

St Joseph's R.C. Primary School

**School Improvement Report
Session 2017-2018**



St Joseph's R.C. Primary School

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This document shares and celebrates the improvements in our School and embraces all ages and stages. It is based upon our School Improvement Plan for session 2017-2018

School Aims

Vision

St. Joseph's RC Primary School serves and plays an integral part of, the West End community. Through our shared vision of ambition and high expectations for all learners, our school ensures a welcoming and nurturing environment for all, where diversity is valued and equality and inclusion promoted.

Working in partnership, St. Joseph's RC Primary endeavours to provide opportunities for every learner to extend their own potential, in order to help prepare them for future learning, life and work.

Our mission is to develop as a community of faith and learning, providing not only the highest quality of education, but helping to nurture the formation of all individuals through our own living witness to the Gospel Values, through celebration and worship and through service to the common good.

Values

Support, Teamwork, Justice, Openness, Self – Awareness, Excellence, Positivity, Honesty, Success

Aims

At St. Joseph's we aim to create **Successful Learners** who

- are engaged in their learning and motivated to achieve success
- apply growth mind-set thinking to overcome challenges
- persevere and don't give up easily
- can apply skills in different contexts
- recognise their own skills and talents and set achievable targets

At St. Joseph's, we aim to create **Responsible Citizens** who

- make good choices
- display good behaviour, follow school rules and are positive ambassadors for our school
- get along with others, developing a solution focused approach when things go wrong
- respect and care for our shared spaces, our resources and each other
understand the world and look after it

At St. Joseph's, we aim to create **Effective Contributors** who

- can solve problems & work cooperatively with each other
- are emotionally literate
- are resilient
- can use a variety of strategies in order to communicate effectively
who are willing participants in the wider life of our school

At St. Joseph's, we aim to create **Confident Individuals** who

- are not afraid to try new things
- can form and voice their own opinions in an articulate way
- believe in themselves and each other
- can show initiative, leading their own learning
- are ambitious

School Context

St. Joseph's RC Primary School sits within the West End Ward and serves the West End area of Dundee. Bordered to the south by the River Tay, to the north by Blackness and to the east by the City Centre, the West End is primarily a well-established residential area surrounding its main commercial thoroughfare of Perth Road and the main campus of the University of Dundee.

Our school has a roll of 330 pupils, supported across 12 primary classes. We celebrate being a diverse, multi-cultural school, with 27% of pupils bilingual. At the most recent Scottish Index of Multiple Deprivation Survey (2016), our school has a mixed demographic with approximately 32% of pupils living in SIMD deciles 1-3, 35% of pupils living in deciles 4-7 and 33% living in deciles 8-10. We often welcome families into our school for short periods of time due to our close proximity to Dundee University and Ninewells Hospital, where some of our parents work on secondments or have periods of study. The school is supported by an extended senior leadership team consisting of one HT, one DHT and one PT (Supporting Learners), with a teaching staff compliment of 19.2 FTE. The school has an enhanced level of staffing to meet the needs of children with a range of additional support needs from across the local ward and beyond. St. Joseph's pupils benefit from the support of four Learning and Care Assistants and four Primary and Early Years' Support Assistants (PEYSAs).

St. Josephs' RC Primary offers all learners a wide range of experiences across the curriculum and through the wider, extra-curricular working life of the school. Through a variety of enterprise ventures, our pupils play a full role both in our local community and in the wider world as global citizens.

The school retains a strong identity as the local denominational primary school in the West End and also benefits from being part of a wider learning community within the West End Campus, alongside Victoria Park Primary and Balgay Nursery Schools.

Our pupils benefit from two Breakfast Club provisions, one Tayside Contracts, one privately run, which provides breakfast provision for pupils across the campus. Pupils are also supported by a privately run West End Out of School Care Club, every day from Monday – Friday.

St. Joseph's is a denominational primary school, with a strong history and positive partnership with the local Roman Catholic Parish of St. Joseph's, situated nearby in Willkie's Lane. The school uses local facilities such as Dundee Law, Dundee Repertory Theatre, Dundee Science Centre, Whitehall Theatre, Dundee Contemporary Arts Centre, The Universities of Abertay and Dundee, Dundee Disabled Children's Association, Dighty Connect, McManus Galleries and Dundee Airport wherever possible to enhance learning experiences. Our pupils are encouraged to participate in the many extra-curricular clubs and activities that run weekly in the school. Polish Saturday School use our school building over the weekend and many children across the Tayside Collaborative attend this.

As well as support from our local community, our school enjoys very strong support from our families and we have built very positive partnerships with our parents / carers. Our families are supported by two School-Family Development Workers, who are always on hand to support children or families experiencing difficulty at any time.

The priorities for the year's action plan were grounded in the National Improvement Framework, Drivers, and information gathered from the school's self-evaluation processes including consultation with staff, pupils and parents. In line with the Scottish Attainment Challenge, our school maintained a strong focus on improvements in Literacy, Numeracy and HWB. In session 2017/18, we made good progress in raising standards of attainment in Reading, Listening and Talking and Numeracy, most notably at P1 and P7. Although our data continues to show a dip at P4, particularly in Writing and Numeracy, our whole school attainment data trends continue to reflect well overall, when measured against other national comparator schools.

