

St. Joseph's PS, Linlithgow



PROGRESS REPORT FOR SESSION 2023/24

(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 schools strengths and areas for improvement. Our school has continued to build on its strengths by involving staff, learners, 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 109 incorporating 6 classes. The school currently sits 58th out of 68 primary schools according to the Scottish Index of Multiple Deprivation (SIMD). The free meal entitlement for P4-7 is 9.72% of the school role with 12.04% of pupils receiving a clothing grant. 12.96% of our pupils have English as an additional language and 29.63% have a recognized additional support need. This session the school was allocated £10800 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 and also provides support for learning across the school. In addition, there are 6 class teachers. 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 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. This session we have also secured the Gold Sports Award and Eco school reaccreditation and are currently awaiting the outcome of our submission for Gold Reading status and Gold Rights Respecting School award.

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 2023/24 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"> • Formative assessment strategies embedded in 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 and 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 (through staff and P6 reading duos) . We have improved our community links with our local library and Book Fairies Loch walk where each class gifted a book to a lucky finder. Our evidence for Gold Reading accreditation has been submitted in June 2024 and we await the outcome. • All staff took part in Reflective Reading CLPL session to further support critical reading skills with learners. This strategy was peer reviewed through observations in the summer term so that our whole school approach could be further developed. • Staff took part in reading moderation activities with cluster colleagues to ensure there was shared understanding of pedagogy, assessment and robust professional judgement. • Interactive letter join handwriting programme purchased to support the development of joined handwriting across our school community • We collectively reviewed our approaches to spelling progression and introduced a new approach to synthetic phonics that extends across our whole school. • 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. Our continued commitment to an additional adult in extended writing sessions has supported hot marking and teacher feedback during the writing process • Learners engaged with core and genre targets and the WL Placemats to support peer and self-assessment in writing. • Bump it Up walls were established across all classrooms to support literacy learning progression through • Pupils have benefitted from Free Writing Friday opportunities being embedded across the school community to encourage pupil choice and further develop writing skills. • The use of teams and glow tools 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 strategies across the school. This has encouraged pupils to discuss strategies used and identify the most efficient strategies to support numerical fluency. • 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.

	<ul style="list-style-type: none"> • 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 P5) exceeds 93%. Indeed in 4 stages P1, P2, P3 & P7 reading attainment is 100%. These stretch aims were also exceeded in writing within all cohorts (except P5) with attainment 93% or above. Similarly in Listening and Talking attainment across all cohorts exceeds 92% with 6 out of 7 stages achieving 100% ➤ Learners are achieving beyond the West Lothian stretch aims in Numeracy and Maths where attainment across 6 out of 7 stages exceeds 93%. ➤ 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 and learning conversations 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 embed reflective reading strategies and how they can be used to extend reading skills across our school • To explore our approaches to developing skills in listening and talking to ensure progression • To promote enjoyment, enthusiasm and a love for Maths and Numeracy to support pupil progression and confidence.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2023/24 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. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</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.

<ul style="list-style-type: none"> ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information 	<ul style="list-style-type: none"> • 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 schools 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 ipads 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 P5 where it is not achieved in Reading, Writing & Numeracy. ➤ Learners attainment in P1, P2 & P3 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 P6 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>*See school PEF plan for more detailed interventions</p>
--	--

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2023/24 was to further develop pupil confidence in assessing & communicating information regarding their own wellbeing & their rights</p> <p>NIF Driver(s):</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 and we have applied for Right's Respecting Gold status in 2023/24 (Outcome pending) • Our Positive Relationships policy and Anti Bullying policy refresh allowed all stakeholders to revisit our agreed shared approaches and language. Our pupil friendly version of our Anti-bullying strategy STOP created by our wellbeing mini champs has helped pupils to understand how to ask for support for themselves or peers. • All staff benefitted from further professional learning around Trauma Informed Practice 2 so that they can continue to support the emotional needs of learners.
--	--

