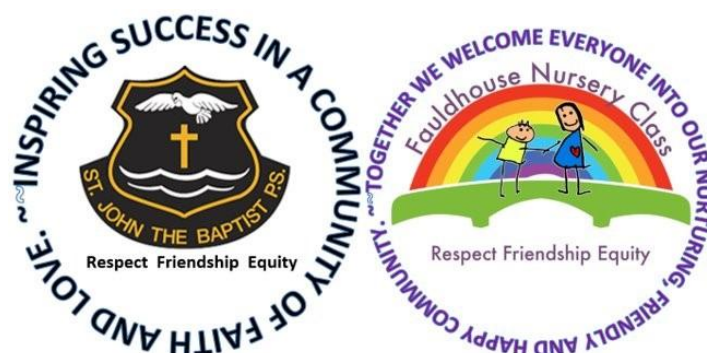


# **St John the Baptist RC Primary and Fauldhouse Nursery**



# **PROGRESS REPORT FOR SESSION 2024/25**

**(Standards & Quality Report)**

**School Address**

**Lanrigg Avenue**

**Fauldhouse**

**EH47 9JR**



## **ABOUT OUR SCHOOL**

St John the Baptist Primary School is a Roman Catholic primary school with a current roll of one hundred and seventy-four pupils across seven classes with Fauldhouse Nursery Class attached to the school. The school and nursery are located in Fauldhouse, West Lothian.

The school is currently ranked as being SIMD Decile 2 (with most pupils being in Quintile 1) approximately a quarter of pupils receive free school meals.

The Head Teacher, Principal Teacher and Acting Principal Teacher (PEF) form a strong extended leadership team along with an extremely committed and collaborative staff team. The key features of the school's improvement work are raising attainment in literacy and numeracy and making improvements in health and wellbeing. We are strongly committed to working with our families and partners to achieve the best outcomes for our pupils. Ensuring the wellbeing of our children is central to the work we do, creating positive relationships with our pupils, parents and families. Every child deserves to walk into school knowing that they are cared for, valued and important. We strive to create an environment where every pupil's wellbeing and sense of belonging are nurtured.

They key feature of our work within the last five years has been to provide children with high quality learning experiences in an inclusive, nurturing environment where creativity, independence and self-directed learning are promoted and encouraged. Our school vision statement is "Inspiring success in a community of faith and love"

### **IMPROVEMENT PRIORITIES**

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated the progress we have made with these priorities in Session 2024/25, what the impact has been and what our next steps will be to continue to address these priorities in session 2025/26.

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?  |
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| <p>1.</p> <p><b>To raise attainment, especially in literacy and numeracy</b></p> <p><b>Our measurable outcome for session 2024/25 was to ....</b></p> <p>Ensure pupils receive consistently high quality learning experiences in all classrooms by engaging practitioners in supported professional learning and pedagogical development with a focus on writing and numeracy.</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 excellent progress.</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> <li>• Embedded strategies learned from the Osiris Outstanding Teacher Intervention and developed classroom practice to support learning.</li> <li>• Worked with our Literacy Lead to embed a writing culture within the school, using all available resources to raise attainment in writing.</li> <li>• Delivered the aims of the numeracy and literacy action plan to ensure progress across these curricular areas.</li> <li>• Invested in a number of literacy and numeracy resources to support our work.</li> <li>• Embedded robust and consistent assessment processes to support the development of skills.</li> <li>• Consistently measured the effectiveness of interventions to ensure these are having a positive impact on our learners.</li> <li>• Continued to embed creative approaches to learning and teaching including the use of STEM and play based learning.</li> </ul> <p><u>Evidence indicates the impact is:</u></p> <p><u>Learners:</u> are receiving high quality learning experiences.</p> <p><u>Learners:</u> are provided with more challenge opportunities within the classroom.</p> <p><u>Learners:</u> experienced increased motivation and engagement in lessons.</p> <p><u>Our Priorities for next session will be:</u></p> <ul style="list-style-type: none"> <li>• All learners consistently experience high quality learning and teaching.</li> <li>• Staff confidence is increased in using pedagogy and resources for teaching literacy and numeracy to ensure pupils are fully engaged, eager and active participants and they are making very good progress in their learning.</li> <li>• Staff will continue using a wide range of learning environments and creative approaches.</li> <li>• Learning continues to be enriched by our effective use of digital technologies.</li> <li>• Continue embedding a positive writing culture.</li> <li>• Engage in high quality professional learning to support numeracy and maths.</li> </ul> |
| <p><b>Early Learning and Childcare</b></p> <p><b>To raise attainment for all, especially in literacy and numeracy</b></p> <p><b>Our measurable outcomes for session 2024/25 were to ....</b></p>   | <p>We have made very good progress.</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> <li>• Continued working with Speech and Language Therapist to explore ways to support language development, listening and attention.</li> <li>• Supported practitioners to evaluate children's progress and provide appropriate timely interventions.</li> <li>• Children enabled to select and make use of high-quality resources and equipment.</li> <li>• Continued to motivate and engage all children in consultative planning, ensuring this is consistent for children every day. Recorded evidence in floor books.</li> <li>• All staff engaged in ELC network sessions across the authority.</li> </ul>   |

