



# St. John the Baptist Primary School and Nursery Class Standards and Quality Report 2022/23



## Context of the school:

St John the Baptist Primary is a co-educational school located in Uddingston. The school has 13 classrooms (each with a c-touch), 2 large open areas, a library area, a general purpose room, a nurture area, a large gym hall and separate dining area. Our playground consists of a generous tarmacadam area, an adventure area, a basketball court, a climbing wall, a trim trail and a large astro turf pitch.

Our Nursery has a flexible registration with the Care Inspectorate for children aged 2-5 years and is situated in 1 classroom within the school and a large portacabin within school grounds. We offer 1140 hours of quality childcare and education for every child.

At St John the Baptist Primary we work in partnership with parents and partners and aim to make school a happy, supportive place where children will have a broad general education which will support them in developing their values and beliefs and enable them to:

- achieve the highest possible levels of literacy, numeracy and health and wellbeing;
- develop skills for learning, life and work;
- develop knowledge and understanding of society, the world and Scotland's place in it;
- experience challenge and success so that they can develop well-informed views and act responsibly;
- adopt an active and healthy lifestyle and be equipped with the skills needed for planning future lives and careers.

We strive to develop and maintain strong parental partnerships and links with the local community in order to support each child to reach their full potential both emotionally and academically and look forward to celebrating the many successes your child will achieve in our school.

Our vision is:

Together We SHINE



Successful Hardworking Inclusive Nurturing Excellent

## Review of progress for session Aug 2022- June 2023

School priority 1: Continuity of Learning		
<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> School and ELC leadership Performance information</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 1.3 Leadership of change</p>	
<p><b>Strategy</b> <b>What did we set out to do?</b></p> <ul style="list-style-type: none"> <li>• Build on the success of last session’s Development Groups to improve learning, teaching and assessment in Numeracy and Listening and Talking.</li> <li>• Continue to use Tracking and Monitoring data to inform next steps for learners and plan interventions to support pupils.</li> <li>• Pilot the new writing plans, genre specific guidelines and assessment criteria. developed by staff last session</li> </ul>		
Nursery		
Strategy: What did we set out to do?	Progress and Impact What difference did we see? What did we achieve?	Next Step(s) to inform SIP for 2023/2024
Staff will continue to work collaboratively and flexibly so that they and the children adapt to the changes in learning environments in both the portacabin and school localities.	Ongoing self evaluation and risk assessing ensured that staff worked collaboratively and flexibly to maximise learning opportunities over both localities. Staff are continuing to strengthen their knowledge and skills in their Distributive Leadership roles to benefit nursery pupils.	<ul style="list-style-type: none"> <li>• Staff will continue to evaluate and risk assess to ensure optimum collaboration and flexibility to maximise learning opportunities for all pupils across both localities.</li> <li>• Staff will demonstrate their Distributive Leadership roles to colleagues, parents and the school community at Showcases of Learning e.g. during themed weeks.</li> </ul>
Staff will continue with their professional learning to ensure that they keep up to date with ongoing developments in early learning and childcare and, where appropriate, are fully equipped to move to their new establishment in Clyde Terrace in Bothwell.	Staff continued to update their professional learning to meet their own learning needs and to meet the needs of the nursery. Parents and Carers were involved in local and national events using Learning Journals as an effective means of communication. Parent Workshops were arranged for all curricular areas and received positive feedback.	<ul style="list-style-type: none"> <li>• Staff will continue their individual professional learning journeys to develop the team to ensure a wide range of knowledge, skills and abilities can be drawn upon to meet the ongoing needs of pupils.</li> <li>• Continue to monitor and evaluate the progress of planning in the moment and promote slow pedagogy.</li> <li>• Continue to promote learning through play and research good practice to meet the needs of the pupils.</li> </ul>
Re-introduce the BUGS (Bothwell and Uddingston Group) Programme and research opportunities for Nursery and Primary 1 pupils to play and learn together.	Despite several attempts to meet with other Head Teachers in the local area, there was no desire to re-introduce the programme. However, Pre School Nursery and P1 pupils participated in a joint learning opportunity in term 3 which promoted transition for the nursery pupils into P1 and P1 pupils into P2.	<ul style="list-style-type: none"> <li>• Continue to seek opportunities to work in partnership with other nurseries in the local area. In particular the new Clyde Terrace (Wooddean Nursery) when it opens.</li> <li>• Involve Nursery and P1 pupils in Play and Stay sessions and outdoor pedagogy.</li> </ul>