- School and ELC Improvement.
- School and ELC Leadership
- Teacher and Practitioner Professionalism
- Parental Engagement
- Curriculum and Assessment
- Performance Information

- 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. Shine wellbeing data was also used this session to further support the wellbeing of our senior 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. More rigorous approaches to **attendance tracking** by the HT have also supported this,
- 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 in person meetings to share their successes and help shape West Lothian wellbeing priorities.
- Our HWB family champ presented to the wider group the successful approaches established within our school and established a **termly parental drop** in session so that parents can support parents with any challenges they may face.
- 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** refreshed 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.
- New whole school approach to using Zones of Regulation in addition to targeted support is **helping all learners to understand their emotions** and how to use identified strategies to self-regulate thus increasing their readiness to learn.
- Our HWB mini champs helped refresh & replenish **wellbeing resource boxes** that had been established from participatory budgeting previously so that these can be independently accessed by learners to support their emotional regulation. Our new pupil learning **Snug** also provides a safe space for learners when needed.
- Through the use of **participatory budgeting** pupils democratically decided to make all after school clubs free and introduce lunch-time clubs to try to encourage wider pupil participation.
- **Counselling services** have supported identified pupils in upper school to improve their readiness to learn and support their transition to secondary school.
- The school has provided two opportunities each this session for **pupil led Conferences** and **stay, play & learn sessions** for families so that our pupils can continue to share their learning journey.
- All pupils have had termly opportunities to **cook healthy foods** and our after school cooking club has also supported our learners understanding of the importance of a healthy diet to our wellbeing.
- 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.

	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • 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 ethos surveys indicate that all learners at St Joseph’s feel safe at school (100%) they are treated with respect and fairness (93%) and are able to communicate their worries to a known trusted adult (98%) Almost all pupils also shared that they have opportunities to learn about their rights and that these are promoted & protected in school (98%) • Learners also reported positively on how staff feedback helped them to improve their learning (91%) and that they were given opportunities to set targets & discuss how they could improve their learning through learner conversations (91%). They were also aware who to ask for help from if they needed it (95%). Pupils also felt that costs associated with the school day were not a barrier to taking part in any activities (95%) • Staff surveys indicate that staff feel supported within a network of positive relationships across the school community and that they are more confident in one trusted adult approaches, zones of regulation use and trauma informed practice. • Parental surveys and focus groups indicated that parents were fully supportive of the schools refreshed positive relationships strategy. • Parental ethos surveys for all areas were higher than the West Lothian average with overall satisfaction with the school at 99%. Key areas of success included pupil safety (100%) fairness of treatment (96%). The school also recorded high levels of success in building pupil confidence in their learning (96%) and in the progression of learners (93%). It was also recognised that staff know pupils as individual learners well (99%) and are very approachable (100%) <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • To train senior pupils as peer mediators so that they can support the wellbeing of peers through restorative conversations. • To use Shine pupil wellbeing data at P6 & P7 to further inform our wellbeing curriculum and Assembly programme. • To continue to explore family learning opportunities to support the needs of our community and to continue to work in partnership with our families to reduce the cost of the school day.
<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 2023/24 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 development across the curriculum</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • After engagement with all stakeholders including our Eco pupil committee- our focused ECO action plan helped us gain ECO Green Flag re- accreditation in December 2023. • We have further developed our approaches to Learning for Sustainability and Laudatio Si by using outdoor learning spaces and our local environment. We have nurtured a positive partnership with the Linlithgow and Parish Growing groups to cultivate vegetables that can be used by the local foodbank. Pupils also took part in learning workshops with the Justice and Peace society to explore food miles & disposable fashion and its impact on the environment. • Our environmentally friendly approach to our Christmas Fayre enterprise projects was also highly commended in our Eco schools report. • We attained the Gold Sports Award in January 2024 which highlighted the school’s commitment to providing sporting opportunities for all pupils by reducing barriers to participation.

