

# STANDARDS & QUALITY REPORT

24  
25



SOUTH  
LANARKSHIRE  
COUNCIL





# 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 / Smartboard), 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 MUGA pitch.

The school is part of Holy Cross High School Learning Community. The Learning Community has developed very positive working relationships and works collaboratively to develop a shared vision for change and improvement which is meaningful and relevant to the schools involved.

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.

Together We SHINE

Successful Hardworking Inclusive Nurturing Excellent



# highlights of 24/25

This year was another successful year in St. John the Baptist. Highlights include:

- A very successful Parent Council Summer Fete, raising over £6000 for school funds
- Participating in track and field, football, netball and dance festivals and competitions.
- Developing our playground and planters in conjunction with local businesses and the Parent Council.
- P7 Residential experience to Barcaple.
- Achieving 3 attachment jigsaw pieces taking us closer towards our full accreditation
- Achieving Bronze Award for RRSA
- And much, much more...



## 24/25 priorities

### **Priority 1: Develop high quality feedback linked to LI / SC to improve teaching and learning, with a particular focus on Writing**

#### Progress and Impact

All staff have participated in Stephen Graham training sessions during CAT sessions. Three Text Types have been covered throughout the year. 10 members of staff have also attended in person Stephen Graham modelled lessons with very positive post session feedback. Following significant CLPL this session, staff reported that;

- 80% enjoy teaching writing
- 90% know what to teach in writing
- 90% think that writing across the school is at an appropriate level.

Qualitative feedback from staff in June 25 surveys reported positive progress in terms of;

- Strong, clear progressive structure which supports staff to deliver lessons more confidently.
- Clear Learning Intention and Success Criteria which supports pupils to evaluate learning and next steps.
- Differentiated templates and models to support learners at all levels.

SLT class visits alongside Trio visits in Writing showed a consistent approach in almost all classes. In all classes, staff used appropriate Learning Intentions. In almost all classes, pupils had appropriate Success Criteria. This was further supported by CLPL from DO re LI/ SC and skills.

Moderation session across the year provided opportunities for significant professional dialogue and quality assurance by class teachers and SLT. Early identification of support for staff and pupils enabled further targeted support to ensure consistent, quality approaches to teaching and learning.

#### Next Steps

To build on success of this year and continue to complete Stephen Graham CLPL for the next 4 text types.

To continue to develop Success Criteria to ensure this adapts and changes as they progress to include challenge / support as required.

To continue rigorous moderation and targeted support as required to ensure consistent, quality approaches to teaching and learning.

## Priority 2: To embed fully, Play Based Learning in Primary 1 / To embed more fully, outdoor learning at all stages

### Progress and Impact

Both Primary 1 classes have full implementation of SLC Being Me in SLC Strategy. The three current P1 teachers all visited other establishments who model very good practice and have implemented key features from these learning environments as evidenced through class visits and trios.

With the support of PEF funding, the classroom environments reflect zones (e.g. discovery, creative) and have appropriate provocations available for children. Pupil engagement is high with particularly successful approaches with targeted ASN children evident.

ACEL data from P1 shows an increase in attainment in Numeracy from 83.5% to 85.4% . Literacy showed a slight drop 81.9% to 80.6%.

Pupil observations began this session and are used to inform planning, assessments, teaching and learning. Long term planning remains in line with a whole school approach and requires further consideration.

Selected senior pupils and targeted nurture pupils, worked alongside identified member of staff and the Parent Council to develop planters and grow a range of plants, flowers and vegetables. All pupils in attendance showed very good levels of engagement and enthusiasm. Further work was done on using crops to cook with during nurture sessions in which pupils showed great enjoyment and engagement. All pupils in Primary 1 had daily access to the outdoor area as part of play-based learning. The majority of pupils would happily choose this environment regularly however further work is required to develop provocations and resources to ensure a rich learning environment.

Targeted Primary 7 pupils attended 6 sessions of Forest Schools to support enhanced transition and skill development. Almost all targeted pupils attended almost all sessions. All attendees engaged well and showed good skills and resilience during sessions, as reported by group leaders.

The majority of classes increased their opportunities for outdoor learning; however, further consistency is required. Through Staff PRDs targets have been set to ensure this is taken forward to develop a consistent approach across the school.

### Next Steps

To continue to ensure consistency of play based approaches for Primary 1 pupils remains as we move from a P1 to P1/2 composition.

To continue to develop teacher confidence when challenging able learners through play-based learning.

To increase collaborative work with school staff and P1 staff to share good practice, learning and upskill others for sustainability.

To build on the success of Parent Council achievements and increase the range of pupils who are involved in this.

To continue to develop staff confidence and CLPL to facilitate more regular outdoor learning experiences

### Priority 3: To further promote an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.

#### Progress and Impact

All pupils from P5-7 completed the planned programmes of work and most pupils showed a good level of engagement in lessons and activities. Pupils from P4-7 completed questionnaires following this to identify opportunities for learning and next steps which showed

- 45% of pupils said they sometimes look at the views or stories of people from different cultural backgrounds, nationalities or race in class
- 31% said that they usually did this.

Primary 7 pupils contributed their learning to the Learning Community Padlet and most all pupils could share their experiences confidently.

Staff and pupil consultations showed that 74% of children said that they would be confident that staff would deal with a racist incident in a helpful way. Staff responses showed more confidence in dealing with potential issues / racial concerns however less confidence in the curriculum and delivering lessons.

Staff surveys also showed that

- 40% of staff would not feel confident delivering anti-racist education.
- 90% of staff think the views/sources that they use in class to teach do not reflect a diverse section of Scotland's population.

Targeted EAL pupils attended the Country Club to celebrate diversity and inclusion. This allowed them to share aspects of food and cultural diversity. Where possible, parents were also invited to attend and share food / cultural experiences. Feedback from parents and pupils was exceptionally positive, with requests for this to continue in the future.

A working group comprising of support staff, teaching staff, nursery and SLT was established to take forward the SLC Attachment Accreditation and successfully achieved three jigsaw pieces, surpassing the average of two in a year. Feedback from the accreditation panel was overwhelmingly positive, identifying very strong established nurturing practices and ethos within the school.

RRSA Bronze accreditation was achieved at the start of the school session with a strong action plan in place. The Rights Group are almost ready to submit for Silver Award however challenges in releasing staff and meeting with the pupils has delayed this to the start of the new session.

#### Next Steps

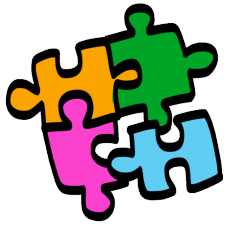
Staff ongoing CLPL to support staff confidence and skill in developing racial education

Review curriculum delivery to reflect diversity and ensure a range of sources / learning experiences for pupils.

Continue to embed inclusive ethos across curriculum, social justice and equity

Continuation of Attachment Accreditation process and development of nurturing approaches across the school and nursery.

RRSA Silver submission to be completed at the start of the new session.



# 25/26 priorities

Priority 1: To continue to develop Explicitly Teaching Writing approaches (year 2)

Priority 2: To introduce Active Literacy approaches in reading, phonics and spelling from P1-7

Priority 3: To promote Gospel values, to respect different beliefs and cultures and for interfaith dialogue.

