

STANDARDS AND QUALITIES REPORT

2022/23



St. Joseph's RC Primary School

HIGHLAND COUNCIL | KING STREET, INVERNESS, IV3 5DG

Care

Honesty

Determination

Respect

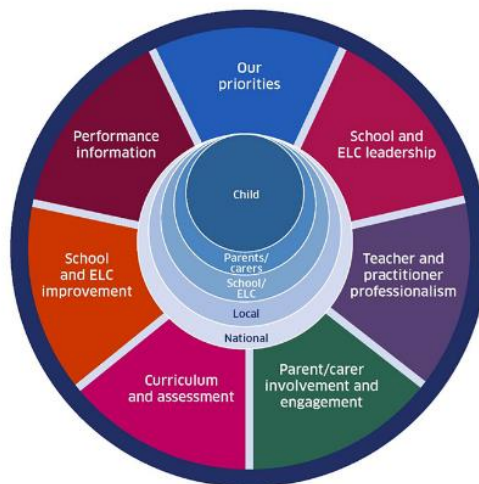
Introduction: Local and National Context

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

Dear Partners,

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We are pleased to present our Standards and Quality Report for Session 2022-23. 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.

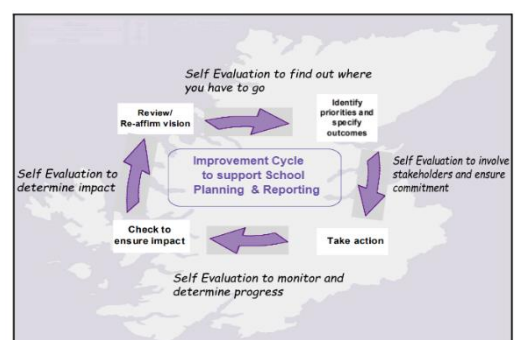
Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

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.

Hester McMillan and Carolyn Brown
Acting Head Teachers
St. Joseph's RC Primary School & ELC



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School Profile

The following information can be found on [Parentzone Scotland](#). 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
89.28%

Average Class Size
20 pupils

Meeting PE Target
Target Met

Pupil Numbers
142 (+20 Nursery)

Teacher Numbers
7

Teacher Pupil Ratio
1:20

Average Attendance 2022-23 by Stage

N3 84%	N4 82%	P1 90%	P2 91%	P3 90%	P4 89%	P5 90%	P6 92%	P7 90%
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SIMD Percentages (including Nursery data)

SIMD Q1¹ 12%	SIMD Q2 8%	SIMD Q3 5%	SIMD Q4 12%	SIMD Q5 6%	SIMD >5 or unknown 57%
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Other Statistics

ASN² 20%	No ASN 80%	FSM³ 20%	No FSM 80%	EAL⁴ 40%	No EAL 60%
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We have had no exclusions this year.

Attainment

2022/23 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

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

Overall, attainment across the school in literacy and English and numeracy and mathematics is very good. Children achieve appropriate CfE levels in literacy across the school, and the majority (67%) children are exceeding the nationally expected levels in reading. In numeracy, the majority (55%) of pupils are exceeding the nationally expected CfE levels.

Almost all children who face barriers to learning are making good progress towards meeting their individual targets. 87% of children who face barriers in their learning have achieved the expected level in at least 2 curricular areas. 75% of pupils who face barriers to their learning have achieved the expected CfE levels in 3 or 4 out of the 4 curricular areas. 26% of pupils who face barriers to learning have achieved the expected CfE levels in ALL curricular areas. Only 9% of pupils who face barriers to their learning have achieved none of the expected CfE levels.

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

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision

Our vision is encapsulated by our motto:

‘Together We Believe Together We Achieve’

Our vision at St. Joseph’s Primary School is to use our unique city centre location and strong Church/school/home community links to provide opportunities for our children to achieve excellence. We aspire to achieve both academic and personal excellence for all our children, and value strong parental and community partnerships in helping us achieve this.

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.

Our Aims

We put our children firmly at the centre of their learning ensuring we:

- Create opportunities for children to participate in acts of charity and recognise the importance of serving others and God.
- Ensure that we uphold high standards of learning and behaviour while fostering positive relationships.
- Create a positive ethos of mutual respect, trust and responsibility.
- Create a variety of stimulating learning contexts.
- Encourage all children to achieve their potential.

