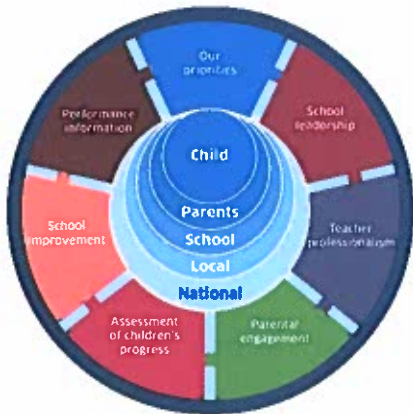


Standards & Quality Report



St. Joseph's RC Primary School
Session 2016- 2017



National Improvement Framework

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

HGIOS 4 Self-evaluation

https://education.gov.scot/Improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHed/HGIOS/FRWK2_HGIOSA.pdf

Tayside Plan C&FS

[External Link](#) 'Tayside_Plan 1a.pdf'

Creating an annual standards and quality report

Schools must provide an annual standards and quality report, as a record of progress with their annual improvement plan over the previous session and defining the local and NIF priorities for the coming year.

The annual report should ensure that:

- Progress towards NIF drivers and local priorities is communicated clearly and briefly;
- Evaluation of the impact of the school's actions to improve excellence and equity, and achieve positive outcomes for all children and young people is clear;
- Strategies which have been successful in engaging children and young people, staff, parents and the wider community are highlighted;
- Evaluations for the following QIs are provided: 1.3 Leadership of Change; 2.3 Learning, teaching and assessment; 3.1 Ensuring wellbeing, equity and inclusion; 3.2 Raising attainment and achievement; any other QIs linked to improvement work; and
- An overall evaluation of the school's capacity for continuous improvement is stated.

Context of the school - including some or all of the following; school vision, values, aims; local contextual issues; Scottish Attainment Challenge involvement; challenges affecting progress; outcomes of authority reviews/inspection.

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 an affluent residential area surrounding its main commercial thoroughfare, Perth Road, and the main campus of the University of Dundee.

St. Joseph's RC Primary has a roll of around 330 pupils, supported across 12 primary classes. The school has a very mixed and often transient pupil population with approximately 30% of pupils living in SIMD deciles 1-3, 35% of pupils living in deciles 4-7 and 33% living in deciles 8-10. The school is supported by an extended senior management team consisting of one HT, one DHT and 1 PT (Supporting Learners). The school has an enhanced level of staffing to meet the needs of children with Additional Support Needs from across the local ward and beyond.

St. Joseph's is a denominational primary school, with strong history and strong links with the local Roman Catholic Parish of St. Joseph's, situated nearby in Willkie's Lane. Although the school retains its strong identity as the main denominational primary school in the West End Ward, St. Joseph's also benefits from being a constituent part of the wider learning community of the West End Campus, building community together with Victoria Park Primary and Balgay Nursery Schools.

The school has as its vision, "St. Joseph's RC Primary School strives to serve and play an integral part in the local community. Through our shared vision of ambition and high expectations for all learners, our school will ensure a welcoming and nurturing environment for all, where diversity is valued and equality and inclusion promoted. Working in partnership, St. Joseph's RC Primary will endeavour 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 witness to the Gospel Values, through celebration and worship and through service to the common good."

The community of St. Joseph's RC Primary places high value on the need for **S**upport, **T**eamwork, **J**ustice, **O**penness, **S**elf-Control, **E**xcellence, **P**ositivity, **H**onesty and **S**uccess.

Over the course of the school session, the school has made progress in a number of areas, which were identified in the School Improvement Plan 2015-2018. Some of the key progress is detailed in this report.

Capacity for continuous improvement – The school has the capacity to continue on its improvement journey. Staff across the school are willing to take on leadership responsibilities and have a willingness to improve and develop in order that all children extend their potential.

Quality Indicator	School self-evaluation		Authority review/HMIE Inspection (Level, where relevant)
	Level	Detail reason for any change	
1.3 Leadership of change	4		
2.3 Learning, teaching and assessment	4		
3.1 Ensuring wellbeing, equity and inclusion	4		
3.2 Raising attainment and achievement	4		
1.1 Self-Evaluation for Self-Improvement	3/4		

Review of progress for session 2016-2017

School priority 1: Improvements in Performance

NIF Priority

Improve Attainment
Closing the attainment gap

NIF Driver

Teacher Professionalism
School Improvement

HGIOS 4

1.2 Leadership of Learning
2.3 Learning, Teaching & Assessment
3.2 Raising Attainment and Achievement

Progress and impact:

Throughout session 2016/17, improvements in performance and raising achievement and attainment remained a main priority for our school.

