

St. Joseph's PS, Linlithgow



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

Preston Road

Linlithgow

EH49 6HB

Tel: 01506 842578

Learning for Life: Together in Faith

ABOUT OUR SCHOOL

At the heart of our school's approach is having the highest belief and expectations for every learner. The school had a positive validation of its work by WLC in 2017. The VSE team identified the following key strengths: High quality learning and teaching and a staff team who have a clear understanding of the school's strengths and areas for improvement. Our school has continued to build on its strengths by involving staff, learner's parents and partners in ongoing self-evaluation activities. The school serves the communities of Linlithgow, Linlithgow Bridge, Philipstoun and Bridgend. The school role is currently 108 incorporating 6 classes. The school currently sits in Decile 9 according to the Scottish Index of Multiple Deprivation (SIMD). The free meal entitlement for P4-7 is 4% of the school role with 7.34% of pupils receiving a clothing grant. 12.2% of our pupils have English as an additional language and 29.25% have a recognized additional support need. This session the school was allocated £14090 Pupil Equity Fund Allocation the majority of which was used to fund a Pupil Support worker with a raising attainment remit. The Head Teacher is supported by 1 Principal Teacher who has one day out of class per week to undertake management responsibilities. In addition, there are 6 class teachers and a Support for Learning Teacher who has **two full** days allocated to Support for Learning. The school benefits from a P.E. Teacher, Brass Specialist, 4 Pupil Support Workers and 1 Administrative Assistant. A high level of pupil engagement is demonstrated across all classes and learning is well matched to pupil's needs and interests. The school has established very positive working relationships with parents as partners in learning and this relationship ensures that pupils flourish. Strong relationships are at the core of a very positive school ethos with all staff proactive in promoting positive relationships in the classroom, playground and wider learning community. Attainment in St. Joseph's has remained consistently high over the last year and pupils continue to make very good progress despite two extended periods of remote learning showing great resilience and agility in their learning. The leadership of the school community ensures that all stakeholders have opportunities to develop the school improvement agenda with a clear focus on positive outcomes for learners. This has led to the school receiving the Digital School Award, Silver Reading Accreditation and Silver Rights Respecting status in session 2021-22.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2022/23, what the impact has been and what our next steps will be to continue to address these priorities in session 2023/24.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2022/23 was to further embed the WL literacy strategy by developing a culture of reading & writing across the school supported by improved pedagogy developed through a culture of professional enquiry</p> <p>Develop increased staff confidence in planning & delivering progressive Numeracy & Maths experiences through the development of improved shared pedagogical approaches</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p>Literacy</p> <ul style="list-style-type: none"> • Following a cluster input from Shirley Clarke staff used this as a platform to develop formative assessment strategies within their classrooms through a range of practitioner enquiries. This improved the quality and consistency of pedagogical approaches across the school. • Following on from achieving our Silver Reading Accreditation in May 2022 we have continued to build a culture of reading across the school community through regular drop everything & read opportunities, Author's Live sessions, participation in World Book Day, book swaps, reading clubs, the establishment of our own research library and the purchase of new group reading novels. • Staff continued to develop their knowledge and understanding of progression in children's writing and embedded approaches to assessment and moderation in writing using the 4 contexts to engage learners. • Learners engaged with core and genre targets and the WL Placemats to support peer and self-assessment in writing. • Pupils benefitted from Free Writing Friday opportunities being embedded across the school community to encourage pupil choice and further develop writing skills. • All learners are benefitting from the implementation of Reciprocal reading strategies and guided reading approaches that were rolled out across the school to support pupils reading comprehension progression. • Staff were trained by our pedagogy officer to use new listening and talking resources to support skills progression. • The use of TEAMS from P4 – P7 to encourage collaboration and pupil choice in literacy task presentation has been built upon to nurture a more agile learning approach with learners. <p>Numeracy</p> <ul style="list-style-type: none"> • Staff have embedded the use of Number Talks & Count on Us strategies across the school. This has encouraged pupils to discuss strategies used and identify the most efficient strategies to support numerical fluency. • Staff surveys show that staff are increasingly confident in using cluster wide pedagogical approaches to support numerical development and that this consistency of approach is ensuring progressive pathways for all learners. • Staff have encouraged learners to use different technologies and platforms to share, collaborate and apply their Numeracy learning across the curriculum. • New Problem Solving Maths resources purchased ensured that pupils had the opportunity to apply their skills in meaningful contexts. • Concrete and pictorial resources are accessible in all classes to support the progress of learners. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ➤ Learners are achieving beyond the West Lothian stretch aims in Reading where attainment across all classes (except P4) exceeds 86%. Indeed, in 4 stages P1, P2, P6 & P7 reading attainment is 100%. These stretch aims were also exceeded in Writing within all cohorts (except P4) with attainment 86% or above. Similarly, in Listening and Talking attainment across all cohorts exceeds 92% with 6 out of 7 stages achieving 100%