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| <ul style="list-style-type: none"> <li>• Provide high quality play experiences for all children.</li> </ul>   | <p><u>Evidence indicates the impact is:</u></p> <p><u>Learners:</u> are being observed as fully engaged and challenged.<br/> <u>Learners:</u> are exploring problem solving and learning life skills.<br/> <u>Learners:</u> experience is being impacted by the professional learning opportunities given to ELC staff.</p>  |
| <p>2.</p> <p><b>To close the attainment gap between the most and least disadvantaged children</b></p> <p><b>Our measurable outcome for session 2024/25 was to ....</b></p> <p>Implement targeted interventions for pupils from quintiles 1 and 2 not achieving expected levels in literacy and numeracy.</p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.<br/> <input checked="" type="checkbox"/> School and ELC Leadership<br/> <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism<br/> <input checked="" type="checkbox"/> Parental Engagement<br/> <input checked="" type="checkbox"/> Curriculum and Assessment<br/> <input checked="" type="checkbox"/> Performance Information</p> | <p>We have made excellent progress.</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> <li>• Identified pupils' individual barriers to learning and addressed these through appropriate interventions.</li> <li>• Nurture intervention available in ever class.</li> <li>• All staff participated in Practitioner Enquiry to meet the needs of children in their class, identifying and addressing 'bespoke' gaps.</li> <li>• Held regular excellence and equity meetings to track and monitor pupils needs and identify next steps in learning.</li> <li>• Attainment data discussed, quality assured and tracked over time.</li> <li>• Developed staff skills in teaching numeracy and invested in high quality professional learning and resources.</li> <li>• Maths Recovery and Five Minute Box intervention for Q1/Q2 children.</li> <li>• Worked with Literacy Lead to support the delivery of Writing Targets, PM Oracy Talking and Listening resource, Bump it Up Walls, Think Aloud and Reciprocal Reading.</li> <li>• Strengthened the Support for Learning Team to ensure targeted support is consistently delivered.</li> <li>• Intensive support for P1-3 children.</li> <li>• 'Language of Maths' and 'Lego Therapy' delivered for small groups of children by Speech and Language Therapist.</li> <li>• Delivered targeted Listening Groups to support skills in P1-3</li> </ul> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <p><u>Learners:</u> are being supported to overcome barriers to learning through a number of carefully measured interventions.<br/> <u>Learners:</u> are receiving effective targeted support from our support for learning team within their classrooms, small groups and individual support sessions.<br/> <u>Learners:</u> experience is being impacted by the professional learning opportunities given to teachers across the curriculum.</p> <p><u>Our priority for next session will be:</u></p> <ul style="list-style-type: none"> <li>• Continue to deliver Maths Recovery through Support for Learning to targeted pupils.</li> <li>• Most of our learners from decile 1 and 2 achieving expected levels in literacy and numeracy by the end of P1, P4 and P7.</li> <li>• Continue to engage with quality professional learning for literacy, numeracy and across the curriculum.</li> <li>• Continue to engage with Speech and Language Therapist to deliver targeted interventions and professional learning.</li> </ul> |
| <p>ELC</p>  | <p>We have made very good progress.</p>  |