	Staff extended partnership working and introduced shared learning events with the local school nursery class to promote valuable links with another nursery establishment. Community links were also strengthened by completing random acts of kindness regularly in the local community.	<ul style="list-style-type: none"> <li>• Build on the success of P6 Play Leaders in the Nursery and extend their involvement e.g. Sports Day and themed weeks.</li> <li>• Continue to promote the principles of Froebel, slow pedagogy, planning in the moment and creativity</li> <li>• Build links with staff from the new Wooddean Nursery to liaise the transfer of staff</li> </ul>
<b>Primary</b>		
<b>Strategy: What did we set out to do?</b>	<b>Progress and Impact What difference did we see? What did we achieve?</b>	<b>Next Step(s) to inform SIP for 2023/2024</b>
Expand our use of Google Classroom and the use of digital devices. Develop a shared understanding of how they can be used in the school so that there is structure and progression.	Google Classroom continues to be used by all staff for a variety of purposes. It provides an effective platform for communication with parents and carers as well as acting as a portal for homework tasks. Some teachers use it for learning purposes in the classroom and ongoing discussions with the pupils indicates a growing confidence.	<ul style="list-style-type: none"> <li>• In line with plans for other curricular areas, update ICT plans to reflect current skills requirements for different devices i.e. chromebooks and ipads to provide better structure and progression. Focus on the development of ICT next session by providing this as part of CCC.</li> <li>• As a result of parental feedback we will provide more consistency and balance between completing homework online and in written form and will consult pupils, parents and staff to review and update our Homework Position Statement.</li> <li>• The ICT Co-ordinator would provide lessons for a number of senior classes which would focus on developing Technologies including pupil ICT skills.</li> </ul>
Purchase more digital devices to ensure appropriate skills can be taught.	Additional ipads were purchased and that has had a positive impact on pupil learning, particularly at the lower stages where timetables were revised to ensure each class had a minimum number available at all times. Class teachers have commented that the easier accessibility to technology has meant that pupils can reinforce their learning through games much easier.	<ul style="list-style-type: none"> <li>• Continue to seek ways to provide funds to invest in ICT and provide pupils with more regular opportunities to use technology.</li> </ul>
Long term plans created for next session (when we will have an additional classroom) to ensure we commit to an effective provision for both ICT and Nurture	Due to the delay in the building of the new Nursery provision in the local area and the subsequent increase in Nursery pupils, an additional classroom will be unavailable until Session 2024/25.	<ul style="list-style-type: none"> <li>• ICT provision will remain in the classrooms.</li> </ul>
Expand visits to outdoor learning centres to other stages Re-introduce a residential outdoor visit for Primary 7 pupils	Primary 7 benefited from a residential visit early on in the session. Taking the Cost of the School Day into account, it was decided that we would not offer P6 a visit to an outdoor centre as we have already started saving for the P7 visit next year. The time for the visit was also reduced to cut costs.	<ul style="list-style-type: none"> <li>• Continue to offer each class the opportunity to learn outdoors.</li> <li>• Focus on planning for outdoor learning as part of our review and update of our Plans for Learning, Teaching and Assessment.</li> <li>• In order to try to keep the cost of a school trip to a maximum of £15 we will fund raise next session in an attempt to subsidise parents and carers for the increasing cost for transport.</li> </ul>

<p>Forest Schools programme further developed to extend the structured programme of outdoor learning</p>	<p>The Forest Schools Programme was offered to a number of identified pupils over the course of 2 terms as part of our Nurture Programme. Due to staffing issues we were unable to offer to cohorts.</p>	<ul style="list-style-type: none"> <li>As the teacher trained in Forest Schools will be on maternity leave next session, we will look for other ways to offer outdoor learning e.g. Early Years Practitioners are trained in Woodland Walks and we could explore the possibility of including Primary pupils in this programme as part of our Health and Wellbeing Programme.</li> <li>The Outdoor Learning Co-ordinator will be given time out of class to formally develop an Outdoor Learning Programme and will give pupils the opportunity for more focussed learning outdoors.</li> </ul>
<p>Information from Attainment Papers used to identify cohorts who require additional support and/or additional teaching time to support their learning and support provided.</p>	<p>Attainment Papers have been successfully used to identify cohorts who would benefit from additional support. Attainment results indicate that this has been successful in supporting pupils in their learning and led to an increase in attainment for most. Although all pupils have made progress and the gap is closing, some children remain not on track. Our identification of Support Priorities focussed on attainment of particular cohorts and focussed on areas of Literacy and Numeracy where attainment fell below 85% We have raised attainment in 6 out of 7 areas targeted at the start of the session. Last session we focussed on areas where attainment fell below 85% and next session we will extend our priorities to include any measure where attainment has dipped below 90%</p>	<ul style="list-style-type: none"> <li>Continue to use Attainment Papers to provide relevant data to identify individuals, groups and cohorts who would benefit from additional support and teaching time.</li> <li>Embark on Improving our Schools Programme (IOS) to develop high quality learning and teaching.</li> </ul>
<p>Tracking and Monitoring collected and analysed throughout the session to identify individual pupils who require support or challenge to ensure that their learning needs are being met</p>	<p>Staff feel that the Tracking and Monitoring is an effective system to identify pupils who require interventions and careful termly monitoring using our support priorities has ensured that this session there has been no significant dip in attainment in any area. There will be no measures as a focus under this priority next session.</p>	<ul style="list-style-type: none"> <li>Look at ways to reduce bureaucracy and streamline ASP and Staged Intervention paperwork whilst continuing to provide valuable information about the learning needs of pupils.</li> </ul>
<p>Extended use of Periodic Assessments (High Quality Assessments) in our practice to assess children's learning across all curricular areas and focus on specific Es and Os.</p>	<p>Talking and Listening was a particular focus this session and staff felt that this has helped them become more confident in assessing this area of Literacy. The quality and quantity of assessment evidence recorded in different ways has improved. A few staff indicated that a bank of periodic assessments at each stage would be useful to provide good examples which would support staff to write high quality Periodic Assessments.</p>	<ul style="list-style-type: none"> <li>Provide a bank of Periodic Assessments at each stage as good practice exemplars.</li> <li>Further extend the use of Periodic Assessments to try to ensure better coverage of outcomes across a level and provide assessment evidence to confirm professional judgement..</li> </ul>
<p>Collegiate working at P1 stage to further develop play experiences</p>	<p>Primary 1 teachers have attended professional learning sessions on Play Pedagogy and have implemented Play Afternoons. This has led to an increase in teacher understanding as teachers have developed their skills and knowledge and through careful planning and consideration of the environment are ready to introduce play based learning for next session. Staff have created our rationale for this and are confident in offering adult led, adult initiated and child led tasks across the curriculum.</p>	<ul style="list-style-type: none"> <li>Complete Play Audit and formally introduce Play Based Learning Pedagogy.</li> <li>Explore ways to extend play experiences in Primary 2.</li> </ul>