Over the course of the session, staff became more confident in using evidence / data from standardised assessments to further enrich ongoing their professional dialogue around pupil attainment and were able to evaluate their practice/ strategies more effectively in using this data to inform planning and next steps for all children. Our Team Around the Class meetings ensured that attainment remained a sustained focus for discussion each term.

Whole school attainment data was shared with all staff, to ensure that everyone had a shared understanding of attainment across the school and of the socio-economic profile of our own school context.

Regular assessment and pupil movement between groups continued to remain in place, specifically at stages where children were learning to read using Read, Write, Inc.

Learning Logs have now been introduced across the whole school, enabling pupils to deepen their reflective thought processes in relation to their own learning and in helping them evaluate their individual next steps in learning. Upper stages pupils completed P7 profiles to aid their transition to secondary school.

All teaching staff trialled a new self-evaluation exercise in line with HGIOS4 to identify key strengths and areas for development within their own professional practice. Staff were encouraged to visit other settings to observe examples of good practice to upskill their own, in helping to ensure better outcomes for learners.

Standardised Assessments

Results from PIPS / INCAS assessments carried out, confirmed what staff already knew about pupils in their care. Staff analysed results further, looking specifically at the correlation between SIMD data and attainment and what we found was, that although we do have some pupils living in SIMD 1 and 2 who are not achieving as we would hope, some of our highest achievers also live in these areas.

Achievement of Curriculum for Excellence Level Data

At the end of the session, staff judged that 76% of pupils in P1 had achieved Early Level in Reading and Writing, 80% of pupils had achieved Early Level in Listening and Talking and that 78% of pupils had achieved Early Level in Numeracy.

At the end of the session, staff judged that 68% of pupils in P4 had achieved First Level in Reading, 67% of pupils had achieved First Level in Writing, 73% had achieved First Level in Listening and Talking and that 72% of pupils had achieved Early Level in Numeracy.

At the end of the session, staff judged that 63% of pupils in P7 had achieved Second Level in Reading, 51% of pupils had achieved Second Level in Writing, 63% had achieved Second Level in Listening and Talking and that 51% of pupils had achieved Second Level in Numeracy.

Next steps:

- To continue to use a variety of different approaches in helping all members of our school to use self-evaluation processes more effectively, in order to ensure improvements in performance.
- To focus on improving attainment, specifically in Writing across the whole school. Staff to create whole school Literacy Strategy and to undertake training in pedagogy relevant to improving pupils' skills in Writing.
- All staff to be trained in Conceptual Understanding in Number to ensure that we address the dip in attainment in Numeracy, particularly in the upper stages
- Provide further opportunities for staff to partake in moderation activities with colleagues, to help ensure confidence and accuracy in teachers' judgements of a level.

School priority 2: Learning and Teaching

NIF Priority

Improve Attainment
Closing the attainment gap

NIF Driver

Teacher Professionalism
School Improvement

HGIOS 4

1.2 Leadership of Learning
2.3 Learning, Teaching & Assessment
3.2 Raising Attainment and Achievement

Progress and impact:

The whole school embraced the First Minister's Reading Challenge with enthusiasm and pupils were supported to develop reading for enjoyment through visits to school and local libraries. The impact of this was an increase in numbers of children visiting local libraries during school term and holiday periods.

Staff at all stages increased their confidence in delivering French to all pupils. This was facilitated with support from the 1+2 Online Language Platform and through support of the school's Language Coordinator.

Through SMT Learning Walks and Professional Support Visits, pupils in almost all classes continue to be engaged in quality learning experiences, where they were given opportunities to collaborate and discuss their learning in a meaningful way. Through conversations with pupils, most were able to articulate their learning, and how this is meaningful to the development of skills. Almost all pupils were able to speak about their strengths and areas for development.

Throughout session 2016-17, staff continued to plan together, discussing strategies and approaches to learning and teaching and through visiting each other's classes during RCCT time to learn from each other. Staff continued to collaborate together to provide pupils with opportunities to work with pupils from other classes in Reading projects and in social contexts for learning, e.g. Buddies, Play in a Pod, Outdoor learning etc.

Pupil's experiences at St. Joseph's continue to be varied and engaging, making best value of visits to places of educational interest within the local community. Visits to Dundee and Abertay University enabled senior pupils to gain 3rd place in Dundee Games Jam competition.

