



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

ST JOSEPH'S RC PRIMARY SCHOOL



St. Joseph's RC Primary School

RESPECT DETERMINATION HONESTY CARE

Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

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

Empowerment & Leadership:

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

Relationships:

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

Opportunity:

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

The key priorities outlined in the National Improvement Framework are:

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

Self-evaluation

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

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

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

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

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

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

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

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

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

Looking outwards - learning from others

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

Looking forwards - creating a vision and planning for implementation

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

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

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



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

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

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

Angela Selkirk
Head Teacher
St Joseph's RC Primary

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). 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 91%	Average Class Size 22.1	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 167 + 21 Nursery	Teacher Numbers 8	Pupil Teacher Ratio 20.8

N3 XX%	N4 XX%	P1 12.9%	P2 10.3%	P3 13.5%	P4 17.4%	P5 14.8%	P6 15.5%	P7 15.5%
SIMD Q1 ¹ 30-40%	SIMD Q2 30-40%	SIMD Q3 10-20%	SIMD Q4 10-20%	SIMD Q5 0-10%	Unknown 0-10%			
ASN ² 50-60%	No ASN 40-50%	FSM ³ 10-20%	No FSM 80-90%	EAL ⁴ 20-30%	No EAL 70-80%			

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Most

We have had no exclusions this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.
² ASN – Additional Support Needs
³ FSM – Free school meal entitlement
⁴ EAL – English as an additional language

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Values

The following values are embedded in our ethos...

Determination

Respect

Honesty

Care

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

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:

Improving Attainment in Writing

Purpose:

Our recent ASG work on moderation and our teacher judgement/ACEL data both indicate our writing attainment could be improved. A recent staff survey on teaching writing highlighted the need for a more progressive and consistent approach across the school for writing and grammar. Many of our staff are using elements of Big Writing and our aim is to create an overview to ensure all genres are taught several times across each level, to access Stephen Graham Writing training to upskill staff in teaching writing. We will provide opportunities for staff to plan and moderate writing across levels. There will also be a focus on how we teach spelling.

Progress:

- All teaching staff have engaged in a series of professional learning sessions to effectively teach writing.
- All teaching staff have engaged in quality discussion around creating a school writing overview to ensure all genres are taught over a year and several times over a level.

Impact:

- All teachers' have improved knowledge and understanding of the effective teaching of writing. Children's experience a more consistent approach to writing across the school and access to high quality teaching displays to support their writing.
- All teachers have improved knowledge and understanding of how to ensure balance of genre over a school session. Children have experienced a wide variety of genre over the school year, further developing their skills.

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Next steps:

- Further develop a yearly school writing overview
- Agree a whole school approach to termly formative writing assessment and how to track this

School Priority:

Enhancing Our Profiling and Tracking

Purpose:

We have been developing our tracking systems and use of data to inform next steps in learning. HC now require us to use P&A system on SEEMIS and use SEEMIS to report on children's learning. We will take time to become more familiar with this tracking system and continue to develop our school-based systems.

As an ASG we have identified through self-evaluation the need to develop and align our approaches to profiling and profiles. Building on our strong moderation approaches supported by our QUAMSOs we will develop, moderate, and align our profiles.

Progress:

- All teaching staff can confidently use the P&A system on SEEMIS
- There is a consistent ASG approach to profiling and profiles with aligned content and children having ownership of their learning pathway.

Impact:

- All teaching staff can confidently use the P&A system to track children's progress through a level. Children receive timely support/challenge interventions.
- 100% children have their own learning profile
- Profiles are consistent across all stages of the school, children can discuss their learning.
- Parent/Carer survey result indicated that 89% stated they receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles

Next steps:

Recent staff and parent/carers questionnaires have highlighted that more could be done to ensure parent/carers are fully involved in the school and their child's learning so the following will be undertaken next session:

- Conclude review of Homework Policy
- Increase parental understanding of how they can be involved in the school and their child's learning
- Develop a whole school tracking system for core curricular areas

School Priority:

Continue to extend links in our community of Faith and Learning

Purpose:

Last year we set out to extend our Faith Community links further and to deliver the Laudato Si' Schools Programme, however a change of parish priest and head teacher have meant that we did not make as much progress as anticipated. This year we embark on year 4 of the Laudato Si' Schools journey and continue to build real partnerships within our Parish community and within our Community of Faith within Scotland.

Progress:

- ✓ 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.
- ✓ All staff attended refresher training in how to deliver Laudato Si' learning, including using the quotes and goals to track our progress.

