

St Joseph's R.C. Primary School

School Improvement Report Session 2018/19



St Joseph's R.C. Primary School

Glenagnes Road,

Dundee. DD2 2AB

Tel 435316

Email: st-josephs@dundeecity.gov.uk

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 2018-19

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 341 pupils, supported across 13 primary classes. We celebrate being a diverse, multi-cultural school, with 40% of pupils bilingual. At the most recent Scottish Index of Multiple Deprivation Survey, our school has a mixed demographic with approximately 48% of pupils living in SIMD deciles 1-4, 25% of pupils living in deciles 5-7 and 27% 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, one PT (Supporting Learners) and one PT (Mainstream), with a teaching staff compliment of 19.8 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 five Primary and Early Years' Support Assistants (PEYSAs), one of whom is funded through our Pupil Equity Fund.

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.

St. Joseph's, with its strong individual denominational identity, also benefits from being part of the wider learning community within the West End Campus, in partnership with neighbouring Victoria Park Primary and Balgay Nursery Schools. Pupils on our campus benefit from two Breakfast Club provisions, one Tayside Contracts, one privately run, which provide 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 deep rooted history in the community 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 belong to 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, in a flexible manner, as, an when, there may be need.

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 2018/19, we made good progress in raising standards of attainment in Reading, Listening and Talking and Numeracy, most notably at P4 and P7. Although our data continues to show a dip at P1 in Literacy, our whole school attainment data trends continue to reflect well overall, when measured against other national comparator schools.

Attainment Data 2018-19
(Percentages)

	Reading	Writing	Talking and Listening	Numeracy
Primary 1 (CFE Early Level)	78%	73%	84%	86%
Primary 4 (CFE 1 st Level)	73%	67%	81%	77%
Primary 7 (CFE 2 nd Level)	84%	82%	84%	87%
Overall P1-4-7	78%	74%	83%	83%

Review of Improvement Progress for Session 2018/19

School Improvement Priority 1:

To continue to raise attainment, and reduce the poverty related attainment gap, in Literacy.

Attainment Goals

85% of children across P1,P4 & P7 will achieve expected level or above in Reading

75% of children across P1,P4 & P7 will achieve expected level or above in Writing

85% of children across P1,P4 & P7 will achieve expected level or above in Listening & Talking

Progress and Impact:

- An Acting Principal Teacher, Raising Attainment in Literacy was appointed to lead staff training and development, funded through Pupil Equity Funding
- Staff are now consistently using a streamlined planning and assessment tool, which incorporates CfE Benchmarks
- In Service days and staff collegiate time focused on moderation of Writing activities, plus discussion around Literacy Experiences and Outcomes, Learning Intentions and Success Criteria, plus a refresh in Learning to Read resources
- All staff are now adopting a consistent, whole school approach to the teaching and pedagogy of Writing, using “Big Writing” resource throughout the school.
- Our whole school continues to participate in a “Talking topic of the Week” question, set at assembly every Monday.
- Our newly appointed PT Mainstream has taken on the role of Reading Leader, and worked in partnership with a staff trainer from “Ruth Miskin, Read, Write, Inc” to coordinate a very successful Development Day, raising staff confidence around the teaching of Reading at early stages.
- Our Pupil Equity Funded Primary and Early Years’ Assistant, continued to support small group and 1:1 Literacy skills for targeted children across the school.
- Pupil Attainment data, whilst not reaching our overall target, did show improving trends at P4 and P7 stages.
- We introduced a new whole school tracking tool to ensure clear, relevant and meaningful pupil progress data is maintained.
- We supported staff to make valid professional judgements through a series of planned moderation activities, ensuring a consistent and shared understanding of the planning, teaching and assessment cycle.
- Our overall attainment in Reading was 7% from our goal
- Our overall attainment in Writing was 1% from our goal
- Our overall attainment in Listening & talking was 2% from our goal

Next Steps:

- Ensure that the Big Write approach remains evident in all classes throughout the school and ensure that all new members of staff have appropriate training in using this approach.
- To use the BGE Tool with staff to further analyse our school's performance against comparator schools.
- Continued focus on moderation to ensure consistent and shared understanding of planning, teaching and assessment cycle.
- To continue developing a consistent approach in giving effective feedback to pupils in order to help them improve their skills.
- To investigate if a similar whole school approach in pedagogy and practice will improve consistency in raising pupil attainment in listening and talking skills, using the "Voice 21" approach.
- To use "Campus Connect" opportunities to support the sharing of successful learning & practice within the campus.