Next steps:

- To revisit our approaches to Differentiation in partnership with Educational Psychologist
- To reintroduce Citizenship Groups for pupils, providing them with further opportunities to work collaboratively with each other in Houses.
- To produce Literacy / Numeracy Strategy for our school, taking cognisance of Local Authority and National Priorities
- Staff to continue to upskill their own practice by visiting other settings, observing examples of good practice.

School priority 3: The Curriculum

NIF Priority

Improve Attainment
Closing the attainment gap

NIF Driver

Teacher Professionalism
School Improvement

HGIOS 4

1.2 Leadership of Learning
2.3 Learning, Teaching & Assessment
3.2 Raising Attainment and Achievement
2.2 Curriculum
2.6 Transitions
2.7 Partnerships

Progress and impact:

Throughout session 2016-17, staff worked collaboratively together to increase their professional knowledge and understanding of our curriculum. Staff worked in groups researching together, to prepare and present back to the wider staff team, each on a different area of the totality of the Curriculum. The impact of this was that staff are now better informed and more confident in discussing what the rationale of our curriculum should be. Staff are more confident in evaluating their planning in line with principles of curriculum design, the effectiveness of programmes and courses and making links with / getting best value from local community resources. The principles of Curriculum Design were translated into "Kids Speak" and have been displayed in every classroom.

Our curriculum remains broad and balanced with opportunities for pupils to gain best value from local community resources. Pupils continued to benefit from educational trips and experiences throughout session 2016-17 with visits to Dundee Science Centre, Local Parks and Universities and through events and links with St. Joseph's Parish. Our pupil led Mini Vinnies Group continued to raise money for vulnerable people, both within our local community with local sheltered housing associations and globally, through the Shoe Box Appeal. Senior pupils attended Dundee Games Jam event in partnership with local universities and were awarded 3rd place for their innovation of design. Pupils who entered Dundee Flower and Food Festival were awarded 1st place with a winning design of Dundee's Law Hill.

Regular trips for pupils on the minibus ensured that pupils continued to be supported in partnership working with Dundee Disabled Children Association and local McManus Museum. Our skills group worked closely with the Dighty Connect / Burn Project and throughout the session planned, coordinated and successfully ran Toast Cafes, Christmas and Easter Toast Cafes and a Summer Ice Cream Parlour for all classes.

Our "Soft Finish" group raised monies for school fund through making Jam and Preserves and from selling strawberries to parents / carers on pick up.

Senior pupils were supported in raising monies for activities in their final term through staff car wash event and our school Glee Choir were the first ever school choir to win the regional final of the Scottish School's Glee Competition. We also won "Best Newcomer" award at the national finals in Perth in June.

Pupils from our middle stages classes planned, coordinated and presented an "Oscar Themed Night" to parents / carers showcasing their learning through the use of digital technology and our pupils in the upper stages experienced the development of a range of different skills through their IDL context of putting on "Aladdin" as a two hour long upper stages production. Infant stages pupils performed a hugely successful Nativity play over two nights.

Next steps:

- Continue to build community and transitions within the wider learning community of the West End Campus.
- Involve new staff in sharing with them our revised Curriculum Rationale and share this with all stakeholders.
- To provide further opportunities for staff to moderate together looking at National Benchmarks
- Ensure outdoor learning opportunities are in place for all pupils

School priority 4: Meeting Learning Needs

NIF Priority

Improve Attainment
Closing the attainment gap
Improvement in children and young people's health and wellbeing

NIF Driver

Teacher Professionalism
School Improvement

HGIOS 4

1.3 Leadership of Change
2.7 Partnerships
3.2 Raising Attainment and Achievement
2.4 Personalised Support
3.1 Improving wellbeing, equality and inclusion

Progress and impact:

The profile of GIRFEC and SHANARRI wellbeing indicators continue to remain high in daily life at school, particularly through regular features at assembly and in school displays in and around the school.

All staff undertook a self-evaluation activity in line with GIRFEC on inset day in February and were able to create their own action plans and targets as a result.

Throughout 2016-2017, the profile of how *all* staff meet learning needs was raised through dialogue around how teaching staff make best value / use of support staff during lessons and also in teaching staff maintaining plans for all staff in every lesson through Supporting Learners Diaries / Planners.

SfL staff continue to liaise with other staff very effectively. All classes now have an SfL link person to liaise with in order to discuss learning needs and how best to meet them. St. Joseph's continues to facilitate effective partnerships with DEPS / Outreach Team Staff / KIKO / SALT / NHS colleagues and Bilingual Support Staff to meet the needs of our pupils.