NIF Driver(s):

- School and ELC Improvement.
- School and ELC Leadership
- Teacher and Practitioner Professionalism
- Parental Engagement
- Curriculum and Assessment
- Performance Information

- 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 **creating a more agile learning culture**.
- Successful trial of a **digital format for pupil profiling** in P4 has been shared with our staff, parents & families. This will be rolled out as our whole school approach from next session.
- Teachers across the school continued to **up level their own capacity** in using digital platforms to deliver high quality, progressive learning opportunities that 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 22 new netbooks and 6 Ipads and in the replenishment of durables to support our STEM learning resources.
- Strong links to **skills for Learning, Life and Work** evident in quality assurance visits across the school in almost all classes.
- Upper school pupils actively took part in an Occupations day in Livingston that allowed them to explore a wide range of **aspirational careers**. More widely across our school a number of parents have shared their jobs and the skills involved in being successful in their roles.
- **Participatory budgeting initiative** saw pupil council wish to use the £500 allocated to pay for after school club sports coaches to remove any charges for clubs. They also wanted to increase the number of lunch time clubs available to improve participation.
- Pupil Mini Vinnies participation group have organised several **charity initiatives**. These included Slippers for Shelter, A local Foodbank Appeal, Mary's Meals and Daffodil Tea for MacMillan. To reduce the cost of the school day this group also helped organise a uniform, Halloween costume & Christmas jumper swap shop.
- Our **Rights Ambassadors** successfully led a **school and community wide** campaign to raise funds to secure a defibrillator for our school community inspired by the loss of a pupil in another West Lothian school.
- Although our inputs in **Project based Learning** were unable to go ahead due to the illness of the trainer our professional staff reading group explored **Teaching Sprints** by Simon Breakspear which positively impacted our approaches to practitioner enquiry this session.
- 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.

Evidence indicates the impact is:

- **Learners** can demonstrate a wide range of **transferrable digital skills** that facilitate and promote creativity in their learning across the curriculum.
- **Learners in P4** have confidently shared their experiences of **digital profiling** with other classes and will support the rollout to across the school next session.
- **Learners and staff** worked together across the school to create a focused ECO action plan that secured our **Eco school accreditation**.
- **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 school Christmas fayre and charity initiatives. This was highlighted as **highly effective practice** that should be shared in our award feedback.
- **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 **pupil participation groups** that directly impacted the improvement work of the school.

	<ul style="list-style-type: none">• Staff have fed back that their confidence in planning for learning for sustainability has increased following sessions from Laudato Si, SCIAF and Justice & Peace Society. <p>Our priorities for next session will be:</p> <ul style="list-style-type: none">• Roll out our approaches to electronic pupil profiling supported by peer mentoring and how to parental and pupil guides.• Focus on developing pupil awareness of meta skills and their importance in developing their skills for life and work.• Review our approaches to topic based learning to encourage a more project based approach.
--	---

5.
Developing in Faith
theme:

Serving the Common
Good

Our specific outcome for 2023/24 was to support children to become pilgrims of faith who are active participants in their local community as well as our faith community

We have made very good progress

What have we achieved?

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:

- 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; First Friday 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 also regularly discuss other role models who have exemplified our school virtues in their lives, for example, Mother Teresa, athletes and other inspirational people / leaders.
- Through our commitment to being a Laudato Si school and our programmes to support **learning for sustainability** pupils are encouraged to make informed decisions that support a more sustainable world. Sessions from the Justice and Peace Society around food miles and SCIAF around their work in developing countries have helped pupils to further explore this.
- Our pupils are provided with various **opportunities to commit to various forms of service to the common good through their leadership** of fundraising, e.g. Local Foodbank, SCIAF, Mary's Meals, Shelter and this session MacMillan & the Maggie's Centre.
- 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. Highlights of work this year has included our **Rights Ambassadors successfully fundraising & campaigning for a school defibrillator**, our Eco group establishing links with the Parish and Linlithgow growing societies to coordinate the **growing of crops for the local foodbank** and our **Mini Vinnies group helping to organise our Daffodil tea** to raise funds for Cancer charities in memory of the Mum of some of our pupils.
- As a staff team 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.
- 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. The Health and Wellbeing of pupils 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 out-with school including, music tuition and sports. All children in school are encouraged to attend an after school club (these are now free as a result of

pupil participatory budgeting decision-making) and the children are involved in decision-making around what these clubs should be.