<p>Primary 1 staff to participate in “Teaching Number in the Classroom” Professional Learning offered by SLC.</p>	<p>3 members of staff attended the “Teaching Number in the Classroom” Professional Learning and will complete the course this session. P1, 2 and 3 teachers have organised resources and planned to develop numeracy concepts using Maths Recovery strategies. This will include a focus on concrete, pictorial, abstract concept development thus reducing the focus on a scheme of work.</p>	<ul style="list-style-type: none"> <li>• Explore ways of implementing the theory behind “Teaching Number in the Classroom” to positively impact pupil learning and lead to a better understanding of number and consequently an increase in attainment.</li> </ul>
<p>Continue to plan for learning, teaching and assessment and complete periodic assessments.</p>	<p>A few staff are still building their confidence with this type of assessment and so we will offer formal workshops to support them.</p>	<ul style="list-style-type: none"> <li>• Arrange Periodic Assessment Workshops to support the few staff who feel that they need to build their confidence with this type of assessment.</li> </ul>
<p>Newly designed writing plans, genre specific guidelines and assessment criteria piloted and attainment raised in writing. Continue stage partner working and peer observations and collect staff feedback on how this has impacted on their practice.</p>	<p>Professional Learning and Moderation activities provided staff with the opportunity to familiarise themselves and pilot the new assessment criteria and genre specific guidelines. Teachers have used the new guidelines to plan and assess writing lessons and both teachers and pupils report that this has made the teaching focus clearer and progression more obvious. P4 and P5 were a focus this year and Attainment Data has indicated that there was an increase in attainment in writing in P4 by 3% and in P5 by 14%. Moderation activities showed that there is more differentiation required. A decision was taken to pause the introduction of the new writing plans so that these would be in line with our updated plans which will be introduced in session 2023/24. We have written a whole school Writing Position Statement to ensure consistency and progression for pupils and a shared understanding for all staff</p>	<ul style="list-style-type: none"> <li>• Pilot the new writing plans as part of our updated Plans for Learning, Teaching and Assessment.</li> <li>• Continue to use genre specific guidelines to plan and assess</li> <li>• Introduce a timeline with planning blocks for specific genres for staff to provide pupils with learning opportunities for progression and depth.</li> </ul>
<p>8 hours from our Working Time Agreement committed to moderation and continue to build staff confidence, this will include working with staff from the wider learning community</p>	<p>Staff continue to build confidence in moderation with a shared understanding of expectations at their stage. Staff participated in one session with the Learning Community and verbal feedback indicated that they found this useful.</p>	<ul style="list-style-type: none"> <li>• We will use more of the West Partnership Resources to maintain a continual focus on improvement of Assessment and Moderation.</li> </ul>
<p>Embed updated ASN paperwork in our practice to ensure that we meet the needs of any child who has ASN. Teacher language in ASN paperwork to become more focused, precise and progress able to be measured more accurately.</p>	<p>Staff feel more confident in completing Staged Intervention paperwork and there has been an improvement in focus and clarity which has resulted in clearer next steps</p>	<ul style="list-style-type: none"> <li>• Continue to support staff to complete staged intervention paperwork so that it is meaningful and manageable and still provides the appropriate targets and next steps to support pupils with their wellbeing and learning, including reviewing the monitoring, progress, evaluation and target setting.</li> </ul>
<p>Time committed within our Working Time Agreement for moderation of assessment materials to ensure that staff understand and can respond to assessment information for pupils in their class</p> <p>Attainment Data indicates that next steps would be to focus on:</p> <p>Raising attainment in P4 &amp; 5 in writing. Piloting the new writing plans, genre specific guidelines and assessment criteria and targeting additionality staff to support Primary 4 &amp; 5 in writing.</p>	<p>Attainment in writing at P4 has increased by 3% and at P5 by 14% Focus on new genre specific targets has helped pupils and teachers identify, work towards and reach next steps in learning. Teaching a series of lessons in the same genre with additionality staff has proven to be particularly effective.</p>	<ul style="list-style-type: none"> <li>• Plans will be altered to ensure teachers plan a series of lessons focussed on progressive writing criteria.</li> </ul>