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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:

ASG Moderation and Assessment

Purpose:

- **Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment**
- **This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks.**

Progress:

- ✓ Most ASG teaching staff attended all or the majority of collegiate sessions.
- ✓ Across the ASG each school aimed to produce one HQAT per term. High-quality assessments provide reliable and valid data to inform all users and stakeholders, including teachers and parents, about how well children have learned and support learning conversations about next steps in learning.
- ✓ Most staff reported that the process has made assessment and reporting more manageable
- ✓ Through self-evaluation, ASG teaching staff recognised there was a lack of confidence and consistency in teacher professional judgement, this led to a shared improvement plan supported by our CLO.

Impact:

- ✓ Almost all staff report that they have a shared understanding of effective assessment and moderation.
- ✓ Almost all staff report that the tracking and monitoring process leads to improved outcomes for learners.
- ✓ Shared understanding of effective assessment and moderation has led to a consistency of expectations supporting professional judgement across our ASG. To support this most staff use a quality body of evidence to support assessment judgements and decisions about next steps.
- ✓ Analysis of data by teaching staff using robust tracking and monitoring means that staff can plan next step in learning, closing identified gaps in children's learning.
- ✓ In year one of this project we have made good progress resulting in improving staff confidence and consistency.

Next steps:

- **Further developing staff capacity in providing secure professional judgement in using benchmarks by working across our ASG ~ 3 x CAT sessions**
- **Enhance leadership at all levels by working with our CLO to support our ASG QUAMSO**

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Extending links in our Community of Faith and Learning

Purpose:

Last year, we worked to recover Sacramental preparations missed due to the pandemic. This year we planned to extend our Faith Community links to further our journey as a Laudato Si' School making links to our Eco- Committee.

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:

- ✓ **Continue on the 3 year Laudato Si' journey, assess progress so far and identify actions for moving forward and continuing to improve.**

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Purpose:

Last year our Primary 1 learning environment was developed to include a play-based approach to learning. Primary 2 worked together with Primary 1 in the afternoon, the Nursery staff also supported this project. This year, we intend to develop a Play Policy and Assessments for Play based learning throughout the whole school but initially from Nursery to Primary 3.

Progress:

- All staff from Nursery to Primary 3 have shared leadership roles.
- We have begun to conduct peer visits in settings beyond our own.
- Outdoor Play Hub installed in January 2023.
- Class teachers are beginning to use the Play Hub to be a stimulus and support for other curricular areas.
- All PSAs led skills groups in term 2 and 3 (6 week block). These groups focused on identified children to develop motor skills, friendship skills, social skills, cooking skills, nurture, creativity.
- 4 PSAs completed 4 online sessions throughout the year to support children's emotional health and wellbeing.

Impact:

- A draft Play policy has now been created which means 'play' is accounted for in our weekly timetables and in how we assess younger learners.
 - This has resulted in us looking at how we rotate different play learning experiences and also how we track engagement and progress in these activities.
 - All classes participate in at least one weekly outdoor play session. These sessions are sometimes mixed age groups. All pupils have engaged positively with this resource. This has encouraged friendships and connections in new groupings.
 - Almost all pupils play creatively and independently with peers or individually. Pupils are excited to engage with the new play opportunities and take pride in managing these resources.
 - Pupils are developing skills in real contexts knowing that their ideas and contributions are valued.
 - Identified pupils were eager to attend the skills groups. They frequently asked for more information on the next session.
 - PSAs relished planning and leading small group sessions and discussed progress with SLT. Learning from the online training sessions identified 'listening to children' as a key strength of our school.
 - Most pupils developed confidence throughout the sessions and were keen to share their learning with peers in their class and at home with their families.
- ✓ We believe we have made very good progress with this improvement project.

Next steps:

- Develop an assessment approach in Primary 1 that uses play as the vehicle for assessment. This may be use of floor books and Google Classroom.
- Develop consistent tracking of skills across curriculum including play opportunities and celebrate successes.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Daily targeted support for 11 PEF (Pupil Equity Fund) pupils using 'Literacy Toolbox.'

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.

In addition to this, a further 3 pupils are in the process of being assessed by ASNT. This has enabled these children to access alternative support strategies including digital support (guided by ASNT) to increase independence and a growth in confidence.

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.

All teachers, including ASNT (Nurture) now include outdoor play and learning sessions as part of the weekly timetable. With resources now being stored outside, this is much more accessible and readily used (including by our Nursery and OOSCC).

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.

Termly tracking of attendance rates – letters issued to pupils falling below 75% and solution focus meetings arranged. Positive engagement and actions for moving forward.

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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.

