

## School Improvement Priorities 2017/18



During our successful VSE, School performance was evaluated using Quality Indicators from 'How Good is Our School 4' ( Scottish Government).

The following table indicates the evaluations given and identifies aspects of whole school development we will look closely at over 2017/2018:

Quality indicators from 'How Good is our School 4'.	Identified areas for whole school development
1.3 Leadership of Change: QI Evaluation: Very Good	Continue to develop an aspirational vision for our learners by further embedding the vision and values ensuring that these underpin improvement decisions in the school.  Develop approaches to improvement, including Outdoor Learning, to ensure sustainable change and improve outcomes for all.
2.3 Learning, Teaching and Assessment QI Evaluation: Very Good	Refine approaches to learning, teaching and assessment to ensure high quality learning experiences for all.
3 .1 Ensuring wellbeing, equality and inclusion QI Evaluation: Very Good	Continue to develop staff and learner confidence, knowledge and skill in ensuring the Health and Wellbeing of all.
3.2 Raising attainment and achievement QI Evaluation: Very Good	Review and refine approaches to teaching literacy and numeracy to provide greater breadth, depth, challenge and support for all.
2.2 Curriculum: Learning Pathways QI Evaluation: Good	Review the structure and delivery of the curriculum taking account of National Guidance and local circumstances, placing the needs of learners at the centre of our improvements.

Over the coming session we will be gathering the views of all stakeholders to help us evaluate our ongoing school improvement agenda. This input is welcomed and very much appreciated.

*Thank you to everyone in the school community for their support this year.*

## St. Joseph's Primary School



# Progress Report 2017/18

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*Learning Achievement Care Welfare for All*



### About our school

St. Joseph's Primary School is a Roman Catholic School in Linlithgow in West Lothian serving the communities of Linlithgow, Linlithgow Bridge, Philpstoun and Bridgend. The school role is at 158 incorporating 7 classes. This is the second year that the school has maintained single stream classes from P1 to P7, with the school roll consistently remaining above 150 pupils during the last school year. There are currently 7 class teachers. The school benefits from a specialist P.E. Teacher, Support for Learning Teacher, Brass Specialist, 4 Pupil Support Workers and 1 Administrative Assistant. During the year 2016/17 the school provided a music specialist on one afternoon per week, with all classes having musical input over the course of the school year. This has been extended for this session with the appointment of a music teacher currently teaching all classes, one day per week. The Acting Head Teacher who was in post to cover the previous Head Teachers secondment during session 2016/17 was appointed as the permanent Head Teacher of St. Joseph's PS in June 2017.

The school benefits from a supportive & proactive Parent Council and an enthusiastic & committed Fundraising Group. A variety of events take place within the school to help develop parental involvement, these include St. Joseph's Journey sessions for Pupil Profiling, Primary 1 Home Learning Meeting, Meet the Teacher sessions, First Friday Tea and Cakes with Mrs McEwan, School Masses, Sacramental meetings and organised charity events throughout the year. Parental Consultations meetings also take place on two occasions in the school year.

In May 2017, the Head Teacher led the school through a very successful Validated Self-Evaluation process (VSE). An Education Officer and a team of Head Teachers from West Lothian Council, visited the school for week to evaluate aspects of the schools work. The VSE team visited classes to observe teaching and learning and gathered information about the life and work of the school through engagement with a variety of stakeholders, including pupils parents, staff and wider school partners. A School Self-Evaluation statement was produced at the end of the VSE which summarises the schools performance and helps the school identify priorities for future improvements.

### **What we planned to improve last year**



#### Priority 1

*Review and further develop our Modern Languages and Technologies Curriculum to ensure a balance of depth and progression in our learning pathways .*

#### Priority 2

*Raise pupil attainment and achievement through teachers individually carrying out a small scale study and reflection on one aspect of teaching and learning This approach is called a 'practitioner enquiry' and provides teachers with opportunities to refine their practise based on classroom evidence and professional reading.*

### **How well did we do in 2016/17 ?**



#### Priority 1

***We have made very good progress.***



Staff were grouped into a working party for both Modern Languages and Technologies respectively. The Modern Languages group audited our current position with regard to the effective delivery of French (L2) within our school curriculum. We worked both within school and at authority level to review and refine the progression pathway for French, developing learning pathways and resources to support the teaching of French and ensure it is further embedded within the school curriculum. The L3 language of Spanish was introduced during term 4 with a successful themed week of learning for all.

The Technologies group reviewed and refined the Technologies learning pathway delivered at St. Joseph's, ensuring it provided breadth, depth and appropriate progression for our pupils. We looked at resources across the school which support the delivery of the technologies curriculum and further enhanced the availability of devices through appropriate purchasing. This led to further training for staff on the use of applications available through GLOW and further enhanced opportunities for pupils to develop their ICT skills in using a range of programmes. We devised an 'Anytime, Anywhere, Learning' policy which was submitted to the authority for approval. We also began to develop ways of providing our pupils with wider ICT experiences such as Virtual Reality, through the use of 'Google Expeditions'.



#### Priority 2

***We have made very good progress.***



As a school, we looked closely at how we could raise pupil attainment and achievement through a shared understanding of expected standards. We worked both within school and across the cluster to reflect on the new National Benchmarks in Literacy and Numeracy. Class teachers worked in groups with cluster colleagues to plan, implement, assess and review series of Numeracy and Literacy learning activities. Professional dialogue and reflection assisted in developing teacher confidence in assessing pupil's progress in line with national expectations and raised expectations of pupil achievement at St. Joseph's. To further improve learning experiences for our pupils, all staff engaged in practitioner enquiry, to look closely at refining and developing an aspect of their practice. Staff carried out a very successful small scale enquiry, then shared their findings, reflecting on the positive impact the study had made not only on their own capacity but on levels of pupil engagement in learning. Staff came to a shared understanding that the practitioner enquiry approach could be used to impact positively on future whole school development priorities.