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| <p><b>To close the attainment gap between the most and least disadvantaged children</b></p> <p><b>Our measurable outcome for session 2024/25 was to ....</b></p> <ul style="list-style-type: none"> <li>• Encourage a literacy and numeracy rich environment which leads to high quality learning outcomes</li> </ul> | <p><u>What did we do?</u></p> <ul style="list-style-type: none"> <li>• Enhanced quality interactions to extend vocabulary.</li> <li>• Engaged in literacy games to enhance vocabulary skills.</li> <li>• All staff engaged in 'Teaching Children to Listen', 'Word Boost' and 'Sign-along' training with Speech and Language Therapist.</li> <li>• Developed the use of problem solving activities and creative experiments.</li> <li>• Cultivated planting and growing areas in the outdoor space to allow children a wider range of cooking and baking activities incorporating measure.</li> </ul> <p><u>Evidence indicates the impact is:</u></p> <p><u>Learners:</u> are observed to ensure they are being given opportunities to thrive.</p> <p><u>Learners:</u> are provided with more challenge opportunities within the learning environment.</p> <p><u>Learners:</u> experience high quality interactions to promote curiosity and enquiry.</p> |
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| <p><b>3.</b></p> <p><b>To improve children and young people's health &amp; wellbeing</b></p> <p><b>Our measurable outcome for session 2024/25 was to ....</b></p> <p><b>Continue to embed trauma informed practice where the principles of nurture and attachment are evident in practice</b></p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement</li> <li><input checked="" type="checkbox"/> School Leadership</li> <li><input checked="" type="checkbox"/> Teacher Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Assess. of Children's Progress</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul> | <p>We have made excellent progress.</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> <li>• Used GIRFEC tracking, processes and principles to identify pupils' individual barriers to achievement.</li> <li>• Used our data to inform universal and targeted interventions.</li> <li>• Wellbeing data discussed, quality assured and tracked over time to inform targeted support through Support for Learning (SFL) so that barriers to wellbeing were addressed.</li> <li>• Support for Learning Guidance and policy embedded. Whole school approach to ensure shared clarity of staff roles to support pupils.</li> <li>• Continued to embed trauma sensitive practice so that it became part of our culture, ethos and daily practice.</li> <li>• Continuously evolving 'Our Nurturing School' policy, ethos and interventions to reflect pupils' needs.</li> <li>• Pupil self-evaluation against wellbeing indicators is fully embedded and tracked.</li> <li>• Continue tracking wider achievement and recording in Leader in Me Profiles.</li> <li>• Continuing practice and professional learning continuing to meet the criteria of the Attachment and Trauma Sensitive School Award Gold (ATSSA)</li> <li>• Professional learning sessions delivered to support staff and pupil wellbeing.</li> <li>• Leader in Me embedded into daily practice by Staff Lighthouse Team.</li> </ul> <p><u>Evidence indicates the following impact on learners:</u></p> <p><u>Learners:</u> are being supported to overcome barriers to learning through a number of interventions at whole school and targeted levels.</p> <p><u>Learners:</u> are receiving effective targeted support and there is clear evidence of their progress.</p> <p><u>Learners:</u> learning experiences are improved through creative approaches and staff who more fully understand their needs.</p> <p><u>Our priority for next session will be:</u></p> |
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|  | <ul style="list-style-type: none"> <li>Ensuring all staff engage in nurturing principles in line with the WL Educational Psychology Service vision and WL Health and Wellbeing Re-explored.</li> <li>Continuation of ATSSA Gold Award.</li> <li>Leader in Me Coaching sessions for Lighthouse Team will impact children leading learning and pupil voice.</li> <li>Continue developing pupil voice in line with Restorative Practice.</li> <li>Continue making connections across the curriculum to UNCRC (United Nations Convention on the Rights of the Child).</li> <li>Accreditation of Gold Rights Respecting School.</li> <li>Support schools across West Lothian to introduce trauma sensitive practice with best practice visits and a CLPL offer.</li> </ul>   |
| <p>ELC</p> <p><b>To improve children and young people's health &amp; wellbeing</b></p> <p><b>Our measurable outcome for session 2024/25 was to ....</b></p> <p>Embed trauma informed practice and develop skills in emotional literacy in a developmentally appropriate way</p>  | <p>We have made excellent progress.</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> <li>Developed planned, progressive opportunities to promote wellbeing and children's rights.</li> <li>Fully embedded the six principles of nurture.</li> <li>Developed staff knowledge of barriers to learning and provided strategies and skills to address these.</li> <li>Actively sought advice and support from professionals to ensure wellbeing is at the heart of our practice.</li> <li>Introduced 'Kitbag' into the ELC setting.</li> </ul> <p><u>Evidence indicates the following impact on learners:</u></p> <p><u>Learners:</u> are being supported to overcome barriers to learning through a number of interventions.</p> <p><u>Learners:</u> have access to safe spaces and sensory materials to manage regulation.</p> <p><u>Learners:</u> experiences are improved through creative approaches and staff who more fully understand their needs.</p>        |
| <p>4.</p> <p><b>To improve employability skills, and sustained, positive school-leaver destinations for all young people</b></p> <p><b>Our measurable outcome for session 2024/25 was to ....</b></p> <p>Continue to develop 1+2 Languages across the school to develop language skills for future employability. Develop skills for life, learning and work using Leader in Me approach</p> | <p>We have made very good progress.</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> <li>1+2 Lead learners arranged activities and events for staff and pupils.</li> <li>Staff encouraged the use of language apps for ipad to motivate and engage learners.</li> <li>Play experiences used to develop skills for learning, life and work.</li> <li>All staff engaged in Leader in Me using the 7 Habits of Highly Successful People across the curriculum.</li> <li>Lighthouse Team in school led the development of Leader in Me approaches with all children.</li> <li>Children experienced the seven Habits through lessons in class and reinforced through whole school assemblies.</li> <li>STEM Lead learner organised a Science Event for all pupils as well as activities and lesson plans for staff.</li> </ul> <p><u>Evidence indicates the impact is:</u></p> <p><u>Learners:</u> are able to develop their use of languages, French and Spanish.</p> |

