

St Joseph's Primary School and Early Learning Centre



PROGRESS REPORT FOR SESSION 2020/21

(Standards & Quality Report)

Gateside Road Whitburn



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 used to inform decisions about the design of our curriculum and is based on the unique context of our community. We have a culture of high aspirations for our children and encourage them to **Dream, Believe, Endeavour and Achieve** by involving them in the creation of learning opportunities, designed to support inclusion and encourage wider achievement. Children at all levels are given opportunities to assume leadership roles through participation in the 7 Habits of Success underpinned by the Leader in Me philosophy. Our learning experiences-

- ❖ Are designed to provide support and challenge to ensure all pupils can become agile learners
- ❖ Encourage activities for all children to develop creativity and curiosity.
- ❖ Offer wider achievement opportunities for all pupils
- ❖ Engage our parent body.
- ❖ Provide all pupils with opportunities to assume leadership roles in a variety of contexts to develop agency. Our House System is linked to UN Global Citizenship Goals which allow all children to be involved in the school decision making process.
- ❖ Promote links with our local community and partners.

#buildingbrightfutures

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 2020/21 and what the impact has been. Our report recognises that we entered a period of school closures in January 2021, and therefore our report takes account of this interruption to in school learning but will also reference any significant steps taken during the period of remote learning. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond the national and local advice on the reopening of schools.

We have shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

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

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2020/21 was to achieve a 1% increase in attainment in all deciles.</p> <p>NIF Driver(s): 1 School leadership 2 Teacher professionalism 4 Assessment of children's progress 5, school improvement 6 Performance information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • WL Literacy and Numeracy Recovery plans were implemented across all stages of the school. Curriculum focus was on Literacy, Numeracy and HWB in response to gaps and reduced engagement identified by data. • Data indicated a slight dip in attainment in Talking and Listening which was impacting on the overall attainment of Literacy at Early Level. Strategies were put in place to support the acquisition of English vocabulary in the focus group to address this over time. • The Literacy and Numeracy School Improvement Groups (SIGs) carried out analysis of data to indicate areas where pupils had gaps in their knowledge, punctuation and grammar in Literacy and shape and information handling in Numeracy/ Mathematics were identified. Whole school focus weeks were introduced to plan and implement projects to ensure consistent approaches to learning and teaching pedagogy and use of progression pathways. Whole school moderation of work was carried out using benchmarks. • PM writing training for staff took place and new resources were purchased to support development of this area of Literacy. • A room was converted into a library and new resources sourced for fiction and non-fiction sections. A digital library scanning and tracking system, Reading Cloud, was set up. • Class libraries were refreshed. Each classroom will have a Reading Cloud tracking system to monitor individual reading progress and choice of genre. • Analysis of engagement and attainment trackers in second level indicated less than predicted progress for some able pupils in Reading. Learning conversations with SMT for target groups were introduced to discuss the link between low engagement during school closure and lower than expected progress. • Whole school introduction of digital library resource, Myon, allowed pupils to have access to a library at school and at home. Staff are able to track pupil engagement in reading and discuss this with the pupils • Learning conversations with class teachers have been built into the school calendar for next session. • For Attainment Level 2 pupils, focused learning plans have been created in response to data from SNSA and GL <p>...</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners in Early level demonstrate increased attainment in Reading, Writing, Numeracy and Mathematics to above stretch aim target of 85%. Data trackers illustrate some improvement in Talking and Listening, however progress was impacted by school closures and working in bubbles. Strategies are in place to continue improvement activities for Talking and Listening in a target group next session. • Learners in the First level have made gains in attainment in Writing and maintained attainment levels in Mathematics.