Almost all our pupils have had the opportunity to achieve new skills and experiences beyond the curriculum within our school setting. All staff, including PSAs lead various skills groups / clubs throughout the year for at least a block of 8 weeks. This has included Highland Dancing, British Sign Language, Spanish, Book Club, Board games, Chess, Recorder group, Gymnastics. Moving forward to next year we wish to extend the opportunity for pupils to share their new skills in a variety of contexts, performances, or leading sessions with other pupils.

We also support our partners to lead opportunities for sport out with the school day. We work closely with our Active Schools Co-Ordinator, Susanne Standish-White to organise basketball, tennis/squash, football and swimming.

Our basketball club is new to us this year and the team have experienced great success when playing tournaments with other local schools. This has led to 3 children being selected to join the Inverness Lions Team.

Our staff support and prepare pupils to participate in varied and rich learning experiences. This included performing in The Inverness Music Festival and subsequently winning Primary 2 choir group and Primary 6 Instrumental Group Performance. Our pupils have access to music lessons within their weekly timetable including support from ArtsPlay, Aberdeen Diocesan Chorister, Highlife Highland Musician in Residence, Kodaly, Youth Music Initiative (Feis Rois) and Music tuition.

The majority of our pupils attend clubs, sports and groups out with the school environment. One of our pupils has been selected to join the National Youth Choir of Scotland (NYCOS). Two of our pupils have participated and achieved medals in Scottish Karate Championships. One of our pupils has won gold at a Ju-Jitsu competition including children from across the whole of the UK. A number of our pupils serve weekly during Masses as altar servers.

We provide a robust leadership programme with St. Joseph's across all stages in our school. Pupil voice is prevalent throughout all stages including our youngest learners. We have Reading Buddies, Primary 1 Buddies, Nursery Buddies, Learning Council Representatives, Outdoor Learning Partners, Tech Team, Eco-Committee, House and Vice House Captains, Young Leaders of Learning, Altar Servers, Mass readers, Truly Trusted, Playground Games Leaders, JRSO and Bikeability Champions. All pupils are given the opportunity to be a leader.

This year, our Young Leaders of Learning (YLOL) were trained by Education Scotland to lead learning within our school. We have now formed a partnership with Aldourie Primary School located near Dores. Our YLOL visited their school setting to observe a new learning environment and this was reciprocated when YLOL from Aldourie visited us at St. Joseph's. Feedback was shared and this has led to an agreement to continue this valuable partnership into the next session.

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Comments from learners, families, stakeholders and staff

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

Comment from Head Teacher colleague: There are many opportunities for leadership across all stages. Pupil voice is clear in all projects led by The Learning Council and I am impressed that this includes learners across all stages including the younger learners.

Comment from Parent: Our son really enjoys your class and everyday he is excited to come to your class. As a parent, we are delighted to see our son's progress. We appreciate every time you challenge him to be a good student.

Comment from Parent of a new pupil to our school: Our son has settled into his new school, worked hard and made lots of new friends. His reading, writing, and spelling has come on significantly in these last few months. Thank you to everyone who has made him feel welcome and included.

Comment from Parent: Our daughter loves going to school because of her friends and the variety of activities she does. I am very happy with how much she has progressed in literacy and numeracy. Thank you to everyone in the school for supporting the children in their various interests by joining competitions outside school and entering them into school contests.

Comments from Visiting Teachers and Supply Teachers: I look forward to teaching at St. Joseph's every week, it is a highlight for me. I am sad if I see a request for supply at St. Joseph's and I am already booked.

Comments from visiting Students: I am so excited to be joining St. Joseph's for my placement. My friends who have also completed a placement here previously have told me how lucky I am and how well supported I will be.

Comments from Teaching Staff:

- We have shared standards that we all agree upon with attainment and also in terms of behaviour and expectations.
- Pupils benefit from consistency and knowledge of expectations.
- We have strong links to our wider community and particularly the Parish community and Priests.
- All pupils are now using the language of 'Laudato Si' and children are familiar with its key values and can implement/share practical solutions to a global problem. Our actions are leading the example.
- Outdoor Play Hub used by all classes has led to happier pupils with peers encouraging each other to be creative/imaginative/problem solving.

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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	Very good	Very good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Assessment and Moderation: Continue to work with other schools in our area to ensure shared standards and consistent approaches. Continue partnership with Aldourie Primary School to engage pupil voice across schools.
- Curricular Pedagogy: Literacy and Numeracy Progressions.
- Extend and build upon our journey as a Laudato Si' School.
- Continue to embed opportunities for play throughout all stages.

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) (to be added) or by contacting the school office

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