<p>Development Groups formed and professional learning opportunities provided will allow: Numicon to be developed to enhance learning and teaching in Numeracy and Maths</p> <p>Structured and progressive programme to be developed for Talking and Listening including assessments which will lead to more robust moderation of attainment data in line with other aspects of literacy.</p>	<p>The Numicon and Listening and Talking Development Groups fulfilled their briefs with the Numicon Group providing a guide to help staff navigate online resources by hosting a professional learning session to demonstrate how to use online resources. Staff also modelled good practice with a range of practical examples at each level. Follow up support was also made available. The increase in staff confidence led to a bigger demand for the resource and so supplementary resources were purchased to ensure equity amongst pupils. This has led to an increase in the number of pupils using Numicon and a subsequent overall rise in attainment of Numeracy from 85% to 91%.</p> <p>SLT provided Support Staff with professional learning on early number development activities which data has demonstrated has had a positive impact on supporting pupils who were not on track with Numeracy.</p> <p>The Talking and Listening Development Group audited current procedures and resources for assessing Listening and Talking. The group also evaluated current progression planners in place and found these to be effective in allowing staff to ensure progression and coverage across a level. Staff identified the need for a criteria grid to assess the key skills in listening and talking and have collated examples from across the learning community to view current good practice. Staff created several examples for staff to implement and try out in class. This would provide staff with further evidence to support their professional judgement.</p>	<ul style="list-style-type: none"> <li>• Staff will select a format/template and use this to help assess listening and talking across the curriculum.</li> <li>• Feedback on which format/template was more effective and roll out across the school to ensure consistency across the levels.</li> </ul>
<p>Increased number of pupils will have taken on a leadership role.</p>	<p>An increased number of pupils participated in leadership opportunities which pupils stated have a positive effect in the school. New roles included: P7 pupils leading clubs through the Active Schools Sidekicks Programme, P6 Nursery Playleaders, Fairtrade initiatives, Eco Committee, Participatory Budgeting etc. Pupil evaluations on relationships using How Good is OUR School identified that pupils wanted to increase the sense of community and belonging by re-establishing our House System which had been affected by covid restrictions. Each child was issued with a House badge and began to sit together in Assembly. Pupil Leadership Team planned and led a Team Building Afternoon involving all school staff, partners and pupils working together in Houses. Staff, partners and pupils have a renewed sense of belonging and a sense of teamwork with pupils connecting more with members of their House in the playground with all Houses sharing the same school vision. The Pupil Leadership Team also played a significant part in celebrating diversity and promoting equality, raising awareness of the aims and values of the school and refocusing</p>	<ul style="list-style-type: none"> <li>• Continue to provide opportunities for pupils to participate in pupil leadership activities to provide a positive impact on the school community.</li> <li>• Consult with pupils about making the Team Building Day an annual event.</li> <li>• Continue to promote diversity and equality</li> <li>• Continue to revisit and embed aims and values of the school</li> <li>• Establish common language throughout the school implementing restorative practice</li> <li>• Provide increased opportunities for pupils to support and share worries.</li> </ul>

	behaviour strategies on restorative practice and evaluating behaviour reward systems.	
Build on whole school community spirit and embedded school vision.	In addition to weekly whole school assemblies, Advent and Lenten Assemblies and homework opportunities pupils were provided with opportunities to build on the school community spirit. The Pupil Leadership Team recognised that although our school vision is embedded we need to raise awareness of our values more.	<ul style="list-style-type: none"> <li>Continue to provide opportunities for The Pupil Leadership Team to raise awareness of our values at weekly whole school assemblies and to actively contribute to assemblies on a more regular basis.</li> </ul>
<b>School priority 2: Promote the Positive Health and Wellbeing of Children, Parents, Carers and Staff</b>		
<u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education <u>NIF Driver</u> School and ELC leadership Teacher professionalism	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.5 Management of resources to promote equity 2.4 Personalised support	
<b>Strategy</b> <b>What did we set out to do?</b> <ul style="list-style-type: none"> <li>Extend Nurture Programme</li> <li>Continue to Emotions Works and Healthy Schools Programme as part of our HWB curriculum.</li> <li>Extend counselling provision by introducing Give us a Break Programme of Support and CUSTTAD</li> </ul>		
<b>Nursery</b>		
<b>Strategy: What did we set out to do?</b>	<b>Progress and Impact</b>  <b>What difference did we see?</b>  <b>What did we achieve?</b>	<b>Next Step(s) to inform SIP for 2023/2024</b>
Nursery staff have a deeper understanding of the effects of attachment and trauma on young children which allows them to better support nursery pupils.	Staff indicated that their knowledge and confidence has been increased to deal with the effects of attachment and trauma to support nursery pupils. They have brought forward the principles of Nurture by actively promoting the relationship between Key Worker and Nursery pupil e.g. ensuring that Nursery pupils continue with the same Key Worker for a second or third session. These positive relationships form the basis of regular feedback from parents.	<ul style="list-style-type: none"> <li>Staff will continue to update their knowledge to ensure attachment informed practice.</li> <li>HWB Co-ordinator work in partnership with Health colleagues to further support Nursery pupils and their families.</li> <li>Continue to align staff strengths to their Distributive Leadership role and seek opportunities for</li> </ul>



