leadership roles in setting the table for snacks, self-select resources, tidying up • Children are confident in communicating personal wants and needs and are self-directed, taking responsibility for their own learning

School Attendance rates are slightly lower than West Lothian's and plans are in place to work with parents, the Attendance Team, The Interrupted Learning Service and Your Space Counsellors to develop support strategies for targeted children. There continues to be no exclusions this session

A parental engagement programme – Family Lending Programme began in the ELC in August and has resulted in a planned programme of events throughout the session to re-engage parents in school learning events. We have re-established the programme of regular Conversation Café's where parents are invited into school to share learning and participate in an informal information session and Q&A time with the Senior Leadership Team. The school Website, Blog, App. Groupcall and Twitter have enhanced communication with parents. Parents are engaging with the school more effectively through the school email and App

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Our Wider Achievements this year have been:

Our pupils have had an active year in sports participation and have engaged in a wide programme of activities with the Active Schools Co-ordinator Ben Boatman. Football league and Netball league games have been reinstated. Pupils had the opportunity to take part in a visit to Manchester City to see a match. The whole school took part in a Guinness World record attempt for the highest number taking part in a daily mile. Plans are in place to repeat these activities next session. Pupils participated in the Whitburn Cluster Netball League Cup and in the Whitburn Galaday Football Cup, Netball Cup and Swimming Gala. The girl's football team won the tournament and the school team won the swimming gala. The range of before and after school clubs and lunchtime clubs was extended to provide opportunities for every pupil to attend. These include; dance, football, fitness and netball. A breakfast health and well-being club for parents was also established and staff took part in CLPL to widen the range of sports on offer. The school will be applying for Sport's Scotland Gold Award in the Summer term

- **Arts**

The school continues to engage with the Scottish National Galleries (SNG) to have all pupils engage with the resident artists in the galleries. Our school continues to engage with the Scottish Children's Theatre to visit a performance and work in school with the performers. The outdoor learning space and loose parts play continue to be developed this session.

- **Residential Visits**

- All P7 pupils took part in a residential visit to Dalguise in June.

- **Health and Wellbeing**

Pupils have engaged in self-assessment and recording of their health and well-being using the West Lothian self-reporting toolkit. This presents a very positive picture of how the school is supporting the Health and Well-being of the pupils. The Positive relationship and nurture strategies have impacted well in school and almost all visitors comment on the calm, peaceful ethos and well-behaved pupils. In the school, pupils are using self and co-regulation strategies to reduce stress and avoid conflict. Mindfulness and check-ins support the positive ethos. Weekly, House Points and Outstanding Achievement certificates are issued for each class at the Assembly. There are regular rewards for the most successful House. Playground zones have been set up to provide a range of play opportunities and resources at break times.

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How good is our school?

The quality indicators* evidence that:

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Very Good

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Very Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Very Good

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)

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