	<ul style="list-style-type: none"> ➤ Learners are achieving beyond the West Lothian stretch aims in Numeracy and Maths where attainment across 5 out of 7 stages exceeds 90%. ➤ Learners through the co-construction of success criteria are more confident in articulating how they can achieve success in each genre of writing and were able in pupil focus groups to discuss their next steps in writing progression. ➤ Learners benefit from using active Numeracy strategies with an emphasis on developing number relationships and theory and conceptual understanding. ➤ Learners have developed a more positive mind-set in Maths and are able to use strategies and learning walls to support their independent learning. ➤ Learners are able to use technology effectively to enhance, extend and share their Numeracy and Literacy skills. <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • To revisit our approach to phonics and spelling strategies across the school to ensure consistency and progression • To explore reflective reading strategies and how they can be used to extend reading skills across our school • Bump it up Boards to be established across our school to showcase the improvement power of feedback
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2022/23 was to provide targeted interventions for identified pupils and ensure that attainment remains above 85% for all pupils.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Our Support for Learning teacher developed targeted interventions for pupils across the school to provide additional teaching support for reading and spelling. This was supplemented with targeted inputs by PSWs across First and Second level classes. • Pupil Support Worker employed from PEF with a specific, targeted Literacy and Numeracy remit to support targeted learners. • All staff members have been trained in Zones of Regulation and can use this to support pupil regulation • Pupil support worker permanently based in our infant class has ensured that the class teacher has the capacity to intervene early to close any numerical, vocabulary and phonological gaps identified. • SALT and IWS interventions continued for targeted pupils with next steps being reinforced and bolstered by the school. • Individual support plans for pupils are regularly reviewed and modified with all stakeholders through a robust CPM process so that they continue to develop • We have embedded one trusted adult approaches as well as training in becoming trauma informed and supporting Bereavement. This has helped staff to positively support pupil behaviour and emotional regulation. • Class Teachers and PSW's attended Reading/Numeracy CLPL specific to supporting identified learners across the school and help develop targeted numeracy interventions. • Targeted Assemblies which explore additional support needs with pupils have been started and will continue next session. • Counselling services have supported identified pupils in upper school to improve their readiness to learn and ease their transition to high school • Staff team and SLT continue to interrogate and analyse data to inform interventions needed and track pupil progression to ensure interventions are • Nurturing school's principles embedded across the school to support individual learners and their readiness to learn. • Continual monitoring of school attendance and late-coming throughout the session by SLT with actions taken to support identified learners by working in partnership with families. • Wellbeing tool boxes have been replenished in all classes and are helping to support the emotional regulation of learners. • Continued investment in new netbooks and additional ipad to support the ongoing development of digital learning and remove any barriers surrounding Bring Your Own Device in our upper school.

	<p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> ➤ Learners attainment across the school remains above 85% in all areas except in P4 where it is not achieved in Reading, Writing & Numeracy. ➤ Learners attainment in P1 & P2 is 100% in all areas due to the delivery of a strategic sustained approach to early intervention to close any literacy and numeracy gaps quickly. ➤ Learners receiving daily practice and input for reading recovery made very good progress seeing some of these learners return to on track. ➤ Learners identified in the middle school have benefitted from a sustained Fresh Start approach and IDL digital programme to reinforce phonological awareness which has improved their reading fluency and spelling capacity supporting them to move closer to being on track with their learning. ➤ Learners are able to use the wellbeing class boxes to support their emotional wellbeing when required and are confident to instigate a One Trusted Adult conversation when needed <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • Targeted support in P5 for identified learners by SFL and PSW team. • To continue to deliver a range of Assemblies that help pupils understand additional support needs which helps support an inclusive classroom environment.
--	--