		professional learning to ensure that we meet the needs of all Nursery pupils and their families.
<b>Primary</b>		
<b>Strategy: What did we set out to do?</b>	<b>Progress and Impact</b>  <b>What difference did we see?</b>  <b>What did we achieve?</b>	<b>Next Step(s) to inform SIP for 2023/2024</b>
<p>Teaching and Support staff have a deeper understanding of the effects of attachment and trauma on children which allows them to better support primary pupils</p> <p>Pupils will have identified and discussed any HWB concerns and have received support from an adult they have chosen.</p> <p>Every pupil will have the opportunity to identify and discuss feelings on a daily basis</p>	<p>Formal evaluations completed for St. Margaret's Adoption Society indicated that staff felt more confident in their knowledge of the effects of trauma and as a result they were in a better position to support pupils.</p> <p>Supporting pupils and families with their HWB remains a priority. Termly pupil self evaluation of the Wellbeing Indicators provides pupils with an opportunity to think about their emotions and discuss with a chosen adult if they wish. These are audited by the SLT and one to one discussions are organised as appropriate to support pupils. In Addition, each class has a daily emotional wellbeing check in which is checked by class teachers and support staff to ensure they take into account how pupils are feeling emotionally so that they are in the best place to learn. Discussions with pupils indicate that they feel these are effective.</p>	<ul style="list-style-type: none"> <li>Continue to use Attachment informed practice to support pupils and families. Our support programme will be expanded by working in partnership with the Barnados Organisation. Staff from this organisation will be used to support identified families at home and will be used to provide Nurture sessions for identified pupils in school.</li> <li>Reintroduce the Buddy Bench to provide opportunity for pupils to seek support from other pupils and staff in the school playground.</li> </ul>
<p>Staff and pupils have a deeper shared understanding of emotions and the vocabulary to identify and describe them.</p> <p>Give us a Break delivered to appropriate pupils.</p> <p>Built on the success of last session's Participatory Budgeting focus to ensure that all/almost all targeted pupils take part in at least one lunchtime or after school club.</p> <p>CUSTTAD introduced to support the wellbeing of appropriate pupils who have concerns.</p> <p>Built on our partnership with The Exchange counselling service to support children when appropriate benefitting their health and wellbeing.</p>	<p>Staff are gaining confidence in supporting pupils to better identify and regulate their emotions continuously using a Restorative Practice approach. No pupils were identified who would benefit from the Give us a Break Programme, however, pupils were identified who would benefit from the Rainbows Programme. 2 members of staff hosted this to identified senior pupils who stated that they felt the programme was helpful.</p> <p>Identified pupils were consulted about lunchtime and after school clubs and we provided them as requested. These included Art Club, Music Club, Cheerleading Club and Basketball Club.</p> <p>Due to staffing issues of the team who provide CUSTTAD, the completion of the programme has been delayed and we will introduce next session.</p>	<ul style="list-style-type: none"> <li>Continue to use a variety of HWB programmes to support any pupil who needs this. We will introduce a staged intervention approach so that pupils are matched with the best programme to meet their emotional needs. We will extend daily yoga into more classes as staff feel that this is effective in calming and regulating pupils particularly after a break in the playground. We will also update the Nurture Room and attempt to make it more adaptable to be flexible for the needs of pupils.</li> <li>The extension of the school dining area will provide the opportunity to allocate a small room for the purposes of CUSTTAD.</li> <li>Introduce a more formal approach to supporting pupil wellbeing by using a staged intervention process.</li> </ul>

<p>Extend the use of Friendship Terrace, Social Stories and The Incredible Five Point Scale where appropriate.</p>	<p>An increased number of pupils were referred to The Exchange Counselling Service for a short or long term period for different reasons. The counsellor reported that all pupils had benefited in different ways but also that every pupil had scored the pastoral care provided by the school as high in the questionnaire.</p> <p>Friendship Terrace has successfully been used to support a small number of pupils in P5 and P6. The member of SLT who hosts this group reports that feedback from the pupils confirms that through the use of social stories for a variety of situations, the programme supports them in understanding relationships and social situations in school.</p>	
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**School priority 3: Planning for Equity**

<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Driver</u> Teacher and practitioner professionalism Performance information</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p>
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<p><b>Strategy</b> <b>What did we set out to do?</b></p> <ul style="list-style-type: none"> <li>• Continue to use set criteria for Support Priorities to ensure consistency in support over a period of time.</li> <li>• Monitor all pupil attendance, in particular targeted pupils and the few pupils who are a cause for concern.</li> <li>• Use ongoing information from Tracking and Monitoring to review School Support Staff timetables and focus SLT support.</li> </ul>
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**Nursery**