	<ul style="list-style-type: none"> • Data indicates a slight drop in attainment in other aspects of Literacy and in Numeracy but have maintained the stretch aim of 85% achievement. Areas of focus have been identified as reading comprehension, narrative and non-narrative, punctuation and grammar in Literacy and inverse operations, problem solving, shape and odd/ even numbers in Mathematics. • Learners at second level have maintained attainment levels in reading and have increased attainment levels for all other aspects of literacy, numeracy and mathematics. All are higher than the stretch aim of 85% • Maths Recovery has been introduced across the school, however progress has been impacted by school closure and will be in place for targeted pupils, next session • 1st Class at Number impacted positively on the confidence and attainment of pupils in P3 who did not have secure foundations in number and will continue next session. • Early Level pupils participated in Number Through Stories session with RIC Numeracy Officers to embed early number concepts • 79.25 % of parents indicated in Ethos survey, that the school is doing well to ensure their child's learning is progressing well and 88.03% of children have indicated that the school does well in making sure they are progressing well in their school work.
<p>ELC To raise attainment, especially in literacy and numeracy</p>	<p>Literacy Good progress has been made in raising attainment in literacy and numeracy this session.</p> <p>What did we do and how did it impact on learners?</p> <ul style="list-style-type: none"> • Our focus was on developing a Literacy and Numeracy rich learning environment indoors and outdoors. This has resulted in 78.26% of our children achieving well. This is a particular success as many of our pupils are bilingual. • Trackers indicated a dip in attainment in rhyme and syllabification. Staff engaged in training with staff from the Literacy base and strategies to develop this were put in place. ELC data for Language and Communication on the N5 Tracker now indicates that Syllabification of known vocabulary is an area of strength with 78.26% of pupils on track. Rhyme will remain an area of focus next session. • 82.16% of our children can introduce a storyline into their play which has been a focus area this session. <p>Numeracy</p> <ul style="list-style-type: none"> • Numeracy data indicates 78.26% of our children have demonstrated that they can sort and match with their own criteria and can share their success with others. • 52% of our children have a better understanding of positional language in mathematical context and this focus will continue next session.
<p>2. To close the attainment gap between the most and least disadvantaged children</p>	<p>We have made very good progress</p> <p>What did we do?</p> <ul style="list-style-type: none"> • The school identified Digital Learning as a priority and have been working through a digital strategy in recent years. Initially, we sought to ensure high quality teaching resources and now have Promethean panels in every classroom. • We have enhanced our range and number of devices available to staff and pupils to promote flexible learning opportunities.

<p>Our measurable outcome for session 2020/21 was to have a 1% improvement in attainment in focus groups</p> <p>NIF Driver(s): 3 parental engagement 4 assessment of progress 6 performance information</p>	<ul style="list-style-type: none"> • We have Anywhere, Anytime Learning in place to allow pupils to bring devices to school. • This highlighted issues of equity of connectivity and availability of devices at home and this became a focus of closing the gap between the most and least disadvantaged children. • Immediately prior to the first school closure, issues of confidence in the use of digital platforms were raised by staff and pupils. Training opportunities were created to develop staff and pupil skill base and confidence in the use of digital platforms and resources. • A development post for digital learning was created and a cluster network created to support staff in the use of digital platforms. • Cluster training was organised to upskill staff using the WLC Digital academy resources, Seesaw and TEAMS. • Greater connections between learning in school and at home were formed, developing agile learning which could continue during a variety of home/school contexts. • A wide range of digital resources were purchased, including, Myon digital library, Accelerated Reading, IDL platform, Sumdog, Education City, Tig-Tag Science, Languagenut, Charanga Music, Clicker 8, Reading Cloud and an online Library System. • Staff and pupils engaged with WLC Sways of Learning and WLC STEM sessions. <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 are all able to access digital devices and resources at home and in school. • Learners have significantly increased digital skills levels and demonstrate greater confidence in the use of devices and digital resources • Learners can confidently demonstrate agile learning by utilising devices as they deem appropriate to further develop their knowledge about subject matter and are independently able to transfer skills across learning. They are beginning work in one context and continuing it in another. • Learners have demonstrated increased engagement in STEM and technology activities through participation in Edina Trust funded projects, e.g. Electricity.
<p>ELC To close the opportunity gap between the most and least disadvantaged children</p>	<p>We have made very good progress in the development of our environment to enhance learning through purposeful play experiences to close the opportunity gap between our most and least deprived children.</p> <p>What did we do and how did it impact on learners?</p> <ul style="list-style-type: none"> • We engaged pupils in the development of our outdoor learning areas. These have been enhanced by the addition of partitions to zone areas for small world play. • Literacy and Numeracy areas have been developed to include a Literacy Hut and Mathematical areas with environmental print in place for bilingual children. • A new mud kitchen has been added to the outdoor area. • A new construction zone has been established.

- Areas for planting and growing have been created.
- A music zone, stage and climbing frame have been set up.
- All of these new areas and resources have encouraged the children to play outdoors and engage in more purposeful play.
- Each staff member has responsibility to lead improvement in a particular curricular area.
- A grant has been secured to purchase new outdoor, all weather wear for every child to ensure equity of participation.
- Bilingual books have been sourced to encourage children to see and hear their own language.