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2022/23 was to further develop pupil confidence in assessing & communicating information regarding their own wellbeing & their rights</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Following re-accreditation for our silver award in April 2022 we continued to engage with all stakeholders across our school community using E forms and pupil focus groups to create a Rights Respecting School's Gold Action Plan. This plan put pupil rights at the heart of all our decision-making and progress made will see us apply for Gold status in 2023/24 • Our Positive Relationships policy and Anti Bullying policy refresh allowed all stakeholders to revisit our agreed shared approaches and language. • All staff benefitted from professional learning around Trauma informed practice, Bereavement and Zones of Regulation so that they can support the emotional needs of learners. • Our HWB champion ensured continuity, progression and appropriate support for our learners through the review and effective implementation and data interrogation of HWB questionnaires for pupils. • All staff are increasingly confident in using wellbeing data along with professional dialogue to identify children who have barriers to learning so that appropriate interventions can be provided timeously. • Learners are increasingly more confident in accurately self- assessing against the wellbeing indicators supporting the school team to make informed judgements about next steps in learning and appropriate supports. • We further embedded the wellbeing indicators across all classes through Assemblies led by pupil leaders to support understanding of these indicators in our younger pupils. • Our HWB Mini champs attended online and in person meetings to help shape West Lothian wellbeing priorities. • Our HWB family champ presented to the wider group the successful approaches established within our school. • Senior pupils took part in the Show Racism the Red Card programme to promote equality and inclusion
--	---

- Learners have benefitted from a wide range of opportunities to express their views on how and what they learn as well as how to improve their learning environment and school community through pupil leadership groups directly linked to school improvement priorities
- Central display focusing on one-trusted adult approach created in dining room space to reinforce key messages to pupils. Use of QR codes to seek support meetings with trusted adult at any time are now firmly embedded.
- Targeted learners benefitted from the use of Zones of Regulation helping them to understand their emotions and how to use identified strategies to self-regulate thus increasing their readiness to learn.
- Pupil leaders secured funding from Parent Council to refresh wellbeing resource boxes that had been established from participatory budgeting previously as these are being accessed by learners to support their emotional regulation
- Counselling services have supported identified pupils in upper school to improve their readiness to learn and support their transition to secondary school.
- Staff benefitted from Cluster Leader in Me CLPL sessions which supported the assimilation of the seven habits into everyday learning and teaching to develop pupil leadership of their own learning through increased resilience and the adoption of a growth mind-set. This was showcased in a Pupil Led Conference for Families to share their learning journey.
- In response to Parental survey requests we offered Supporting Children with Anxiety Management sessions and an internet Safety briefing for our carers and families to further support the emotional wellbeing of our learners.
- HWB champion established a suite of resources to support staff wellbeing and self-care through a padlet and this was adopted by West Lothian as an example of good practice. Our champ also developed the use of a staff Teams page and staff noticeboard as a platform to share information and provide support for staff wellbeing.

Evidence indicates the impact is:

- **Learners** are increasingly more confident in accurately self- assessing against the wellbeing indicators supporting the school team to make informed judgements about next steps in learning and appropriate supports. 95% of learners across all stages evaluate positively against all wellbeing indicators.
- **Learners** can use shared language around the use of the WB indicators and all have a trusted adult that they can talk to when needed.
- **Learners** ethos surveys indicate that learners at St. Joseph's feel safe at school (100%) they are treated with respect and fairness (94%) and are able to communicate their worries to a known adult (100%)
- **Learners** also reported positively on how staff feedback helped them to improve their learning (96%) and that they were given lots of opportunities to say how they could improve their learning and their school (94%)
- **Staff surveys** indicate that staff feel supported within a network of positive relationships across the school community and that mutual respect and fairness is integral to our school ethos and values.
- **Parental surveys** around our family learning review of our Vision, Values and Aims showed a strong alignment and shared commitment to our values and a positivity to the culture and climate of our school community based on mutual respect and the development of positive relationships.
- **Parental ethos** surveys for all areas were higher than the West Lothian average with overall satisfaction with the school at 100%. Key areas of success included pupil safety (100%) fairness of treatment (100%). The school also recorded high levels of success in building pupil confidence in their learning (98%) and in the progression of learners (98%). It was also recognised that staff know pupils as individual learners well (100%) and are very approachable (100%)