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

Attainment Goal

85% of children across P1,P4 & P7 will achieve expected level or above in Numeracy

Progress and Impact:

- An Acting Principal Teacher, Raising Attainment in Numeracy was appointed to lead staff training and development, funded through Pupil Equity Funding
- Staff are now consistently using a streamlined planning and assessment tool, which incorporates CfE Benchmarks
- APT (Raising Attainment in Numeracy) attended city wide professional development in Raising Attainment through Outdoor Learning. This training was then cascaded to other members of staff, where staff were given small tasks to try out in their classrooms, then given time to discuss the impact of this for learners
- In Service days and staff collegiate time focused on raising attainment in Numeracy through Outdoor Learning activities, plus discussion around assessment of Numeracy Experiences and Outcomes, Learning Intentions and Success Criteria, plus a refresh in Numicon resources.
- All classes continue to use Numicon resources to support Numeracy skills at all stages
- Pupil Attainment data, whilst just falling short of our overall whole school attainment target by 2%, showed improving trends in Numeracy attainment at P1, P4 and P7 stages.
- We introduced a new whole school tracking tool to ensure clear, relevant and meaningful pupil progress data is maintained.
- We supported staff to make valid professional judgements through a series of planned moderation activities, ensuring a consistent and shared understanding of the planning, teaching and assessment cycle.
- PEYSA staff supported small groups and 1:1maths for targeted children

Next Steps:

- To train our new members of staff in the use of Numicon and other Numeracy resources.
- Continue to use PIFALLS data to identify targeted interventions for pupils, where required.
- Embed our whole school tracking system 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, asking “What does a Good Numeracy lesson look like at St. Joseph’s?”
- To use the BGE Tool with staff to further analyse our school’s performance against comparator schools.
- To continue developing a consistent approach in giving effective feedback to pupils in order to help them improve their skills.
- To continue to ensure planned moderation activities to ensure consistent and shared understanding of planning, teaching and assessment cycle.
- To continue developing a consistent approach in giving effective feedback to pupils in order to help them improve their skills.
- To use “Campus Connect” opportunities to support the sharing of successful learning & practice within the campus.

School Improvement Priority 3: Enhance our positive climate for learning, ensuring HWB for all

Progress and Impact:

- Support staff took leadership of “Love Outdoor Learning” Days
- We involved staff in creating our “Cost of the School Day” Action Plan, outlining our plans to support inclusion and parental engagement.
- Our pupils continue to work in House Teams and have termly House Challenge Days – often taking place outside. Our pupils continue to meet other pupils in school, work with older and younger pupils and experience success together.
- One of our Class Teachers planned and coordinated “Trainers’ Tuesdays” – promoting HWB of all and in partnership with a range of organisations /offering sessions of activities to support mental, emotional and physical wellbeing.
- All teaching staff have undertaken CAMHS training to support Mental and Emotional Wellbeing.
- All staff (teaching and support staff) have undertaken training in Outdoor Learning and Play at a citywide training day with the aim of increasing the positive impact on time spent outside
- The school continued to work in partnership with Action for Children Charity – delivering Roots of Empathy training in school for our P3 pupils. This programme supports children to develop emotional resilience and empathy towards others, through a programme of working with a baby and mother from our school community.
- We created additional “nurture hubs” for pupils in the Learning Lounge, to enable pupils “safe spaces” as and when required.
- We introduced a more formal tracking system for recording and monitoring pupils’ wider achievements.
- We planned for opportunities for our families to come in over school holiday periods, to support transitions back to school and build networks within our community.
- Our staff completed, “How Nurturing is our School?” Modules in partnership with the school’s Educational Psychologist.
- Some of our senior pupils undertook Active Play Training with Play Network Scotland and became “Play Champions” in school.
- We have started involving all stakeholders in an evaluation of our outdoor spaces for learning, in collaboration with “Learning Through Landscapes”
- We carried out an audit and evaluation of our “Discovery Zone” area and implemented an action plan to enhance this shared area of our school

Next Steps:

- To work with our Educational Psychologist to explore ways through which to improve emotional and academic resilience in pupils
- To continue to provide leadership opportunities at all levels within our community
- To continue to embed our nurturing approaches, ensuring consistency for all
- To continue to upskill staff in building individual and collective confidence in using different approaches, skills and supports in meeting the needs of all pupils.
- To implement our action plan for enhancement of our outdoor spaces on the campus.
- To continue to enhance our Discovery Zone area, encouraging leadership at all levels.

Improvement Priorities for Session 2019/20

To improve our leadership and approaches to improvement, specifically-

- Ensuring all stakeholders continue to have a voice in driving forward school improvements
- Maintain shared, ambitious targets for pupil attainment in Literacy / Numeracy
- To improve the quality and effectiveness of pupil feedback

To continue to strive to provide excellent quality of care and education-

- To raise pupil attainment and achievement through high quality learning and teaching
- To ensure shared, high expectations, through revisiting our school's curriculum rationale

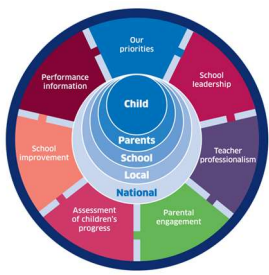
To continue to ensure the best possible outcomes for all learners-

- To continue to improve outcomes for all pupils, including those with additional support needs
- To ensure equity for all learners, through effective targeted support, differentiation and pace and challenge.

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