<p><b>Strategy: What did we set out to do?</b></p>	<p><b>Progress and Impact</b> <b>What difference did we see? What did we achieve?</b></p>	<p><b>Next Step(s) to inform SIP for 2023/2024</b></p>
<p>Wider communication of the celebration of the successes and achievements of the nursery.</p> <p>Increased face to face dialogue with parents.</p>	<p>Parents reported that Twitter and the Learning Journals provided a very effective means for two way communication. This included Nursery pupils for Session 2023/24 as new parents were sent all communications through the Learning Journals. Parents and carers were welcomed into the nursery on a daily basis to drop off and collect their children and also as a result of a range of organised activities which allowed them to see the nursery environment, speak directly to Key Workers and</p>	<ul style="list-style-type: none"> <li>• Further develop partnership working by continuing to seek out and provide opportunities for parents and carers to be actively involved in the nursery.</li> <li>• Strengthen community links</li> <li>• Provide parents with a leadership role in the Nursery e.g. taking responsibility for the Lending Library, Story Sack Lending Library etc.</li> </ul>

	celebrate their children's success. Parents were also invited to observe the lunchtime routine so that they could be consulted on how to improve this.	
<b>Primary</b>		
<b>Strategy: What did we set out to do?</b>	<b>Progress and Impact What difference did we see? What did we achieve?</b>	<b>Next Step(s) to inform SIP for 2023/2024</b>
<p>Support Priorities used termly to ensure appropriate focused interventions are put in place to raise pupil attainment in identified key areas.</p> <p>Built on successful support strategies from previous session e.g., Catch up Literacy, Catch up Numeracy, PAT Spelling, Codecracker etc.</p>	<p>All staff are aware of focussed interventions which are evaluated using professional judgement and our Assessment Framework. Progress is evident as a result of rigorous evaluation even when pupils are not on track. Support priorities are clearly identified and professional dialogue at Tracking and Monitoring meetings indicates that all staff are aware of pupils who require support and how to support them. Staged Intervention and Catch up Numeracy and Literacy data helps to identify pupils requiring support and strategies are implemented to personalise support for each pupil depending on their needs.</p>	<ul style="list-style-type: none"> <li>Continue to focus interventions on individuals, small groups and cohorts as identified by the Staged Intervention process and Tracking and Monitoring data.</li> <li>Continue to roll out IDL to provide individualised online learning for Numeracy and Literacy for appropriate pupils.</li> </ul>
<p>Increased number of pupils have accessed and benefited more from Nurture in our SHINE Room.</p> <p>Any additionality of staff prioritised to raise attainment and also provide a Nurture programme for appropriate children.</p> <p>Interventions from additional support staff member deployed for identified, targeted pupils will have a positive impact on pupil progress.</p> <p>Formalisation of the regular monitoring of all pupil attendance, increasing attendance levels- particularly the attendance of targeted pupils and the few pupils who are a cause for concern so that they maximise the opportunities to engage in learning</p>	<p>Using professional judgement and information gained from HWB Passports and dialogue with pupils a number of targeted pupils were identified who would benefit from Nurture. This took the form of individual or small group working in the Nurture Area or outdoor learning in the form of Forest Schools as well as involvement in a recognised programme of support and formal counselling. Staff judgement and evaluations indicated that most pupils benefited.</p> <p>Additionality Staff were deployed in direct response to strategic priorities to include targeted pupils who required support for their learning. Assessment data and professional judgement indicates that all pupil have made progress even though a minority are still not on track.</p> <p>Formal evaluations from Primary and Support Staff reflect the positive impact of interventions on progress for all identified pupils.</p> <p>The attendance levels of targeted pupils was monitored effectively and all pupils demonstrated an increase in attendance levels.</p>	<ul style="list-style-type: none"> <li>Use a Barnardo's Worker to provide Nurture to support identified pupils and families.</li> <li>Continue to deploy Additionality and Support Staff to support pupils in direct response to strategic priorities.</li> <li>Continue to monitor attendance of all pupils and highlight to families the benefits of good attendance at school using a number of strategies which include reference to our Attendance Position Statement, as a growing number of families are taking holidays during term time which has a negative effect on attendance levels.</li> </ul>
<p>Increased number of pupils have taken on leadership roles to facilitate change leading to greater equity for all pupils and enhance the school as a whole.</p>	<p>An increased number of pupils benefited from Leadership opportunities including the introduction of Play Leaders in the Nursery for all P6 pupils. Senior pupils participated in self evaluation using How Good is OUR School. The Pupil Leadership Team and EAL Conversation Club discussed inclusion, equality and diversity. They provided valuable information for the improvement of the school. Pupil feedback demonstrated that the focus on inclusion and equity lessons from the Scottish</p>	<ul style="list-style-type: none"> <li>Continue to seek our pupil leadership opportunities to positively impact on school improvement.</li> <li>Explore ways to promote respect for different beliefs and cultures.</li> <li>Plan a Food Festival to celebrate the different cultures of pupils in the school.</li> </ul>