	<p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • To continue our journey to becoming a trauma informed school and to seek Gold Rights Respecting School status. • To use Shine pupil wellbeing data to further inform our wellbeing curriculum
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2022/23 was to develop digital literacy skills for staff & learners to enable a more agile & blended approach to learning and to continue to develop pupil skills through IDL & STEM challenges</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Building on our digital school award that we successfully achieved in May 2022 we continued to engage with all stakeholders across our school community using E forms and pupil focus groups to continue our digital action plan. • Almost all pupils engaged confidently with Seesaw in P1-3 and TEAMS from P4 -7 to access home & in school learning and to share learning success. This platform gave them the opportunity to creatively collate and present information and manage their own workload during the course of the day creating a more agile learning culture. • Teachers across the school continued to up level their own capacity in using digital platforms to deliver high quality, progressive learning opportunities that were positively received by pupils and ensured a high level of engagement in our classes. • Pupil masterclasses in digital skills and STEM helped to further build transferrable skills in our learners. • We continued to invest in new digital resources to support the continued development of digital learning purchasing more new netbooks and I pads and in the replenishment of durables to support our STEM learning resources. • Evidence of strong links to Learning, Life and Work evident in quality assurance visits across the school in almost all classes. • Pupils actively took part in our school Occupations day that allowed them to explore a wide range of aspirational careers • Participatory budgeting initiative saw resources for new pupil snug purchased (break out safe space for upper school learners) a stock of snacks for break for pupils secured to support those who do not have one and free after school clubs in T4 to see if it impacted pupil participation • The 7 habits of successful learners are now evident in classroom learning and teaching. • P7 pupils organised several charity initiatives. These included Slippers for Shelter, A local Foodbank Appeal, Mary's Meals and Daffodil Tea for MacMillan • We have further developed our approaches to Learning for Sustainability by using outdoor learning spaces and our local environment. • After engagement with all stakeholders our ECO action plan has helped us make good progress towards are ECO Green Flag re-accreditation. Changes to the award process will see us make our application in Sept 2023 • Our L3 language Spanish is now embedded in our P5-7 classes using a wide range of resources provided by our WL languages lead to ensure progression and accessibility. A Spanish speaking parent's inputs have been invaluable here giving pupils authentic experiences with a Spanish speaker. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners have developed a wide range of transferrable digital skills that facilitate and promote creativity in their learning across the curriculum. This was highlighted in our digital school's accreditation report.

- | | |
|--|--|
| | <ul style="list-style-type: none">• Learners have developed knowledge and understanding in leading their own learning by using the 7 habits from the Leader in Me Programme to help them evolve a more agile and proactive approach to their learning.• Learners have continued to be creative and develop their Enterprise skills at all levels of the school as demonstrated by the successful design of products for our virtual school fayre and charity initiatives.• Learners are continuing to make links to DYW skills across the curriculum as evidenced in quality assurance visits and pupil focus groups.• Learners in P5-7 confidently led a Saint Joseph's Learning journey assembly for their parents. |
|--|--|

Our priorities for next session will be:

- To continue to work towards re-accreditation as an Eco school in Sept 2023
- Explore electronic pupil profiling in conjunction with WL working party
- To explore CLPL with cluster colleagues around developing a project based approach to topic work
- Look at a more sustainable way to recognise wider achievement across our school community

