

Standards and Quality Report 2023-2024



National Improvement Framework Priorities & Drivers HGIOS? 4 Quality Indicators South Lanarkshire Council Education Resources Plan

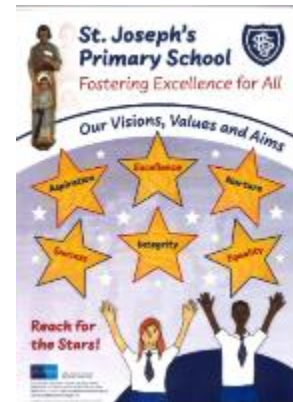
St Joseph's Vision and Values

Our vision is:

"Fostering Excellence for All"

Our Values are:

**Aspiration
Equality
Excellence
Integrity
Nurture
Success**



Context of the school

St Joseph's Primary School is a denominational school based in Blantyre. Our vision at St. Joseph's Primary School and Nursery Class is to provide a safe, secure, enriched and motivational learning environment which realises, recognises and celebrates achievement and attainment for all learners. The core values of excellence, success, aspiration, equality, nurture and integrity are promoted and modelled through all aspects of learning, teaching and social practices. As an integral part of our local community, we strive to work together in partnership with pupils, parents, carers and our wider community and a range of external agencies to provide the best possible care and education for our children. The provision of e-communications and online learning opportunities and experiences offers continuity of learning and communication between school and home.

Achievements

We had many achievements throughout the 2023-2024 session which included:

Eco/Outdoor Week

Science Week

Enterprise Week

Health Week

World Book Day

Primary 1 – 4 Nativity

Various Charity Events during the Season of Lent

Carols Singing in the local supermarket and for older parishioners in St Joseph's RC Church

Lunchtime Chess Club

Afterschool football club for Primary 6 and 7 children

Participation in local football festivals

South Lanarkshire Instrumental Service Music Event

Lunch time clubs for all year groups led by Active Schools

P7 residential to Ardentenny

Bonnie Blantyre Spring Planting and Pumpkin Planting

Successful Christmas and Summer Fayres

School Improvement Plan Priorities, Progress and Impact 2023-24

Priority 1

Increased opportunities for our children to be engaged in more active learning experiences

What did we set out to do?

To provide Primary 1 a balance of responsive and intentional planned learning opportunities. Children to be given suitable experiences that connect with and extend their interests and motivation.

Primary 2-7 Children to be given increased opportunities to engage more 'actively' in their learning by thinking, discussing, investigating and creating. In class the children will practice skills, solve problems, make decisions, struggle with complex questions, propose solutions and explain their ideas in their own words through writing and discussion.

Progress and Impact

What difference did we see? What did we achieve?

In Primary 1 a plan was created with clear targets for introducing Play Pedagogy. A parents' meeting took place early in the Autumn Term to ensure parents/carers understood the different approaches which were being implemented. As a result of the work carried out this year Class Teachers have successfully introduced a play-based curriculum into P1 which now needs time to fully embed.

All class teachers undertook training in planning for active learning. Progress was discussed during staff meetings and class visits highlighted that there is good practice in learning and teaching in teaching Literacy and Numeracy in P1-7.

Priority 2

Further develop outdoor learning enabling the children to develop a wider range of skills

What did we set out to do?

All children to participate in a range of progressive and creative outdoor learning experiences which are part of their curriculum.

All children to be encouraged to use a wide range of skills and abilities not always visible in the classroom. Staff will embed outdoor learning in the curriculum so that the outdoor environment becomes a reality for our children.

Progress and Impact**What difference did we see? What did we achieve?**

All children have benefited from timetabled outdoor learning during the year. Staff have undertaken training and are beginning to develop confidence in delivering outdoor learning opportunities. Class Teachers have reported that they feel more confident in delivering outdoor experiences but that they would benefit in time given to embed approaches. Learner feedback shows that pupils enjoy outdoor learning opportunities. Additional resources were purchased for us during outdoor learning and during play.

Priority 3

To take account of the religious experiences our children have beyond the classroom and of whole school celebrations and activities

What did we set out to do?

Plan at a whole school level to ensure that learning outside the classroom is relevant and meaningful in further developing the children's faith.

Staff to ensure that the children have opportunities to reflect on the religious experiences beyond the classroom and how they affect their own religious development.

Progress and Impact**What difference did we see? What did we achieve?**

There is a clear calendar in place for assemblies and special events which aligns closely with the liturgical calendar. Class Teachers are provided with additional resources to support work covered through assemblies and Feast days. We have worked closely with our parish community through our parish priest and St Blane's PS to ensure that Feast Days are celebrated through mass and that this is a meaningful experience for our learners. The impact of this is that we have developed a more collaborative approach to parish working especially through preparation for the Sacrament of Confirmation.

Equity and Excellence Priority**What did we set out to do?**

All staff continue to prioritise the care, welfare and nurture of all children and families, ensuring learners' needs are identified and addressed.

The needs of children and families are carefully considered in the allocation of vulnerable and additional support needs provision. We have robust approaches to tracking and monitoring pupil progress and achievement and staff are building confidence in analysing and interpreting a range of data to identify learners' next strengths and next steps.

Identified learners benefitted from interventions in numeracy, reading and writing led by a Pupil Equity Fund funded teacher. Evaluations of interventions and assessment information show that all learners made progress.

Our Family Support worker has worked with an identified group of children throughout the year on a weekly basis. Support given has been bespoke to the individual children and has been reviewed regularly. The Family Support Worker has communicated weekly with parents and given weekly feedback on progress made to school staff. Star Outcome Assessments have been completed with children individually and progress and next steps identified.

Through consultation with learners, families and staff we identified outdoor play as the area for improvement using our Pupil Equity Fund budget. We consulted with learners and purchased additional outdoor resources. All children have had access to timetabled outdoor learning during the year. Staff have undertaken training and are beginning to develop confidence in delivering outdoor learning opportunities.

School Improvement Plan Priorities 2024-25

- 1.** Learners to further develop their skills in understanding, analysing and evaluating texts.
- 2.** To continue to build positive relationships across the school community.
- 3.** To create a curriculum rationale which reflects the uniqueness of our school and clearly outlines our aims for our learners and how we will achieve this.
- 4.** To work with the Learning Community to develop consistent approaches in the teaching and learning of numeracy at second level in fractions, percentages and decimals.