

## Standards and Quality Report 2024-2025



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

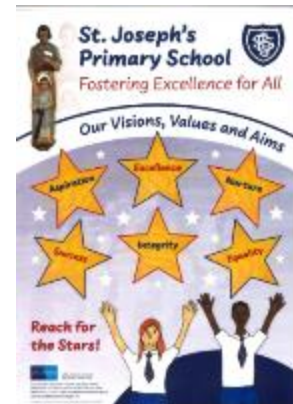
#### St Joseph's Vision and Values

**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 – including Sports Day  
 World Book Day  
 Primary 1 – 4 Nativity  
 Whole School Scottish Assembly and Coffee Morning for parents/carers  
 Various Charity Events during the Season of Lent  
 Carol 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  
 Participation in local hockey club festival  
 Afterschool Hockey Club  
 Lunch time clubs for all year groups led by Active Schools  
 P7 residential to Gowanbank  
 Bonnie Blantyre Spring Planting and Pumpkin Planting  
 Successful Christmas and Summer Fayres  
 P7 winner in local Young Writer's Competition  
 P6 Choir singing at Blantyre Life Hub for invited guests  
 Winners in a local Christmas Card competition and local Christmas art competition  
 Newly formed Minnie Vinnie group participated in Minnie Vinnie day at Carfin Grotto

## School Improvement Plan Priorities, Progress and Impact 2023-24

**Priority 1** Learners to further develop their skills in understanding, analysing and evaluating texts.

### What did we set out to do?

- Learners to further develop their skills in understanding, analysing and evaluating texts.
- Develop a consistent, progressive approach to teaching reciprocal reading skills across the school.
- Increase teacher confidence in planning, teaching, and assessing reciprocal reading skills lessons.

### Progress and Impact

#### What difference did we see? What did we achieve?

A short life working party was formed to create an action plan for improving the teaching of reading skills across Primary 1 to 7. The working party undertook professional reading and research to improve their own understanding of the teaching of reading skills. They then created a bank of resources and lessons plans for other teachers. Teacher feedback has shown that almost all teachers now feel confident in planning for the teaching of reading skills. Teachers carried out peer observations focused on reading skills. Feedback shows that lessons observed were of a high quality with a clear focus on the teaching of reading skills.

**Priority 2** To continue to build positive relationships across the school community.

### What did we set out to do?

- All children and staff understanding and using the restorative approach.
- Consistent approaches used across the school for supporting children when distressed or dysregulated.
- Improved support for children when distressed or dysregulated.
- Learners can discuss the UNCRC Rights and how they impact on their life

### Progress and Impact

#### What difference did we see? What did we achieve?

We have had a whole-staff focus on the Barnardo's approach named the Invisible Backpack to help staff have an increased understanding of the relational approach.

Using the Invisible Backpack with all staff across the school and nursery has increased knowledge and understanding of child brain development and behaviour. Staff identified positive practice within school approaches, environment and strategies and created suggestions to improve these further under the umbrella of a relational approach.

Approaches: approaches used in playground and in classes:

- Increased use of restorative practice, encouraging children to understand the impact of their behaviour on others and to enable greater understanding of their feelings and reasons for their behaviour.
- Some staff able to be trained in nurturing approaches and in setting boundaries and consequences.

Environment:

- open areas have been developed to include opportunities/ sensory resources for children to have break out zones.
- Calm corners have been created in classrooms with sensory resources.

Strategies:

- Strategies for specific individuals have been identified and are used to support their emotional regulation.
- Greater understanding of the strategies available to staff is held.

There is an increased understanding of the importance of using a relational rather than punitive approach for all children but especially for those who require support with their emotional needs. A draft relationship policy has been created using new knowledge and examples/stencils from Education Scotland.

**Priority 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.

#### **What did we set out to do?**

A curriculum rationale which reflects the uniqueness of our school and clearly outlines our aims for our learners and how we will achieve this.

#### **Progress and Impact**

##### **What difference did we see? What did we achieve?**

We gathered the views of learners, staff and parents/carers of our current curriculum asking the key questions above. We increased the number of Pupil Voice groups to ensure that more pupils views are heard more regularly. Our Primary 7 Leadership groups sought the views of parents/carers during Parents/Carers Evening which increased the volume of parental feedback compared to previous surveys we have carried out. All parents surveyed felt that our current vision, values and aims were relevant and appropriate. The Head Teacher used Education Scotland resources to gather learners' views of the curriculum. Learners were able to describe many things which were unique about St Joseph's PS and also may things which make St Joseph's a good school. They were able to suggest improvements for the curriculum such as more focus on the Social Subjects and outdoor learning. staff reviewed how we use the design principles to form our curriculum and identified our strengths and next steps. Staff feedback clearly shows that there is a clear emphasis on the design principles when planning the curriculum. They also reviewed our approach to the Four Contexts and the 4 Capacities. The next steps highlighted were to ensure deeper links with the local community and wider use of local resources.

**Priority 4 (Learning Community Priority)** 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.

#### **What did we set out to do?**

- Increased attainment in NSA at second level in fractions, percentages and decimals
- Improved consistent approaches in the teaching and learning of at second level in fractions, percentages and decimals
- Increased teacher confidence in analysis of data produced

### **Progress and Impact**

#### **What difference did we see? What did we achieve?**

Second level teachers from the Learning Community met together on 3 occasions. The first session involved an input from the secondary PT of maths to give a secondary perspective of Fractions, Decimals and Percentages. The second session involved second level staff planning numeracy lessons with a fractions, percentages and decimals focus using the West Partnership Moderation paperwork. The third session involved staff moderating plans and discussing assessment data. They also highlighted strengths and next steps using the moderation activity and the assessment data.

The same model was used for the Early and First level staff from St Joseph's PS to ensure that we had a focus on the planning, teaching and assessment of Fractions, Decimals and Percentages from Early through to Second level.

Almost all teachers from St Joseph's PS found the moderation activities beneficial to their own professional development particularly the third session which focused on professional dialogue to moderate the process and the analysis of SNSA data. Our numeracy attainment has decreased this session and more investigation is required to ascertain if this is due to teachers' understanding of numeracy progress and how to accurately assess this. Using the SNSA data particular gaps were identified in fractions, decimals and percentages. All of St Joseph's PS teaching staff now feel confident or very confident identifying learning gaps in fractions, percentages and decimals.

### **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 continue to build 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 PEF Funded teacher attended training in writing and supported class teachers to plan, teach and assess writing using the PM resource. There was a focus on supporting writers in Primary 1 and Primary 4.

Our Family Support worker worked with an identified group of P7 children from March-June 2024 to support with transition to secondary school. 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 nurture as the area for improvement using our Pupil Equity Fund budget. We consulted with learners and purchased sensory resources for all classrooms and set-up a nurture room and additional nurture areas around the school.

#### **School Improvement Plan Priorities 2025-2026**

- 1.** Create Inclusive Learning Environments which support learners' wellbeing.
- 2.** Develop an Assessment Framework which provides opportunities for robust and impactful assessment.
- 3.** Further improve our curriculum by creating a framework which ensures coverage of all curricular areas at all stages.
- 4.** Develop a shared learning community attendance policy to be implement ensuring a consistent approach across all schools.