Good practice was evident during Learning Walks / PSVs where teaching staff / support staff regularly varied the pupils / groups of pupils they were working with. The impact of this is that all staff know all children and their individual needs well.

Outdoor Play has been recognised as a key feature of maintaining good health and wellbeing and support staff and teaching staff undertook training in outdoor play with our PlayPod resource in November 2016. All pupils on our campus now have use of the PlayPod for outdoor imaginative play.

Our Positive Behaviour Policy has been revised and simple, clear strategies remain in place celebrating success and rewarding good behaviour / choices / efforts each week. For example, star line Hot Chocolates, HT / CT Awards, House Points, End of Term House Incentives / Activities.

A varied and exciting range of extra – curricular clubs and activities remain on offer for all pupils including Glee Club, a range of sporting clubs, Movie Club, Gardening Group, Dance Group, Signing Club, Coding Club etc.

Our shared corridor spaces / areas have been developed to encourage children to learn "beyond" the classroom and we have created the "Discovery Zone" and "Learning Lounge" spaces. Children remain responsible for planning and evaluating these areas, which are set up to encourage pupils to develop their skills and independence in learning.

Next steps:

- Provide more structured opportunities for pupils from both school son campus to play together imaginatively using PlayPod resource.
- Agree on a whole school emotional literacy programme to ensure social / emotional barriers to learning are broken down.
- Create a "Team Around the School" Display Board so that all staff are aware of key personnel who work in support of the whole school. Schedule ongoing Team Around the School Consultations/ events so all staff know who they can contact if they need to regarding support for pupils, their own CLPL needs, further advice / training etc.
- To encourage parents to come in to lead clubs / skills groups.
- Learning Lounge to be further developed on the first floor / upper stages classes.

School priority 5: Improvements through Self-Evaluation

NIF Priority
Improve Attainment
Closing the attainment gap

NIF Driver
Teacher Professionalism
School Improvement

HGIOS 4
1.1 Self-Evaluation for Self-Improvement
1.2 Leadership of Learning
2.3 Learning, Teaching & Assessment
3.2 Raising Attainment and Achievement

Progress and impact:

Our School Improvement Plan and Self-Evaluation processes are shared with all staff regularly and our dialogue as a staff remains focused on what things will make our school better.

We continue to use a Quality Assurance Calendar, which is shared at the beginning of each session and where every collegiate activity is linked with HGIOS4 Quality Indicators. This forms the basis of our activities throughout the school year and keeps us focused on continual improvements.

Throughout session 2016-17, all stakeholders were able to contribute to the direction of school improvements. This was done through pupil assemblies, Pupil Council, Staff Meetings, PRD processes and Parent Council Meetings, as well as parent surveys at Parent Evenings and also school social events where pupils, staff and parents could leave comments on feedback boards/ verbally with SMT etc.

All stakeholders were asked for their views on how PEF funding is to be spent and were asked for their view on what interventions would make a positive difference to closing the poverty related attainment gap. These suggestions were collated together and formed the basis of our PEF plan.

Next steps:

- To ensure all stakeholders have a regular input into self-evaluation activities
- To revisit How Nurturing is Our School toolkit with DEPS support
- To ensure that Quality Assurance processes remain up to date and effective in driving forward school improvements
- Pupils to be asked for their views more consistently through focus groups, surveys and learning conversations/ interviews.
- Athena to be launched and used as a tool to gather views of all stakeholders / inform next steps / improvements.
- School website to be updated / improved to ensure we are providing up to date and relevant information about the school and that we are reaching as many parents / carers as possible.

Session 2017/18 Priorities

School Priority	NIF Priority	NIF Driver	HGIOS 4
1. Raise Attainment in Literacy	Improved Attainment Close the attainment gap	Teacher Professionalism Assessment of progress School improvement	1.2 2.3 2.4 3.2
2. Raise Attainment in Numeracy	Improved Attainment Close the attainment gap	Teacher Professionalism Assessment of progress	1.2 2.3 2.4

		School improvement	3.2
3. Improve Health and Wellbeing	Close the attainment gap Improve children and young people's health and wellbeing	Social and Emotional Wellbeing School Improvement	1.2 2.7 3.1 3.2
4. Improve Partnerships, Parental Engagement and opportunities for Family Learning	Improved Attainment Closing the gap Improvement in employability skills and sustained, positive school leaver destinations for all young people	Early Intervention Partnership Working Parental Engagement	2.4 2.5 2.7