Impact:

- ✓ All staff and pupils have experienced input through visits, sacraments and events which has supported their understanding of the Catholic Church teaching, and further developed their personal beliefs and values
- ✓ All staff and pupils further understand the principles and purposes of the Laudato Si' programme including where it came from and the meaning behind it. The school's work was acknowledged in a motion in the Scottish Parliament as an example of the legacy of the project in Scotland. *"St. Joseph's R.C. Primary in Inverness has embedded the principles of Laudato Si' across our school. Every pupil and member of staff has been involved in learning how we can and should care for Earth, our common home. From Nursery planting and growing, all the way up to our Primary 6 and 7 pupils looking at renewable energy and recycling in our local and extended community, we work hard together to look after the beautiful creation God has given us. We started our school year with a whole school pilgrimage to the shrine of Our Lady at St. Ninian's Church"*
- ✓ The children further developed their understanding of the direct work of the Missio Charity and the difference it makes to the lives of other children

- ✓ The school was the first in the Aberdeen Diocese to be awarded 5 Star Missio status

Next steps:

- Increased opportunity for CLPL to extend professional development across Scotland. (St. Joseph's is the only Catholic school in Inverness and we now seek to link up with our wider community).

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- 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. Children have increased attention to daily learning time, increased focus and engagement across all aspects of the curriculum. All children demonstrate increasing confidence and resilience.
 - The farm sessions are a focal point of the week for talking and listening both in class and at home and there has been positive feedback from families around the progress made by their children.
- All Primary 7 pupils attended Fairburn Activity Centre. This residential trip was made possible for all Primary 7 pupils with financial support given if required, including targeted PEF children. 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 to ensure all children were able to attend.
- Our new nurture area has been set up and resourced providing a safe and supportive environment for children to access in small groups or individually to support their needs and allow them to develop their social skills, confidence, and self-esteem, ultimately improving their ability to learn and engage in the broader school environment.
- Additional ASN teaching time of one day a week has enabled detailed diagnostic literacy assessments to be carried out and support put in place for individuals.

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.

Highlights of our School Year

Inverness Music Festival success



5 Star Missio Award



We have

- participated in a whole school Pilgrimage in partnership with St Mary's and St Ninian's
- achieved recognition for our work on Laudato Si' by being included in a motion in the Scottish Parliament to acknowledge the legacy in Scotland through Laudato Si Schools.
- worked in close partnership with UHI to further develop P6 and P7 STEM Skills
- worked closely with our Active Schools Coordinator to provide a range of taster activities and out of school activities at no cost to families
- had children represent us in athletics and cross-country events
- continued to work in partnership with the Youth Music Initiative (YMI) to support children's music development with targeted year groups
- collaborated closely with Fr. Laurence and Deacon Aidan to enhance children's understanding of the Catholic Church teaching.
- promoted pupil leadership roles through Pupil Groups, Buddies, Paired Reading and many other initiatives
- further developed children's expressive arts knowledge and skills through partnership working with Eden Court and the School Christmas Performance

Comments from learners, families, stakeholders and staff

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

Pupil Voice – Learning Council and House Captains

How much do you enjoy your learning in the school?

- Maths, description writing, PE, Art, Religious studies, Reading,
- A lot! I love writing
- I love maths, times tables
- I enjoy reading,
- Emotional check in

How would you describe the quality of teaching in the school?

- Teachers explain things well, learning intentions are shared, peer assessment, success criteria – usually the teacher creates these. On a few occasions we help to create.
- Teachers show and tell us and then let us do it for ourselves. We can also do it together.

How do your teachers assess how well you are getting on in your work?

- Spelling tests on a Friday
- P7 target wall
- Digital profile
- SOFA assessments and NSA assessments
- HQA – teachers use these but not sure what they are – not able to give examples
- Success Criteria – sometimes teacher and sometimes children

What helps you learn?

- Resources to help on the wall
- Partner can help if you are unsure
- Ask the teacher
- Maths resources help with learning
- Feedback from the teacher and next steps are shared
- Fun games together on carpet help me to learn
- Independent work – use your phonics
- Sometimes working with a partner or a trio

How do your teachers know if you are making good progress and what would they do if you were finding the work difficult?

- Teacher or classmate would help you.
- PSA's help support our learning
- Teacher looks at work to show progress
- Compliments and next steps about your work
- Targets – we have personal targets and put them on the wall. We look at our work to make sure we have met our targets. We then choose a new target if we meet our first one.

Parent/Carer/Voice

- 90% agreed/strongly agreed - ***The school encourages children to treat each other with respect***
- 90% agreed/strongly agreed - ***I would recommend the school to other parents***
- 92% agreed/strongly agreed - ***My child is making good progress at school***

Grandparent - *"I have been to many nursery shows and this is by far the best I have seen!"*

Parent - *"I would like to thank you and the nursery staff for all you do for my daughter and family. You have made us feel welcome. Thank you for helping with Road Safety. She is much better going to the shops and out walking. My daughter is now very happy coming to nursery every day."*

Parent - *"St Joseph's Primary has given my child the best start. My child is well supported and challenged in all areas of the curriculum and has had many opportunities to take part in wider achievement events representing the school."*

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	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	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

1. Improving Attainment in Writing
2. Curriculum Design and Progression
3. Further Develop Faith Education

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.