

St. John the Baptist Primary, Uddingston.



Standards & Quality Report





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, newly resurfaced 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 25/26

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
- Being one of the first schools to achieve the South Lanarkshire Council Attachment Accreditation Award
- Achieving Silver Rights Respecting School Award
- Continued high levels of attainment in Literacy and Numeracy
- Participating in track and field, football, netball and dance festivals and competitions.
- Developing our parish / school / community links through partnership working
- P7 Residential experience to Barcaple.
- And much, much more...



25-26 Priorities

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

Progress and Impact

Over the past two sessions, our Explicitly Teaching Writing (ETW) approach has had a positive impact. Staff report increased confidence and greater consistency in how writing is taught and assessed, while pupils are more engaged in their writing. Feedback from staff, pupils and parents has also been very encouraging. Parents have noticed improvements in the quality of children's writing and the range of different types of writing they are producing.

Writing attainment has continued to improve and is no longer our lowest-attaining area of literacy. However, there is still work to do to ensure all children achieve their best. There remains a gap between boys and girls, with 91% of girls and 84% of boys achieving expected levels in writing. We have also identified a gap in attainment linked to equity, particularly across P1, P4 and P7. This means that we need to continue providing targeted support and appropriate challenge so that every child has the opportunity to make strong progress and achieve their potential.

Next Steps

This session, we will continue to develop our Explicitly Teaching Writing (ETW) approach, with children learning three new types of writing.

Staff will continue to work together through professional learning and moderation to ensure that writing is taught consistently and to a high standard across the school.

We will also focus on:

- providing the right level of support and challenge for every child;
- giving clear and helpful feedback to improve writing; and
- increasing children's confidence, engagement and enjoyment in writing.

Our aim is to ensure that every child continues to make strong progress and develop as a confident and capable writer.

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

Staff feedback on our Active Literacy approach has been very positive. Staff value the clear structure, shared expectations and consistent approaches used across the school.

Monitoring of teaching, staff discussions and professional learning show that staff confidence and consistency in teaching phonics and spelling from P1–P7 have improved significantly.

Investment in resources, such as magnetic boards, has also supported the delivery of high-quality lessons. Pupils tell us that they enjoy the increased challenge and recognise that the same approaches are used across classes, helping them to apply their learning independently.

Our reading provision has also improved, although there is still work to do, particularly from P4–P7. We are focusing on ensuring that reading activities provide the right level of challenge for every child and that pupils have opportunities to develop their skills through a range of engaging texts and tasks.

Overall literacy attainment is currently 83%, which remains above local and national averages. However, this is a small decrease from last year, with reading attainment falling from 88% to 86%. Reading in P1 and P2 is a particular area for improvement, so we will place a strong focus on developing early reading skills and providing support where needed.

Next Steps

Building on the success of Active Literacy, our focus this session will be on creating a strong and consistent literacy journey from Nursery to P7.

We will place particular emphasis on:

- strengthening early literacy and phonics skills;
- developing confident and capable readers;
- improving reading attainment;
- increasing children's enjoyment and engagement in reading; and
- closing gaps in attainment so that every child has the opportunity to succeed.

We will also strengthen the links between Nursery and Primary, ensuring that children experience a consistent approach to early literacy, including talking and listening, phonics, recognising sounds and letters, and developing early reading skills.

By working together across Nursery and Primary, we aim to give every child the strong foundations they need to become confident, enthusiastic readers and successful learners.

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

Progress and Impact

We have continued to strengthen equality, diversity and inclusion across our school community.

We have introduced new books and resources that reflect a wider range of cultures, experiences and perspectives, with a particular focus on our P4–P7 reading programme. Classrooms and shared spaces have also been updated to celebrate diversity throughout the year.

Children have enjoyed sharing languages, traditions and celebrations from their families, helping to develop curiosity, respect and understanding. Our Conversation Club and family learning activities have also provided opportunities for families to learn from and celebrate one another.

Feedback from parents has been very positive, particularly around the sense of inclusion and pride these experiences have created for children.

Next Steps

Whilst this remains an area of importance and one which requires further development and professional learning, it will move to the maintenance agenda as a long-term focus allowing the Learning Community to continue to work on transition at Early Level and at P7.

Aspects of this will continue to be included particularly with the inclusion of the Extraordinary Lives Books which will support literacy work, transition and diversity / equalities work from P7 – S1.

Sharing effective practice from across other Learning Communities will further support collaboration, consistency and shared understanding between staff across sectors.

Nursery Priority 1: Enhance understanding of the new Quality Improvement Framework for Early Learning and Childcare, and apply this knowledge to drive continuous improvement within Nursery settings

Progress and Impact

Staff have developed a stronger understanding of the new Quality Improvement Framework for Early Learning and Childcare through professional learning, discussion and reflection. This has helped the team to identify strengths, areas for development and how their everyday practice impacts on outcomes for children and families. Staff changes and periods of staff shortage have presented some challenges, but the team has remained committed to improvement and building a shared approach.

As staffing becomes more stable, we will continue to develop staff confidence in using the framework to support high-quality practice and ongoing improvement.

Next Steps

Continue to embed next session, looking at other QIs – whilst not specifically referenced in new SQIP this will be ongoing as part of our self-evaluation cycle.

Nursery Priority 2: Promote the wellbeing of staff and children through the implementation of mindfulness practices

Progress and Impact

Staff have responded positively to the introduction of mindfulness, recognising the benefits it can bring to children's and staff wellbeing. Training has given staff practical strategies to support calm, emotional regulation and positive relationships.

Embedding these approaches consistently can be challenging in a busy nursery, particularly during periods of staffing pressure. However, staff are using mindfulness strategies successfully and are keen to develop this further.

Our next step is to make mindfulness a more consistent part of nursery life, supporting a calm, nurturing environment where children and staff can feel happy, safe and ready to learn.

Next Steps

Continue to embed next session, looking at other QIs – whilst not specifically referenced in new SQIP this will be ongoing as part of our self-evaluation cycle.



26/27 Priorities

Priority 1: To continue to develop Explicitly Teaching Writing approaches (year 3)

Priority 2: To support the development of Early Level reading and literacy skills and continue to implement and develop Active Literacy approaches from P1-7

Priority 3: To improve transitions across the Learning Community through enhanced Nursery - P1 and P7 - S1 pathways, alongside a consistent approach to Early Level moderation.