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| <p>Develop the use of STEM strategies across all stages.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement</li> <li><input checked="" type="checkbox"/> School Leadership</li> <li><input checked="" type="checkbox"/> Teacher Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Assess. of Children's Progress</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul> | <p><u>Learners:</u> are continuing to develop using the '7 Habits' as a leadership tool in school.</p> <p><u>Learners:</u> are developing skills in STEM learning as they are exposed to a more creative curriculum.</p> <p><u>Our priority for next session will be:</u></p> <ul style="list-style-type: none"> <li>• Continue to embed the Leader in Me approach with all stages across the school.</li> <li>• Lighthouse Team to develop Leader in Me approaches and present this to our wider parent body.</li> <li>• Leader in Me Learning Profiles continue in all classes and updated termly.</li> <li>• Pupil Leader in Me Lighthouse Team continue and expand role across the school.</li> <li>• All children in P5-7 will engage in a language based project once in the session and access L3 lessons once per week.</li> <li>• 1+2 Lead Learner will facilitate or deliver one session for staff to develop teacher confidence in languages and one event for pupils.</li> <li>• All children will have the opportunity to practise French vocabulary daily as part of routines and at least once per week as a structured lesson.</li> </ul> |
| <p>ELC</p> <p><b>To improve employability skills, and sustained, positive school-leaver destinations for all young people</b></p> <p><b>Our measurable outcome for session 2024/25 was to ....</b></p> <p>Develop the use of outdoor spaces to provide high quality interactions to build problem solving and self-directed learning.</p> <p>Introduce 1+2 Languages</p>  | <p>We have made very good progress.</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> <li>• Enhanced opportunities for risky play indoors and outdoors incorporating assessing risk modelled by staff.</li> <li>• Enhanced the use of loose parts play to encourage problem solving and creativity.</li> <li>• Developed resilience through taking and managing risks outdoors in a safe environment.</li> <li>• Developed Froebel principles and practice through weaving station, planting and growing and forest walks.</li> </ul> <p>Evidence indicates the impact is:</p> <p><u>Learners:</u> have opportunities to engage in learning outdoors using diverse open ended resources daily.</p> <p><u>Learners:</u> are encouraged to plan, make decisions, solve a problem and reach a goal.</p> <p><u>Learners:</u> are developing skills in keeping themselves safe through managing risk.</p>   |