<p>5. Developing in Faith theme:</p> <p>Honouring Jesus Christ as the Way, the Truth and the Life</p> <p>Our specific outcome for 2022/23 was to support children to become active participants in our community of Faith through Communion, Participation & Mission</p>	<p>We have made very good progress What have we achieved?</p> <p>Our school shows a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents in the following ways:</p> <ul style="list-style-type: none"> • We plan various opportunities for pupils to 'encounter' Jesus and to come to know him by listening to and reflecting on bible stories and readings / Gospel from Mass; assemblies; Mass and other religious celebrations; our RERC curriculum 'This is Our Faith', and Sacramental preparation at P3 (Reconciliation), P4 (First Holy Communion) and P7 (Confirmation). • We encourage pupils to honour the Saints as men and women who led lives of holiness. Our children are taught about the lives of the Saints and encouraged to live their lives at school and at home showing love, faith, respect and kindness. • We regularly discuss other role models who have exemplified our school virtues in their lives, for example, Mother Teresa, key workers, athletes and other inspirational people / leaders. • Our children are encouraged to develop good habits in their everyday lives in a number of ways, for example: our Leader in Me approach which teaches the seven good habits of leadership; we promote a restorative approach which helps us to develop community by building positive relationships across the school; we celebrate achievements both in and out of school regularly; our children learn skills and habits to keep themselves physically and mentally healthy and all our children have a class or whole school leadership role of some kind. • We promote the Charter for Catholic Schools on our school website and blog. • Our whole staff team is committed to the holistic education of our pupils. We know that every child is unique with their own God given talents and we involve our children in planning and decision making so that their views are taken account of when developing our curriculum and practice. Health and Wellbeing is central to everything we do. We understand and follow the 6 principles of a nurturing school. Our children self-evaluate their wellbeing regularly and all children have at least one trusted adult they can talk to. Check ins with trusted adults are a regular feature of our practice. A number of our children have an IEP or child's plan to support their learning and social and emotional development. • Wider achievements are recognised and children are encouraged to develop their skills and talents and / or participate in clubs and activities within and outwith the school including, music tuition and sports. All children in school are encouraged to attend an afterschool club and the children are involved in decision-making around these. • Spiritual development is considered regularly, for example, when: re-visiting and refreshing our vision, values and aims; developing class rules and charters; planning RERC and HWB lessons. • Our pupils are provided with various opportunities to commit to various forms of service to the common good through fundraising, e.g. Local Foodbank, SCIAF, Mary's Meals, Shelter, MacMillan and this session the Turkish Earthquake Appeal. • Our pupil leadership groups which are all based on improving our school or the wider / global community and include Pupil Council, Participatory Budgeting, Eco Schools. Rights Ambassadors and Mini Vinnies. Pupil leadership group members then involve the school community and parents / carers in their improvement work.
--	--

	<ul style="list-style-type: none"> • Our transition programmes from nursery to primary, within the school and from primary to secondary continue to develop. We celebrate our new P1 pupils' arrival and P7 leavers in special Masses and assemblies. <p>Our school shows a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church in the following ways:</p> <ul style="list-style-type: none"> • Our religious education programmes at all stages and levels are based on 'This is Our Faith', the Church's national syllabus and God's Loving Plan. • Our pupils are supported to participate in prayer on a daily basis, each morning, before / after lunch and at the end of each day. • Our RERC coordinator ensures that all teaching staff have access to our RERC curriculum, including a range of materials to enhance pupils' learning experiences of prayer and worship. Each class has their own sacred space or altar. Our liturgical displays in classrooms highlight various seasons, feast days and months of devotion including Lent, Easter, Advent, May is the month of Mary and October the month of the Rosary where our weekly Rosary club is well attended. • Our pupils are supported by the school, home and parish when preparing for Sacraments using home / school workbooks, class visits by our school Chaplain and Sunday Mass. The school is supported by our Chaplain to provide a range of liturgical experiences including First Friday class Masses, whole school Masses, Stations of the Cross and Sacramental preparation <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • To work within our new cluster high school and primary partners to build a community of Faith and Learning • To organise a staff retreat with our Parish Priest
--	---

Schools attendance and exclusion data

Attendance across the school is consistently high with an overall percentage attendance rate above 96 %.

There were no school exclusions during session 2022-2023

The Head- teacher monitors late-coming and attendance monthly and works closely with families to overcome any barriers to regular school attendance.

Evaluative Statement on the effectiveness of the school's engagement with partners and other stakeholders in improvement planning and reporting school performance

The school plays a significant role in the life of the local community. The school works effectively with their partners to plan, deliver, monitor and evaluate joint work. Feedback from partner organisations indicates strong and effective relationships with the school. Engagement and communication between partners is regular, structured and supportive and feedback is always acted on. Effective partnership working is improving the learning provision and securing positive outcomes for our children and families.