	Catholic Education Service raised awareness amongst pupils. In response to one aspect they helped organise a Team Building Afternoon so that pupils would have a stronger identity with their House.	
<p>Additional staff allocation support pupils identified as being affected by poverty and adverse childhood experiences to increase engagement and raise attainment.</p> <p>The use of set criteria for Support Priorities will be developed to ensure consistency and focus in support over a period of time.</p> <p>Tracking and Monitoring data and other information used to be responsive to pupils' learning needs and School Support Staff timetables adjusted accordingly.</p>	<p>Pupils identified as being affected by poverty, adverse childhood experiences and who were formerly, or are currently care experienced, were prioritised to receive support from Additionality and Support Staff.</p> <p>Primary and Support Staff professional judgement and data indicates that there has been an increase in attainment for the majority of pupils as a result of Individualised interventions and support provided for all identified pupils with their progress and supports being tracked to ensure effectiveness. These improvements in earning were not always reflected in attainment data. In particular support from Catch up Numeracy has resulted in a significant improvement and increase in number age for identified pupils on this intervention.</p> <p>The use of set criteria continues to provide consistency and ensures that support is prioritised where the need is identified over a period of time leading to positive outcomes for all identified pupils.</p> <p>Support Staff timetables are adjusted on a termly basis using information from Attainment data and Primary and Support Staff professional judgement to ensure that support is effectively prioritised where it is most required.</p> <p>Recently a portion of the PEF budget was allocated to employ a Barnardo's Worker for one day per week to work in partnership to increase engagement with identified families and support them.</p>	<ul style="list-style-type: none"> <li>• Continue to use Additionality and Support Staff to support pupils identified as being affected by poverty, adverse childhood experiences and who were formerly, or are currently care experienced, to close the Attainment Gap.</li> <li>• Continue to use set criteria for Support Priorities to ensure consistency to effectively support appropriate pupils over a period of time.</li> <li>• Continue to use robust Tracking and Monitoring data to respond to pupils' learning needs.</li> </ul>
<p>Increased number of pupils and families affected by poverty and adverse childhood experiences will be supported.</p> <p>Catch Up Numeracy will be expanded and will raise attainment in Maths.</p>	<p>New partnerships were created and existing partnerships strengthened to ensure that all pupils affected by poverty, adverse childhood experiences and who were formerly, or are currently care experienced, were supported. Support Priorities created each term were evaluated to ensure a focus on supporting pupils with the largest poverty related attainment gap. Data indicates that 3 pupils affected by poverty and adverse childhood experiences show significant progress on Catch up Literacy.</p>	<ul style="list-style-type: none"> <li>• Continue strong partnership working to support pupils affected by poverty, adverse childhood experiences and who were formerly, or are currently care experienced to close the Attainment Gap.</li> </ul>
<p>Working in partnership with Active Schools and other community providers, continued to provide all pupils, particularly targeted pupils, with the opportunity and support to attend a range of lunchtime and after school clubs.</p>	<p>A broad range of lunchtime and after school clubs were offered to pupils after they were consulted. The Active Schools Sidekicks Programme allowed P7 pupils to be trained and lead sports activities for younger pupils. 85% of pupils identified attended</p>	<ul style="list-style-type: none"> <li>• Continue to work in partnership with a range of providers including the Barnardo's Charity, to ensure equity of experiences for all pupils.</li> </ul>

<p>Participatory Budgeting process used to consult with all stakeholders. Money invested in chosen project which will help provide equity.</p> <p>Increased number of parents, especially new parents will be aware of the Parent Council <i>Supporting our School Community</i> booklet and Cost of the School Day updated position statement.</p> <p>Use knowledge of our children and families to support any family who may be finding the cost of the school day challenging.</p>	<p>lunchtime or after school clubs with some attending up to 4 clubs this session.</p> <p>Playground Games were purchased and launched as a result of the Participatory Budgeting consultation process. We ensured that we consulted all identified pupils. Staff observations of pupils indicate that identified pupils are able to regulate their emotions and be involved in play with less need of adult intervention.</p> <p>A few parents have commented that they found the Parent Council <i>Supporting our School Community</i> booklet and Cost of the School Day updated position statement useful which was showcased at Parents' Evening and was a Parent Council focus.</p> <p>Partnership working with the SVDP ensured that individual families affected by poverty were supported in a number of ways to alleviate their situation so that their children could participate in all chosen activities offered by the school.</p>	<ul style="list-style-type: none"> <li>• Commit to the Participatory Budgeting process and consult with pupils, parents and staff which will help provide equity for all pupils.</li> <li>• Extend playground resources purchased as a result of Participatory Budgeting and create an imaginative play area to support pupil health and wellbeing.</li> <li>• Continue to work in partnership with SVDP and the Viewcare Project to provide personalised support to alleviate the situation for families who are affected by poverty.</li> </ul>
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<b>School priority 4 (Catholic Education and Ethos): Serving the Common Good</b>		
<p><u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School and ELC leadership Parental engagement</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion</p>	
<p><b>Strategy</b> <b>What did we set out to do?</b></p> <ul style="list-style-type: none"> <li>• To consider the impact of our Catholic Mission on the wellbeing, equality and inclusion of pupils.</li> <li>• To evaluate our collaborative and partnership work in relation to our Catholic Mission</li> </ul>		
<b>Primary</b>		
<b>Strategy: What did we set out to do?</b>	<b>Progress and Impact What difference did we see? What did we achieve?</b>	<b>Next Step(s) to inform SIP for 2023/2024</b>
<p>Improved staff knowledge of Catholic Social teaching.</p>	<p>Professional dialogue regarding school improvement and equity ensured that Catholic teaching was a priority. In particular, sacramental preparation provided the opportunity for the awareness of staff to be raised to ensure that all pupils benefited.</p>	<ul style="list-style-type: none"> <li>• Continue to ensure that our strong Catholic ethos permeates the life of the school.</li> </ul>

