

## Sharing the Learning Comments

“Good opportunity to see how my child is progressing.”

“Great feedback from the teacher .”

“She loves her class and is Improving everyday.”

“Congratulations and thank you for your work as teachers.”

“What a great idea getting in the class for an informal visit—well done!”

“Thank you for the chance to share her learning. It allows parents to be part of the learning process.”



West Lothian  
Council



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St John the  
Baptist  
Primary  
School



Standards and Quality

Report 2015-2016



## Dear Parent/Carer

Our standards and quality report highlights and celebrates the many achievements of St John the Baptist Primary School and the progress made in the implementation of Our School Improvement Plan.

This leaflet gives a summary of our achievements as we continue to improve our school ensuring all of our pupils receive a high quality education. Our full report shows that 2015- 16 has been another highly successful year for the pupils and staff of St John the Baptist Primary.

<https://stjohnthebaptistps.wordpress.com/>

Evaluation of priorities in School Action Plan (SIP) 2015 -2016

Area of development:

### **Priority 1 - Raising Attainment**

To continue to work collaboratively both in school and across the cluster to improve attainment in both literacy and numeracy.

We have a clear focus on the development of skills in literacy, numeracy, health and wellbeing in a progressive method across the curriculum. All staff have received SEAL (Securing Early Arithmetical Learning) training and are now using strategies more confidently and effectively to improve numeracy outcomes for our learners. Reading for Enjoyment was identified as a priority in our literacy programme and there is clear evidence that our learners are taking on more challenging reading materials.

A strong emphasis was placed on reading for enjoyment through the implementation of a new Literacy based resource - Accelerated Reader. This has impacted on most of the children with regards to increased attainment and their motivation to read.

Staff continue to use Big Writing resource to highlight targets for pupils and scaffold the writing process using appropriate assessment strategies.

Pupils are now more aware of their next steps in learning through regular discussions with staff.

Nursery and Primary one staff engaged in professional dialogue to plan and take forward a topic (Fairyland) to further enhance the transition between Nursery and Primary one. Pupils worked on key skills in all areas of the curriculum e.g. Numeracy, Literacy and Expressive Arts.

Through the use of a progressive Numeracy programme, the children have a more consistent approach to real life problems in meaningful contexts. The children participated fully and confidently in Money week activities gaining confidence in using money in different contexts.

Our newly established nurture base 'The Ark' has provided good opportunities for groups of children to access a more intensive Literacy based programme tailored to their needs, underpinned by the principals of GIRFEC (Getting It Right For Every Child).

### **Priority 2 - Improvement through self-evaluation**

Pupils learning experiences have been enhanced by staff working more collaboratively to arrive at a shared understanding of key expectations. Staff have worked with associated cluster primary schools to ensure continuity and progression across all levels.

Through the staff team reflecting on current practice,

evaluation of new initiatives and professional responsibilities, pupils have benefited positively in their learning through more relevant and meaningful curricular programmes of work.

We reviewed and refreshed our Social Subjects (Topics) programmes to ensure all pupils were given opportunities to experience a wider range of contexts in order to develop skills and knowledge. The P7 pupils engaged in an IT based topic to create individual films which were later showcased at a parent evening (The Oscars).

Through further self-evaluation, all staff identified the need for increased parental engagement in their child's learning. Sharing the learning opportunities were provided to allow parents/carers to view their child's work and class in an informal manner.

Our school community and cluster share good practice and develop a collaborative approach to continuous improvements to learning and teaching. The school has begun to develop a more consistent approach to self and peer assessment processes i.e. children reflecting on their own learning and giving feedback against expected outcomes.

The Senior Leadership Team (HT and PT) have engaged in regular discussions and classroom observations to establish what is working well and what requires to be developed.

*Through Self-evaluation systems and processes, we have identified our priorities for next session:*

Raising attainment through development of a collaborative approach to enhance teacher's professional judgement of a child's level.

Raising attainment by improving the quality of learners' experiences.