



STANDARDS AND QUALITY REPORT ST JOSEPH'S RC PRIMARY

2023-2024



RESPECT DETERMINATION HONESTY CARE

Introduction: Local and National Context

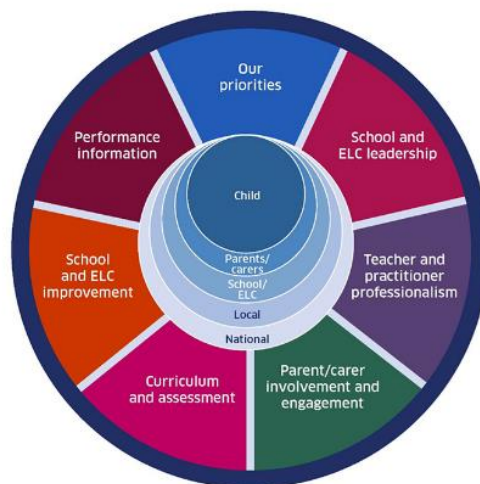
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Angela Selkirk
Head Teacher
St Joseph's RC Primary

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 90.2	Average Class Size 23	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 150 + 21 ELC	Teacher Numbers 8	Pupil Teacher Ratio 16.4
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N3 XX%	N4 XX%	P1 10.1%	P2 13%	P3 16.7%	P4 13%	P5 15.9%	P6 17.4%	P7 13.8%
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SIMD Q1¹ 30-40%	SIMD Q2 30-40%	SIMD Q3 10-20%	SIMD Q4 10-20%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 60-70%	No ASN XX%	FSM³ 14%	No FSM 86%	EAL⁴ XX%	No EAL XX%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Almost all	Most	Almost all	Almost all

We have had no exclusions this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Values

The following values are embedded in our ethos...

Determination Respect Honesty Care

Our school values were reviewed, agreed with all staff, pupils and parents and we are proud to represent our values every day in our daily actions. We recognise pupils for demonstrating our values through our Values Champion Awards.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

Consistent Assessment and Moderation Strategies in Learning, Teaching and Assessment across all stages

Purpose:

This is the second year of the ASG project on moderation to ensure there are consistency in judgements for Achievement of a Level across the school and ASG.

Progress:

- Teaching staff/ELC staff involved in high quality discussions on the moderation cycle with ASG colleagues
- Agreed processes (including planning for assessment) to ensure High Quality Assessment across ASG

Impact:

- ❖ Significant progress made in teacher understanding of achievement of a level. Confident ACEL judgements based upon assessment data and benchmarks.
- ❖ Significant progress made within ASG with Moderation of High Quality Assessment Tasks.
- ❖ Teacher ownership of planning HQAT to enable creativity and leadership at class level.

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- Agreed understanding of quality indicator 2.3 and what this looks like in our school including agreed use of evaluative language.

- ❖ Teaching staff discussed and agreed a core standard for what quality learning and teaching looks like in St Joseph's. This agreed format has been used by staff for peer monitoring visits. A standardised format for evaluative language is now in place.

Next steps:

- Revisit learning, teaching and assessment policy using the new HC version as a starting point
- Develop an ASG approach to profiling

School Priority:

Continue to extend links in our community of Faith and Learning.

Progress:

- ✓ All staff trained by our RE co-ordinator and class teacher in how to deliver Laudato Si' learning, including using the quotes and goals to track our progress.
- ✓ Whole school events including our Parish to celebrate our work as part of being a Laudato Si' school. We have also registered with the global Laudato Si' action platform which records all small acts that lead to bigger change for our world and environment.
- ✓ Termly meetings with Parish Priests to create shared plans to ensure consistency and common goals. Clergy support our school regularly and we have open communication between school and Church.

Impact:

- ✓ All staff and pupils understand the principles and purposes of the Laudato Si' programme including where it came from and the meaning behind it.
- ✓ Staff and pupils have led the Parish Community in furthering their understanding and knowledge of the Laudato Si' encyclical.
- ✓ Acting Head teacher attended Laudato Si' Festival in Cumbernauld to deepen understanding and share experience with all staff.
- ✓ The message from Laudato Si' (Care for our Common Home) resounds in our whole school and wider Parish Community. The core messages of dignity for all across the globe, care for our environment and taking action underpins learning across all curricular areas and is strengthened by our RE curriculum 'This is Our Faith.'
- ✓ Our development across the school includes respecting human rights, Whole School Laudato Si' Outdoor Mass, recycled art competitions involving pupils and carers (judged by our Parish priest), litter picks, Laudato Si' Go Green Day, Eco project to create school vegetable garden and Inverness Museum project creating theatre boxes and animation videos to share the need to look after our environment, P5-P7 attended Dandelion Festival for Sustainability, P4 trip to Black Isle

showground with a focus on sustainable farming. Our charity partners SCIAF and Missio visited P2 and P3 following a unit of work with an environmental focus, SCIAF led a workshop around global disasters.

Next steps:

- To continue working towards becoming a Laudato Si' School

Purpose:

The school already has in place a clear rationale and policy for play pedagogy across early and first level, however, there was a need to embed this and to extend it into second level. The need to begin tracking health and wellbeing skills was identified.

