

Standards and Quality Report

2021/22

ST. JOSEPH'S RC PRIMARY



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HIGHLAND COUNCIL, KING STREET, INVERESS, IV3 5DG

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

Our School Context

St. Joseph's RC Primary School and Early Learning and Childcare (ELCC) is situated on King Street, Inverness, close to the city centre. The school is a denominational Roman Catholic school serving the Catholic and wider community of the Inverness area in partnership with St. Mary's Church on Huntly Street. The school is part of the Inverness High School Associated Schools Group.

This session the school roll is 160 pupils with an additional capacity for up to 21 children in our Nursery, offering 30 hours per week for each child. We offer a breakfast club from 8am each morning and an Out of School Care Club from 2.45pm – 5.30pm. There are currently 7 single stream classes. Approximately 80% of pupils are Catholic, over 50% have English as an additional language, over 20 languages can be spoken and 65% of pupils live in areas of least advantage in SIMD 1-3. Our average attendance at St Joseph's for session 2021-22 was 89% and we had one exclusion.

The management team consists of a Head Teacher, Depute Head Teacher and Principal Teacher. We have a visiting EAL teacher, usually half a day per week and have an allocation of a day and a half for an additional support needs teacher.

As a Roman Catholic denominational school, there is no catchment area for the school; our pupils come from a wide geographical area within the Highlands and go on to attend all of the secondary schools within a 30 mile radius.

Our School Vision, Values and Aims

At St Joseph's we aim to ensure that there is a welcoming atmosphere and a positive ethos throughout the school, and that all children are educated in a safe, secure, happy and health-promoting environment. Within our Catholic school, a community of faith and learning, St Joseph's fosters our school values of care, respect, honesty and determination for ourselves and others. The learning and achievement of children is valued and high aspirations and ambitions are actively promoted. All children are enabled to develop strong foundations of knowledge and understanding and the skills to be successful learners, confident individuals, effective contributors and responsible citizens. Each child is brought to a deeper understanding of their rights and responsibilities and is helped to appreciate the diversity of other cultures and beliefs. Our curriculum focuses on the child as learner, and allows for breadth and depth of learning, offering challenge and enjoyment. We offer choice and personalisation, value pupil voice in decision making and leading of learning, as well as progression through levels, allowing the opportunity for attainment at the highest level.

To achieve this vision, it is essential that we continue to develop a structured curriculum which ensures that all children are provided with learning opportunities that; recognise and celebrate their uniqueness and wider achievements, develop their full potential, allow them to fulfil their aspirations within and beyond the school gates and prepare them for the world of work. Our recent refresh of our Curriculum Rationale, reflects our city centre position, fosters community partnerships to enrich learning and opportunity, celebrates the diversity in our school community and outlines our approach to planning, teaching, learning and assessment through the 4 contexts for learning; Ethos and Life of the School, Opportunities for Wider Achievement, Interdisciplinary Learning and Curricular Areas.

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

- *Children working together*
- *We work really hard on Maths, spelling and writing*
- *Everyone has polite manners*
- *Listening to the teacher*
- *Our timetable*
- *Everyone following the values*
- *The football pitch is much better than the old one*
- *The toilets work well*
- *The water fountain works well*
- *Everyone is sensible in the cloakroom*
- *No bullies or anything*
- *The office keeps the school going*
- *Pens and pencils are there when you need them and are nice*
- *Teachers and PSAs are caring*
- *The dinner ladies cook good food*
- *We are determined as a school*
- *We work well with the people in the Church*
- *The Church gives a warm welcome*
- *We all work together and don't make much fuss*
- *P7 Responsibilities*
- *P6 Nursery Buddies & Reading partners*
- *Digital Leaders*
- *Skills Groups*
- *Extra-Curricular Activities*
- *Outdoor learning*
- *Eco Action Group*
- *Playground development & pitch space*
- *PE lessons with PE teachers*
- *All teachers are kind*
- *Children are kind to each other.*
- *Swimming is a good skill to learn in school.*