Parental Engagement

- We have engaged with Save the Children to complete staff training in Connected Families and will have phase 2 as a major development focus next session.
- Parents have reported feeling very informed and connected with their child's learning through the Virtual Classroom, Learners' Journals and ELC Sways.
- An enhanced transition programme has been established to support the child's journey from ELC to P1. Enhanced visits have taken place to the P1 classrooms, dining room and gym hall to build confidence in our anxious children.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2020/21 was to increase the number of pupils self-assessing as green on Shannari wheel add GL assessment data</p> <p>NIF Driver(s):1, School leadership 2Teacher professionalism 3 parental engagement 4 Assessment of children's progress 6 performance information</p> <p>NIF Driver(s):</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • WL H&WB recovery plan was implemented across all stages of the schools. <p>We gathered data to inform our planning around HWB to ensure we were addressing the needs of our children and their families</p> <ul style="list-style-type: none"> • The School employed a part-time counselling service, Your Space, to support pupils/families who are experiencing trauma due to school closures and /or loss or anxiety. Pupils have access through a referral system from home or school or alternatively can self-refer to a lunchtime drop in session. <ul style="list-style-type: none"> • Evidence indicates the impact is: • Learners completed PASS and HWB self- assessments and data indicates that, 86.91% of pupils are reporting themselves as Green in 'HWB which is equal to 85% + feeling positive about readiness to learn • The Parental Ethos Survey indicates 96.23% of our parents feel that our pupils are safe in school and 94.68% of children indicate feeling safe at school • Resources introduced during school closure to enhance engagement have resulted in 90.43% of pupils agreeing that they are encouraged to take responsibility for their own learning. • 76.60% of learners feel included in decision making in school. Leader in Me has been introduced to further develop opportunities for leadership • 88.03% of our Learners indicate that they are encouraged to make healthy choices.
<p>ELC</p>	<p>Good progress has been made in the development of Emotional Health and Well-being.</p> <p>What did we do and how did it impact on learners?</p> <ul style="list-style-type: none"> • Children have created SHANARRI characters which they use for a daily, check in. check up and check out activity which identifies how they are feeling. • Healthy snacks have been created following 'Healthy Plate' guidance • Data from trackers indicate: • 95.65% of our children have indicated that they can display a range of gross motor skills • 91.03% indicated that they can form friendships with their peers

	<ul style="list-style-type: none"> • 82.61% of children indicate that they can express their needs and confidently ask for help if needed • 78.26% of children can successfully share and co-operate with other and are independent in a range of personal care routines.
<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 2020/21 was to</p> <p>NIF Driver(s):</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Following on from the success of the Outstanding Teacher Programme, staff felt enthused and motivated to develop an Education for the World of Work project with our children. They embarked upon CLPL with 'Leader in Me' for a three year cycle which is based upon the 7 Habits for Success, linked directly to the school vision to , 'Dream, Believe, Endeavour, Achieve.' The focus being on the development of Leadership Skills at school and in the wider community. • Each of the 7 Habits for success were introduced over a 7 day launch period • Opportunities for Leadership within their classroom/school were identified and allocated • School Closure impacted on progress and therefore, this initiative will be re-launched in August 2021. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners are very motivated and enthusiastic about becoming school leaders and taking responsibility for aspects of school life • Learners are using the language of Leader In Me and recognise they can be leaders of their own learning • Learners are using the terminology of the 7 Habits in self-assessment of their own skills and abilities to set personal goals
<p>ELC</p> <p>To improve employability skills and develop the young workforce</p>	<p>What did we do and how did it impact on learners?</p> <ul style="list-style-type: none"> • In normal circumstances, our children have regular visitors to talk to them about their jobs. This has not been possible this year and staff have relied on online resources for People who help us input. Our children can describe the skills of known professionals, e.g. school nurse and they are exposed to a wide range of opportunities to experience different roles with particular care taken over gender stereotyping. • Strategies are in place to promote independence in our children, build collaborative play skills and through consultative planning approaches contribute positively in directing their learning. They can engage in learning conversations about their areas of strength and can identify areas for improvement. • Our data indicates that children are confident in new situations and can share and co-operate with others.

Attendance and Exclusion Rates

Attendance rates have improved this session and currently are 97.87% for the school. There were no exclusions.