Our parents are active participants in their children's learning. We engage with parents throughout the school improvement process using a variety of methods. Priorities have been discussed and shared at Parent Council meetings to which every parent is invited. Priorities were also shared at Parent's information evenings. We issue e-questionnaires to gather parental views. We use this information to help shape future school improvements. Our Parent Council supports the school financially with a group of highly committed parents organising fundraisers across the school year. This is hugely impactful on improving experiences for pupils across the school.

This session we offered parents the following opportunities to support their child's learning:

- ❖ Fortnightly School HT Newsletters
- ❖ Termly Class SWAY Newsletters

- ❖ Social Media Updates on events and Learning through Twitter, Blog and School App
- ❖ Christmas Fayre (Enterprise) and Summer Fayre
- ❖ Virtual showcase events such as School Show, Burn's Celebration & Nativity
- ❖ Sway presentations to support Health Week and World Book Week
- ❖ Parent Consultations twice a year
- ❖ Curricular workshops on supporting Children's Mental Health and Wellbeing and Internet Safety
- ❖ In person parental showcases and opportunity to review their child's jotters and profile informally at Joseph's Journey Sessions
- ❖ Opportunities throughout the year to Stay, Play and Learn

Our Wider Achievements this year have included:

- ❖ Application for Gold's Sports Award submitted June 2023- awaiting outcome
- ❖ Digital School Award – May 2022
- ❖ Silver Reading Accreditation – June 2022
- ❖ Silver Rights Respecting School Award – April 2022
- ❖ West Lothian Euro Quiz – Runners up
- ❖ School football team were runners up in Reston League at George Allan Tournament and Round Table Competition
- ❖ School netball team winning West Lothian Netball League
- ❖ Our P6 pupils taking part in Linlithgow cluster Cross Country Event with one of our boys coming in 3rd overall
- ❖ Full week of Health week activities related to physical, emotional and mental health and wellbeing
- ❖ Successful transition programme for our new P1 pupils and their families
- ❖ Successful P7 Secondary hybrid transition programme involving 3 destinations including our new Catholic secondary school
- ❖ Continued strong links with our Parish Community which included Sacramental Meetings for parents and the successful completion of our Sacramental programme.
- ❖ Successful P7 school camp and canoeing experiences for P6 pupils
- ❖ P7 won the Interschool's Linlithgow Rotary Club Quiz
- ❖ Rotary Club writing Competition Winner in P7
- ❖ Rotary club Art Competition finalist in P7
- ❖ P7 won 2nd Place in Listen and Link Logo Competition
- ❖ Successful Parents Nights and Meet the Teacher evenings. Several opportunities for parents and carers to Stay, Play and Learn and review pupil progress at our pupil led Joseph's Journey session.
- ❖ Successful Nativity Show with participation from all P1 & P2 pupils and the support of the School Choir.
- ❖ Scottish themed show in Jan with P3 and P4 pupils
- ❖ Successful School show for P5-7 pupils – Joseph and the Technicoloured Dream coat
- ❖ School Christmas fayre which was directly linked to class enterprise activities raised funds for our school
- ❖ Successful Tough Mudder event that raised funds for the school.
- ❖ Mary's Meals collection
- ❖ Local foodbank appeal organised by Mini Vinnies group and Harvest Festival
- ❖ Slippers for Shelter Scotland fundraiser
- ❖ Daffodil Tea fundraiser for MacMillan Nurses
- ❖ Our Participatory Budgeting led by pupils
- ❖ All classes run the daily mile twice per week
- ❖ Successful fundraising events planned and organised by our PSC fundraising group, such as our summer fayre, Halloween Parties and Christmas Family night.
- ❖ The re-establishment of a wide range of after school clubs including lunchtime Chess and Activity club which was run by pupil leaders.
- ❖ All pupils were able to take part in a whole school educational excursion in the final term to Inchcolm Island
- ❖ Grow Cube from Dandelion Project installed to nurture seed germination and Science experiments.
- ❖ Replanting of school garden by classes

- ❖ Therapy guinea pigs introduced in conjunction with local Vets

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Very Good

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)