Progress:

- Highland Motivation Profile carried out with all pupils P1 to P7. (20 questions related to wellbeing to give a baseline)
- CCR Input was focussed on Health and wellbeing for P4 to P7

Impact:

- Results were collated and the report was then shared with staff.
- Clear areas for improvement were identified
- A whole school nurturing approach was further developed

Next steps:

- Decide how best to share this information with parent/carers
- Decide how often the Motivation Profile Survey will be implemented
- Begin to work towards Rights Respecting Schools Bronze Award

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF supported additional ASNT (Additional Support Needs Teacher) hours (3.5 hours). This has allowed 1 pupil to be fully assessed and diagnosed with dyslexia.

All PEF pupils have displayed enthusiasm for play especially using the new Outdoor Play Hub which also has led to increased opportunities for Outdoor Learning for all pupils. PSAs have commented on increased resilience and independence during both PSA skills groups and during lunch/breaktimes as a result of further play opportunities. For 5 out of 27 PEF pupils, there has been a marked decrease in the need for adult intervention to restore emotions or resolve conflict.

Outdoor Hub sessions have been planned by staff to include mixed class groupings and leadership responsibilities. This has led to increased numbers of friendships and connections made for all PEF pupils.

Weekly visits to Old Allangrange Farm for identified pupils. This includes a rota of tasks to be carried out each week involving physical work, making, and cooking lunch for the group in the farm kitchen and tending to the farm animals. The group eat lunch together, have snack and learn table manners and hold conversations together across the table. 100% of targeted PEF pupils attending the farm have made significant progress in their emotional literacy and maturity. Pupils have increased attention to daily learning time, increased focus and engagement across all aspects of the curriculum.

All Primary 7 pupils attended Fairburn Activity Centre. This residential trip was made possible for all Primary 7 pupils with financial support if required. This promotes our ethos of inclusion for wide and varied experiences to enrich and support our curriculum for every one of our pupils. All Primary 7 pupils received some subsidy towards final cost of residential.

“Small nurture groups were set up for all new Primary 1’s, for the first x6 weeks. Smaller groups ensured that children had considerable chance to talk/discuss and ask questions during each session, the teacher could find out more about them therefor building a strong connection and establishing a nurturing relationship. The sessions focused on H&W and literacy outcomes like talking and listening, extending vocabulary, building trust etc. The activity was preparing different snacks/foods each week fruit kebabs and vegetable wraps, so other outcomes included developing skills in food prep/hygiene, cutting, chopping, following instructions step by step, sharing resources, taking turns to talk, discussing likes/dislikes, providing new sensory experiences, encouraging tasting new foods.

Every child from Primary 1 took part for the first 6 weeks. Children who needed further intervention were identified during the sessions, and from further class observations. Those children then took part in a second Nurture Group – Pets as Therapy. The focus of this group was talking skills to build confidence in speaking out and sharing stories/news etc with peers and teachers. WordsUp strategies were used to encourage talking in sentences and to extend vocabulary. Each child was given uninterrupted time to speak with Cara the dog and then some group work to talk about caring for Cara the dog.”

Wider achievements

Coileanaidhean nas fharsainghe

Wider achievements are shared throughout the year and we recognise achievement relevant to each individual pupil. Wider achievements are shared and celebrated with the whole school community through Assemblies, on class Achievement displays, newsletters and social media (School Facebook and Google Classroom) and within pupils’ Learning Profiles. We recognise that it is important that all learners take part in wider achievements in the community so that they can develop the broad range of skills that they need for learning, life, and work.

Some Key Highlights of our School Year

- 80th Year Anniversary Celebrations – a whole week of special events
- Inverness Music Festival – 3 Trophies
- Our Daffodil Tea and Christmas Show
- Community Engagement - Carol Services and Care Home Visits
- World of Work Partnership with Scottish Water
- Sporting Events and Competitions

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach


Pupil Voice

Our pupils carried out the Highland Motivation Profile Survey earlier this year.

♥ The survey asks 20 questions related to well-being and so gives a measure of well-being.


✨ Below are some of the highlights. To read the full report including interventions that happened at school to improve learners’ well-being go to the school website.

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 All pupils chose true or really true for the statement, I have friends in this school.

 All pupils chose true or really true for the statement, adults look out for me / make sure I'm okay.

 Almost all pupils chose true or really true for the statement, I keep trying even if the work is hard.

 Almost all pupils chose true or really true for the statement, I feel safe in school.

Staff Voice

Staff views on positives about our school were gathered on the May INSET Day. Some highlights -

- Warm, open, friendly welcome
- Pupil Voice – children consulted and feedback valued
- Open communication with parents
- SMT who meet the wellbeing needs of their team by being encouraging and supportive
- PSAs and teachers run clubs
- Clergy Leadership has strengthened
- Staff take on leadership roles that complement their skills and experience
- Staff are empowered by SMT, respected as equal thinkers and thanked/celebrated
- Shared expectation of consistent phrases used when communicating with children
- Leadership of professional learning survey to capture culture and PL opportunities and how they align with National Model of professional learning
- Google Classroom/Facebook for sharing achievements
- Achievement Assembly
- Value Champions – certificate wall
- Celebrating success during plenary

Capacity for continuous improvement Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

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We are confident in our capacity for continuous improvement.

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Improving Attainment in Writing
- Enhancing Our Profiling and Tracking
- Continue to extend links in our community of Faith and Learning.

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.