Identified areas of strength and areas requiring development in relation to our Catholic Mission with a key focus in wellbeing and inclusion and partnership working.	A self evaluation exercise in term 3 provided the opportunity to formally audit strengths and areas of development. This demonstrated that we had a wealth of strengths and only 1 development need. As a result of feedback from How Good is OUR School, we successfully focussed on inclusion and equality to raise awareness with pupils as evidenced by pupil feedback.	<ul style="list-style-type: none"> <li>Continue to raise awareness of the values in our vision so that children and staff are more confident when discussing thus have a bigger impact on the life of the school.</li> <li>Continue to focus on inclusion and celebrate diversity.</li> </ul>
Reviewed policies relating to inclusion and wellbeing so that they reflect our Catholic Mission.	The creation of a formal Learning and Teaching position statement created the opportunity to ensure that our Catholic Mission was reflected within the school.	<ul style="list-style-type: none"> <li>Continue to be mindful of our Catholic Mission in the review and creation of position statements.</li> </ul>
Shared knowledge with parents/carers and pupils so that they have an improved understanding of faith in action.	Faith in action was demonstrated in a variety of ways including at the sacraments and the updated publication of the Parent Council's "Supporting our School Community" leaflet.	<ul style="list-style-type: none"> <li>Continue to reflect on the school's faith in action opportunities in communication to pupil, parents and carers.</li> </ul>

<b>National priority: How we are ensuring Excellence and Equity?</b>		
<b>Strategy</b>		
<b>Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken</b>		
<ul style="list-style-type: none"> <li>Use Participatory Budgeting process to consult with all stakeholders to provide an initiative to improve pupil wellbeing.</li> <li>Work in partnership with Active Schools and other community providers, offer all pupils, particularly pupils identified as being affected by poverty or adverse childhood experiences, with the opportunity to attend a range of lunchtime and after school clubs which will support pupil wellbeing.</li> <li>Provide all pupils identified as being affected by poverty or adverse childhood experiences, for whom there is a concern, with Nurture and/or emotional support where appropriate to improve pupil wellbeing.</li> </ul>		
<b>Strategy: What did we set out to do?</b>	<b>Progress and Impact What difference did we see? What did we achieve?</b>	<b>Next Step(s) to inform SIP for 2023/2024</b>
Use Participatory Budgeting process to consult with all stakeholders to provide an initiative to improve pupil wellbeing	Playground Games were purchased and launched as a result of the Participatory Budgeting consultation process. We ensured that we consulted all identified pupils. Staff observations of pupils indicate that identified pupils are able to regulate their emotions and be involved in play with less need of adult intervention.	<ul style="list-style-type: none"> <li>Use previous consultation models to ensure the effective priority of funds to provide equity for all identified pupils to provide an initiative to ensure equity and lead to an improvement in pupil wellbeing.</li> </ul>
Work in partnership with Active Schools and other community providers, provide all pupils, particularly pupils identified as being affected by poverty or adverse childhood experiences, with the opportunity to attend a range of lunchtime and after school clubs	A broad range of lunchtime and after school clubs were offered to pupils after they were consulted. As a result of the Active Schools Sidekicks Programme this included training for our P7 pupils who ran a multi sports club. Pupils also led a variety of other clubs which focussed on the interests of pupils identified at being affected by poverty or adverse childhood experiences.	<ul style="list-style-type: none"> <li>Continue to work in partnership with a range of providers to ensure equity of experiences for all pupils. This will include ensuring that an appropriate range of lunchtime and after school clubs are offered to identified pupils after consultation.</li> </ul>
Provide all pupils identified as being affected by poverty or adverse childhood experiences, for whom there is a concern, with Nurture and/or emotional support where appropriate to improve pupil wellbeing.	All pupils who were identified as being affected by poverty or adverse childhood experiences, or for whom there was a concern, were offered the appropriate Nurture and/or emotional support to improve pupil wellbeing.	<ul style="list-style-type: none"> <li>Continue to identify and appropriately support all pupils affected by poverty, adverse childhood experiences and who were formerly, or are currently care experienced, to improve their wellbeing.</li> </ul>