- **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 **transition** programmes from nursery to primary, within the school and from primary to our new Catholic secondary continue to develop. We celebrate our new P1 pupils arrival and P7 leavers with special Masses and assemblies.

Our school shows a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church in the following ways:

- Staff confidently use religious education programmes at all stages and levels are based on the new planners for '**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 pupils were all given the opportunity to participate in a recent **Lenten Pilgrimage** to Carfin Grotto where they were able to take part in open air Stations of the Cross and Mass.
- 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
- **Mini Vinnie pupil group** and **Pope Francis Faith award groups** established to support pupils in impacting the common good through their daily words and actions

Learners can discuss their faith journey and how it supports the decisions they make in their daily lives.

Learners can demonstrate through their committee groups that collectively they can make a positive contribution to their school and local community and improve the lives of others.

Learners can demonstrate an increased awareness of how to create a more sustainable world – **Small actions X lots of people = Positive change**

Our priorities for next session will be:

- To continue to work within our new cluster high school and primary partners to build a community of Faith and Learning.
- To organise a speaker to explore promoting gospel values and the global compact with cluster staff.
- To find an effective way to track the wider achievement of our pupils and celebrate their gifts and talents.

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

There were no school exclusions during session 2023-2024

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 (school app not renewed after parental survey in 2024)
- ❖ Christmas Fayre (Enterprise) and Summer Fayre
- ❖ 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
- ❖ 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:

- ❖ Gold's Sports Award – Awarded Jan 2024
- ❖ Eco school award – Reaccredited in Jan 2024
- ❖ Gold Reading Accreditation – Application made May 2024 – awaiting outcome
- ❖ Gold Rights Respecting School Award – Application made May 2024 – awaiting outcome
- ❖ West Lothian Euro Quiz winners - Team will compete in Scottish Final in June 2024
- ❖ School football team were 3rd in Reston League at George Allan Tournament and will take part in the Round Table Competition
- ❖ School netball team competing in Linlithgow league
- ❖ Our P6 pupils taking part in Linlithgow cluster Cross Country Event with one of our boys coming in 3rd & 4th overall and one of our girls coming 4th.
- ❖ 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 transition programme with 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
- ❖ Rotary Club writing Competition Winner in P7
- ❖ Rotary club Art Competition winner in P7

- ❖ 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 – Edith's Wartime Scrapbook
- ❖ School Christmas fayre which was directly linked to sustainable 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
- ❖ Slippers for Shelter Scotland fundraiser
- ❖ Daffodil Tea fundraiser for MacMillan Nurses & Maggie's Centre
- ❖ Our Participatory Budgeting led by pupils saw all after school and lunchtime sports clubs be offered free of charge to all 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 and lunch time clubs run by pupil leaders.
- ❖ All pupils were able to take part in a whole school educational excursion in the final term to Science Centre
- ❖ Grow Cube from Dandelion Project used to nurture seed germination and Science experiments.
- ❖ Replanting of school garden by classes to grow foods for local foodbank
- ❖ Participation in Linlithgow Gala day with theme Save the Bees
- ❖ Theatre trip to see Aladdin for upper school pupils and whole school theatre trip to the Snow Queen
- ❖ Therapy guinea pigs introduced in conjunction with local Vets
- ❖ Christmas visit to local care home to sing for residents.
- ❖ Re-establishment of Pope Francis Faith Award at P6

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)