Attainment Data 2017- 2018
(Percentages)

	Reading	Writing	Talking and Listening	Numeracy
Primary 1 (CFE Early Level)	91%	88%	90%	75%
Primary 4 (CFE 1 st Level)	70%	50%	70%	57%
Primary 7 (CFE 2 nd Level)	81%	65%	81%	86%
Overall P1-4-7	80%	67%	80%	72%

Review of Improvement Progress for Session 2017-2018

School Improvement Priority 1: To raise attainment and close the attainment gap in Literacy.

Progress and Impact:

The school has made some good progress with this priority, particularly at P1 and P7 stages. Across the school, pupil attainment in reading and listening/talking is improving; however, writing needs to improve further and, as a result, will remain an improvement priority next session.

Across the school, teachers are now more confident in the teaching of writing as a result of a whole day's professional learning and development in using The Big Write resource. Pupils are more engaged in writing tasks and there is an enthusiasm across the school. In classes where The Big Write approach has been adopted fully, there is evidence of progress in learning.

"Talking Topics of the Week" are now a focus at whole school level, encouraging pupils to discuss and debate with each other a specific question, set at assembly on a Monday. This is reviewed together at the following week's assembly and SLT have observed pupils debating spreading beyond the classroom, sharing their thoughts with each other both in lessons and outside in the playground.

Our Reading Café raised the profile of the importance/ benefits of families reading and learning together and the school welcomed parents/carers into school to spend quality-reading time with their children. This was well attended by our families and positive feedback was received.

Led by one of our class teachers, the enhancement of school library resources (supported through Pupil Equity Funding) this session has meant that, with more books to choose from, pupils are enjoying spending more time reading for enjoyment. Each class now has access to complete sets of novels for Read and Respond tasks to enhance pupils' literacy skills.

Our Literacy Working Group worked together throughout the session to create a more coherent approach towards supporting literacy across the school. The group created a writing tracker and grammar and punctuation frameworks for use throughout the school.

Through planned, regular Team Around the Class meetings, staff are now more confident in using data to identify strengths and development needs of pupils, which in turn ensures that appropriate interventions are put in place at the right time, both at universal, small group and targeted levels. Our Learning to Read Groups across P1-P3, remain for the most part, effective, supported by Reading Leaders and Staff Tutors. Further dialogue is required however around the structure of appropriate groupings to ensure that pace / challenge remains in place for all.

Staff have increased their confidence in moderating with each other to judge levels of achievement in writing. This has been achieved by each member of teaching staff being paired up with a "Moderation Buddy" to look at examples of writing together from different stages at key points throughout the session.

Next Steps:

- Ensure that the Big Write approach is evident in all classes throughout the school and ensure that all new staff have appropriate training in using the resource.
- To use the BGE Tool with staff to further analyse our school's performance against comparator schools.
- Further opportunities to train / upskill staff in the teaching of writing.
- Continued focus in on moderation to ensure consistent and shared understanding of planning, teaching and assessment cycle.
- To appoint an Acting Principal Teacher in Literacy (Pupil Equity Funding), who will work with staff and pupils to raise overall attainment in Literacy.
- Review our whole school tracking tool to ensure clear, relevant and meaningful pupil progress data is maintained.

School Improvement Priority 2: To raise attainment and close the attainment gap in Numeracy.

Progress and Impact:

The school has made good progress with this priority at P7 stage. Overall attainment in Numeracy, when measured against comparator schools, reflects well, however improvement in attainment at the infant and middle stages of the school remains a priority.

All teaching staff have completed Conceptual Understanding in Number training with two Numeracy Staff Tutors and, as a result, have gained confidence in pedagogy and in use of various resources to support the development of numeracy.

Our Numeracy Working Group carried out an audit of numeracy resources for our school and created Numicon Boxes for use in each classroom. The group also shared with the wider staff, examples of good practice in using numeracy resources. Through Learning Walks and classroom visits, pupils regularly use Numicon resources and are working in cooperative groups at almost all stages to problem solve and develop numeracy skills together in engaging ways. With the purchase of new numeracy resources, has come an increased motivation amongst pupils and staff.

Next Steps:

- To appoint an Acting PT in Numeracy (Pupil Equity Funding), who will work with staff and pupils to raise overall attainment in Numeracy.
- To train new staff in the use of Numicon and other Numeracy resources.
- Continue to use PIFALLS data to identify targeted interventions for pupils, where required.
- Review our whole school tracking tool to ensure clear, relevant and meaningful pupil progress data is maintained.
- Develop “template” Numeracy lesson structure to ensure expectations are clear and that teachers are supported to ensure consistency in approach.
- To use the BGE Tool with staff to further analyse our school’s performance against comparator schools.