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- More devices for P1-P5
- Leaders of Learning Group
- Continue Outdoor Learning
- New clubs (maybe a dance club like last year)
- More soft balls for bench ball
- More things in the playground
- Another basketball in the playground
- Boys toilets could look better
- More space
- A higher sink
- New pegs in cloakroom
- A quiet area would be nice

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1: Health and Wellbeing

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Health and Wellbeing for all in a period of recovery

Progress and impact:

- ✓ HWB is a National Improvement Framework Priority(NIF)
- ✓ Health & Wellbeing targets set/shared with parents & review termly. This had a positive impact on the pupil understanding themselves as learners, experiencing success and co-creating targets for next steps.
- ✓ Whole school focus on building resilience. Using Resilient Kids as an intervention, consistency of language from staff, introduction of more focused groups. (see below)
- ✓ Outdoor Learning whole school approach. Progress has been made in utilising our outdoor space for learning. A timetable for classes was created and all classes experienced an increase in outdoor learning. Investment was made into resources and shed to store for ease of access for teachers/PSA's.
- ✓ Skills for learning, life & work groups, PSA led and based on ASN: fine motor, gross motor, OH advised movement, food & cooking, lego therapy, art therapy. A targeted approach to ASN through HWB skills groups which saw a positive impact on concentration levels in class, using this enhanced timetable approach.
- ✓ Nurture Groups A targeted approach to foster the principles of nurture for targeted groups of pupils with an increase in turn taking, listening, and sharing in the group and with transfer of skills to the playground.
- ✓ Counselling sessions for a targeted group of pupils which was flexible across the year depending on need. Most pupils/teachers/staff reported a positive impact of the sessions.
- ✓ CSW targeted pupils support has impacted positively on some pupils ability to self-regulate and develop their self-efficacy and sense of belonging.
- ✓ Spiritual development, thoughtful reflection, prayer and faith formation. Pupils feedback an appreciation of their faith, the role models in school and Church and the opportunity to talk to God in our prayer garden and during class prayers and Mass.

Next steps:

- ✓ To continue to develop our approach to Outdoor Learning.
- ✓ To involve the pupils in planning opportunities for outdoor learning.
- ✓ To engage with parents utilising their skills, knowledge & experience across HWB.
- ✓ To continue with targeted approach to skills groups.
- ✓ To continue a whole school approach to resilience.
- ✓ To continue to model positive vocabulary for change.
- ✓ To continue to recognise the needs of the individual and respond to these across the year.

Improvement Project 2: Recovery of Learning, Teaching and Assessment

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: *Recovery of Teaching Learning & Assessment including new opportunities with digital learning revealed by the Covid-19 situation*

Progress and impact:

- ✓ HWB is a National Improvement Framework Priority(NIF)
- ✓ Whole school use of recovery curriculum focus on Literacy, Numeracy, HWB.
- ✓ Outdoor Learning experiences within these 3 curricular areas. Positive feedback in relation to outdoor learning. Almost all pupils engaged meaningfully in applying their learning skills in an outdoor setting. Each class had at least one opportunity to take their learning beyond the school on excursions and a variety of learning experiences.
- ✓ Developed Play based learning pedagogy P1-2. Children in P1 and P2 had much more opportunity for play in their class timetable. This has led to increased success in children's social skills and social and emotional wellbeing. Children for whom English is an Additional Language gained confidence and skill in using spoken English to communicate with peers in a natural way. Children demonstrated more readiness for 'sit down' learning tasks and engaged more positively and with increased focus/listening as they also had more opportunity for creativity, communication, and imagination during 'Play' times.
- ✓ Assess identified pupils, PM Benchmarking/Numeracy Diagnostic/Phonics etc. This has led to increased attainment for most pupils.
- ✓ Formative assessments and professional dialogue amongst staff, confirms that most pupils are age/stage and making appropriate progress.
- ✓ Through quality verbal feedback children are becoming more confident in understanding their next steps. This is evident in their work and has been shared during professional dialogue at collegiate meetings.
- ✓ Continued use of benchmarks and moderation within assessment ensures judgements when considering ACEL.

Next steps: to be completed:

- ✓ Provide more opportunity for 'Play Based' Planning and Assessment to enable teacher values and involvement to embed and further improve. Develop Play based learning pedagogy to include Early and First Level.
- ✓ Teachers becoming confident and familiar with 'Play Progression Planners.'
- ✓ Embed Play Based Planning and Assessment Progression which was started last year. This should then be included in transfer to new class information to ensure progression of skills across Early and First Levels.
- ✓ Develop a Play Policy for St. Joseph's.

Improvement Project 3:

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: To identify new or widened gaps caused by the COVID-19 situation.

Progress and impact:

- ✓ All identified children assessed using PM Benchmarking. This enabled specific programmes of work to ensure achievement of a level.
- ✓ Maths Recovery – Numeracy Diagnostic assessment completed. Targeted groups for support to close gaps in learning. Most children made appropriate progress and most children achieved their expected level or above in SNSA for numeracy.
- ✓ Primary 1 to Primary 3 teachers completed phonics assessments and delivered specific programmes of work to ensure progress. This led to increased outcomes for majority of the pupils.
- ✓ All pupils from Primary 1 to Primary 7 set personal targets alongside their teacher to work towards. Most of the children achieved their personal targets.
- ✓ IEPs updated termly to ensure; progression, effective support planned for and evaluated. Changed on review is necessary.

- ✓ Individual ‘grab bags’ created for specific pupils to work with PSAs. Regularly reviewed, programmes changed, and targets adapted if required.
- ✓ All children from Primary 1, 4 and 7 completed SNSA. Due to consistent and robust assessment practices, outcomes were as expected. Most children in P1, P4 and P7 achieved age/stage appropriate levels (88.3% average)

Next steps:

- ✓ Develop assessment further to moderate and improve our use of ‘High Quality Assessments.’

Improvement Project 4: Recovery of Faith formation through Religious Education

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: *Recovery of Sacramental preparation, partnerships to support with Catechism, continuation of faith formation for all children in line with the particular mission of catholic schools in Scotland.*

Progress and impact:

- ✓ Primary 3 Reconciliation Sacramental preparation completed with support from the parish and families. Reconciliation and celebration took place in May.
- ✓ Primary 4 Holy Communion Sacramental preparation completed with support from the parish and families. Holy Communion Mass and celebration took place in June.
- ✓ Primary 7 Confirmation Sacramental preparation completed with support from the parish and families. Confirmation Mass and celebration took place in June.
- ✓ Family faith links have been re-established as a result of our faith community coming together again, as a whole, to celebrate the Sacraments.
- ✓ Laudato Si’ is at the early stages delivery from Nursery to Primary 7. Children are aware of the Laudato Si’ message and this will be extended next academic year.
- ✓ All children know our chosen faith charities of Missio and SCIAF. We have successfully held events to fundraise our valued charities.

Next steps:

- ✓ Planned Laudato Si’ events will take place termly to promote and share the key messages and ethos of being a Laudato Si’ school. We plan to connect this new learning with our pupil Eco-Leaders.
- ✓ We will extend our faith links to St. Columba’s in Fort William to create a strong faith community of young Catholics in the Highlands.
- ✓ We will continue support our valued charities – Mission and SCIAF.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
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

Our children and young people believe we have made the following progress this session:

Theme 1 Our relationships	Excellent
Theme 2 Our learning and teaching	Good
Theme 3 Our school and community	Good
Theme 4 Our health and wellbeing	Very good
Theme 5 Our successes and achievements	Very good

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://stjosephsps.wordpress.com/> or by contacting the school office.