School's engagement with parents and other stakeholders in improvement planning and on reporting school performance

- The Parental Ethos Survey indicates 96.23% of our parents feel that our pupils are safe in school and 94.68% of children indicate feeling safe at school.
- 79.25 % of Parents indicated that the school is doing well to ensure their child's learning is progressing well and 88.03% of children have indicated that the school does well in making sure they are progressing well in their school work.
- Parental comments from engagement telephone conversations with the Head Teacher indicated very positive feedback on the provision of support and resources given to them by staff to support them in supporting their children to learn remotely.
- Parents were very positive about Seesaw and many requested a similar resource throughout the school.
- Learning Journals and Sways were used to keep parents informed of progress and to provide ideas and activities. There was an increase in the number of parents logging into Learning Journal accounts and leaving comments about learning.
- The Virtual Classroom was used in the ELC to provide regular information for parents
- Opportunities were created to involve parents, children and staff, in planning an enhanced transition programme.
- School performance data will be shared with parents in the SQR
- 22% of parents responded to WLC Ethos Survey and their comments were used to plan interventions for session 2021 – 2022.

Developing in Faith

How we have 'Developed our Faith' at St Joseph's Primary School

Our school vision '**Every pupil engages in appropriate, rich learning opportunities which challenge and support them to reach their potential and be all they can be.**' and values **Justice, Hope and Love** reflect the Gospel values and underpin our school culture and ethos. We thrive on positive relationships and respect the uniqueness of each individual.

<p>Developing in Faith theme: Honouring Jesus Christ, as the Way, the Truth and the Life.</p> <p>2020/21: Our school shows: a commitment to the search for wisdom in life and to the pursuit of excellence through the development of each person's unique God-given talent</p>	<p>What have we achieved?</p> <ul style="list-style-type: none">• School vision, values and aims demonstrate inclusion and commitment to recognising the uniqueness of each individual• This is Our Faith is our Religious Education programme at all stages• Through Bible stories and Gospel readings, we provide opportunities for pupils to come to know Jesus as a teacher - the Way, the Truth and the Life.• God's Loving Plan is our relationship programme which follows Church guidance and uses the resources provided.• Whole school focus on celebrating wider achievements of pupils• GIRFEC and nurture principles underpin approaches to ensure that the needs of all children are being met• Annual Catholic Education Week community mass and school activities• Annual whole school celebrations on the Feast of St. Joseph.• Regular School assemblies have a religious element featuring prayer and reflection.• Daily opportunities for pupils to participate in prayer• All classrooms have altars and there are other sacred spaces around the school.• Liturgical calendars in classrooms and are used to celebrate liturgical seasons, feast days and months of devotion• Parish and school work well together, SMT and class teachers liaise with Parish Pries,t Fr Sebastian and Deacon Ronnie to support parents and children in preparing to receive Sacraments of Reconciliation in P3, Communion in P4 and Confirmation in P7• P7 Confirmation pupils prepare a fact file on their chosen Saint, giving reasons why they chose them.• Monthly whole school Mass in church• Engaging with Legion of Mary during May and October to participate in the Rosary in school.• Work with St Vincent De Paul group to support vulnerable families and children• Opportunities for all pupils to take on leadership roles to develop the 7 Habits of Success to develop life skills –Leader in Me• Established relationship with School in Tanzania, provided a lap top to facilitate link to work together on UN Global development goals <p>Our priorities for next session will be:</p> <ul style="list-style-type: none">○ Develop Prayer Book for each class with a calendar for using each prayer○ Extend partnership working with school in Tanzania
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| | <ul style="list-style-type: none">○ Further develop leadership roles.○ DIF theme: Celebrating and Worshipping○ Pope Francis Faith Award |
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Our Wider Achievements this year including successes at the time of Remote Learning

During a year where access to school by partners was limited and pupils were working in groupings, creative ways of providing opportunities for wider achievement were sought. Many of our partners were able to switch to remote learning using TEAMS. We were able to continue to work with Imagine Theatre Group to complete staff CLPL, create and view a drama production and participate in viewing drama productions. All pupils were able to watch an online Pantomime at Christmas.

We engaged in an online programme of animal studies with Five Sisters Zoo on line.

We engaged with Active Primary staff to participate in sporting festivals. PE staff created many new and challenging outdoor learning opportunities.

Pupils engaged online with authors to discuss writing techniques and ideas for stories.

Online STEM and Sways of Christmas were shared with pupils and Stop Motion techniques developed.

The school introduced a wide range of online resources to support learning across the curriculum and at home.

How good is our school? The quality indicators* evidence that:

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

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