***Attendance at St. John the Baptist is currently in line with the West Lothian average at 90.75% and the exclusion rate is zero as of 2024/2025.***

The school continues to engage with most parents and stakeholders in improvement planning and on reporting school performance. We do this in a number of ways: Surveys, parent meetings, sharing the learning days, newsletters, questionnaires, through daily interactions and as part of Parent Council Meetings. We hope to be able to offer a range of workshops, sharing the learning days, learning conversations, focus groups and assemblies as we work as part of the Fauldhouse Community. We would currently rate this process as being good. The school is always looking for ways to improve on this and make it more effective. Engaging parents in the life and work of the school is the key to

unlocking a brighter future for our pupils. Together we can provide further opportunities for collaboration, growth and success.

## Developing in Faith

Our school vision and values, our positive relationships policy and our trauma sensitive practice reflect the Gospel values. These are embedded across the life and work of the school, in our ethos and culture. Our pupils are encouraged to live and reflect on our values and are able to give examples of them in action across the life of the school. Our school mission is to inspire success by recognising and nurturing their God-given talents. We believe that every pupil has a unique gift and it is our privilege to help them discover and develop it. We are proud to be part of the St. John the Baptist Parish Community and work closely with our Parish Priest to develop the whole person.

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| <p>1.<br/><b>Developing in Faith</b><br/><b>theme:</b> Celebrating and Worshipping</p> <p>2024/25: A commitment to spiritual formation of our school community, prayer and liturgy, partnership with parishes.</p> | <p><b>We have made very good progress</b></p> <p><b>What have we achieved?</b></p> <ul style="list-style-type: none"> <li>• Connected our school calendar to the liturgical year.</li> <li>• Evaluated pupil participation in classroom and whole school prayer.</li> <li>• Pupils have benefitted from well-planned assemblies and services which promote the value, dignity and worth of all people.</li> <li>• Our pupils have enriched Masses and liturgies with prayerful participation, singing and reading.</li> <li>• Effective use of Pope Francis Award with Parish commendation where appropriate.</li> <li>• Encouraged faith in action through the engagement with the Missio 5 Star Award.</li> <li>• We ensure that school development is reflective of the nature and mission of Catholic schools.</li> <li>• We maintain good school-parish links.</li> <li>• We have worked in partnership with parents and parish to ensure children were well prepared to receive Sacraments and have come together for parish events.</li> </ul> <p><u>Evidence indicates the impact is:</u></p> <p><u>Learners:</u> are encouraged to explore their spiritual development</p> <p><u>Learners:</u> are developing active involvement in The Mass</p> <p><u>Learners:</u> are exploring a sense of belonging to their parish community</p> <p><b>Our priorities for next session will be:</b></p> <ul style="list-style-type: none"> <li>• Continued promotion of The Pope Francis Faith Award (PFFA)</li> <li>• Engage with the Child Consecration to Jesus through Mary: Following the Spirit of St. Therese, the Little Flower.</li> <li>• DIF theme: Serving the Common Good</li> </ul> |
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## Our Wider Achievements this year include:

- Close partnership working (home, school, parish) as part of faith programmes - Sacramental preparation for Reconciliation, First Holy Communion and Confirmation as



well as participation in Feast Day masses and highlighting the Jubilee Year – ‘Pilgrims of Hope’.

- Participation in the Leavenseat Award
- St John the Baptist Church Masses and events
- Christmas Pantomime at Alhambra Theatre
- Active Schools Festivals and League events
- Scientist Visit and STEM Week
- Charity Fundraising – Poppy Appeal, NSPCC, SCIAF Appeal and Missio Appeal
- Celebrating Wider Achievements through Leader in Me
- Reading buddies – Primary 1 / Primary 7
- Health and Wellbeing Week and Sports Day
- Kitbag Intervention
- Active Breakfast Club
- Class led assemblies
- Pupil after school activities
- Primary 7 Residential Trip
- Whole School Global Play Day
- Forest Schools activities for school and nursery

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

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

How good is our Early Learning and Childcare? The quality indicators\* evidence that:

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| 1.3 Leadership of change                       | Excellent |
| 2.3 Learning, teaching and assessment          | Very Good |
| 3.1 Ensuring wellbeing, equality and inclusion | Excellent |
| 3.2 Securing children’s progress               | Very Good |

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