School Improvement Priority 3: Improve Health and Wellbeing

Progress and Impact:

All P3 stage pupils had experience of working with a real life mother and baby as part of the Roots of Empathy Emotional Literacy Programme. The impact of the programme saw children across P3 stage show greater levels of empathy throughout the session following analysis of an entry / exit questionnaire.

Pupils throughout the school who find it difficult to regulate their emotions continue to receive additional support and continue to benefit from a varied range of structured activities at break / lunchtimes. Pupils from P1-P7 in each of our four Houses experienced working together in Citizenship Groups with a focus on Health and Wellbeing. Whilst working together, Houses each in turn, worked together to learn about food health, personal safety, mindfulness and the importance of getting regular exercise. Houses worked with partners from Dundee Academy of Sport to undertake skills developments in physical activity and undertook the Daily Mile. SHANARRI remains high profile at St. Joseph's, with discussions regularly in place at whole school level, class level and Team Around the Child Level.

From a parental survey of the work of the school carried out in June 2018, a key strength that was highlighted was the school's ongoing commitment to ensuring the mental, physical and emotional wellbeing of all pupils.

Each class was assigned outdoor learning time and our Play Pod resource was made good use of throughout the session by children at all stages of the school. Peer support was planned for with different stages / classes of the school joining to work and learn cooperatively. Following a learning walk visit to the school in May 2018, our Education Officer fed back that she saw very good examples of outdoor learning taking place, particularly at P5. She also commented on the school's inclusive ethos and support of a number of children with additional support needs. Our continued partnership with our Active Sports' Coordinator saw a large number of pupils continue to attend extra –curricular clubs and activities. There has been a steady increase in the number of our pupils attending an extra-curricular club or activity, increasing from 139 pupils in 2015 to 215 pupils in 2017.

Next Steps:

- To embed cooperative, outdoor learning as a key feature of our curriculum at whole school level, through "Love Outdoor Learning" Wednesdays.
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- To continue the "Roots of Empathy" experience for our Year 3 pupils
- To work in partnership with Health and Wellbeing staff tutors from The University of Dundee to measure the impact of this intervention as a pilot study / research.
- To continue to replenish Play Pod resources to ensure continued interest and enthusiasm in using the resource.
- To complete How Nurturing is our School Modules in partnership with the school's Educational Psychologist.
- To undertake Active Play Training and to establish Pupil "Play Champions" in school.

School Improvement Priority 4: Improve Partnerships, Parental Engagement and opportunities for Family Learning

Progress and Impact:

Good progress has been made in providing more family learning opportunities throughout the session, particularly during school holiday periods. Summer holiday provisions in place for family learning were well attended by families and positive feedback received.

Regular Team Around the School Meetings continue to be attended by School and Family Development Workers and due to their intervention/ support with targeted families, our overall pupil attendance at school remains good.

Our Family Learning Working Group planned a number of family learning opportunities throughout the session including a Christmas Arts and Craft event, February Family Fun Day and a six day Summer Family Fun Provision. Parent/ Carer "Open Doors" events were introduced each term, with the Parent Council giving feedback from the wider parent forum that parents like this as a regular event at our school and would like to see this continue into next session.

Our two School and Family Development Workers continue to maintain very good relationships with our families and continue to offer a variety of supports including keeping parents informed about community events and opportunities, benefit advice and financial help. As a school, we are aware of the impact of the cost of the school day and parents are more supported in meeting these costs.

Parental feedback on the work of our school (following a general survey of their opinions in June 2018) was overwhelmingly positive. From parental feedback following Family Fun Days in Feb 2018, parents reported that they enjoyed activities provided for them and would like to see more opportunities for similar events continued in the future. Many parents also reported an increase in confidence in assisting and interacting with their children.

The school supported a number of Team Around the Child / Family meetings throughout the session providing families with opportunities to gain confidence through a number of initiatives and supports. Partnership working with other agencies also ensured that the appropriate supports and interventions remained in place for families where there was need.

Next Steps:

- SFDWs to facilitate more regular opportunities for Drop In sessions throughout the term for families.
- Opportunities to be explored in providing parents the opportunity to join in campus parent groups.

Improvement Priorities for Session 2018 - 2019

Raise attainment in Literacy, particularly Writing

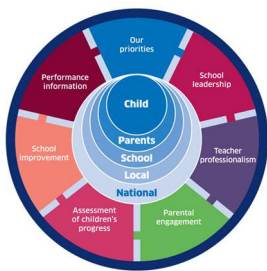
Raise Attainment in Numeracy

Enhance our positive climate for learning, promoting HWB for all, through our curriculum

Please visit www.careinspectorate.com or <https://education.gov.scot/what-we-do/inspection-and-review/reports> for Care Inspectorate or HMIE Inspection Reports.

<https://parentzone.org.uk> also provides useful information for parents/carers/families.

Further Information can be found at:



National Improvement Framework
<http://www.gov.scot/Publications/2016/01/8314>

HGIOS 4 Self-evaluation
https://education.gov.scot/improvement/Documents/Frameworks/SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

Tayside Plan C&FS
[External Link](#)
Tayside_Plan_1a.pdf

Dundee Education Plan
https://www.dundee.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf