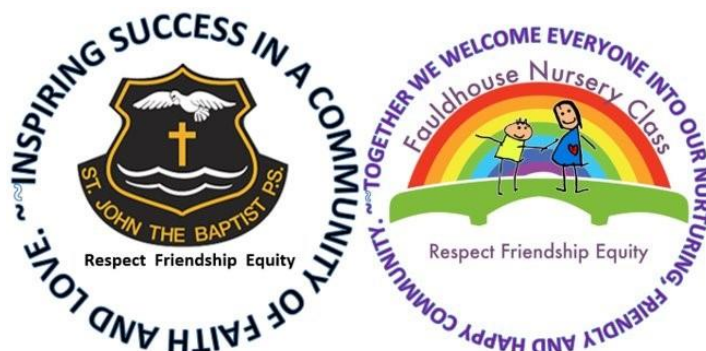


St John the Baptist RC Primary and Fauldhouse Nursery



PROGRESS REPORT FOR SESSION 2023/24

(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-six pupils across eight 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.

The 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 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

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</p> <p>Ensure pupils receive consistently high quality learning experiences in all classrooms by engaging practitioners in supported professional learning 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"> • Developed classroom practice through professional learning to support pedagogy in learning and teaching. • Embedded practitioner enquiry to ensure we are meeting the needs of all children across the school. • Worked with our Literacy Pedagogy Officer to embed a culture for writing within the school, using all available resources to raise attainment. • Delivered the aims of the numeracy and literacy action plan to ensure progress across these curricular areas. • Invested in a number of literacy and numeracy resources to support our work. • Embedded robust and consistent assessment processes to support the development of skills. • Consistently measured the effectiveness of interventions to ensure these are having a positive impact on our learners. • Continued to embed creative approaches to learning and teaching including the use of STEM, outdoor and play based learning. <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"> • All learners consistently experience high quality learning and teaching. • Staff confidence is increased in using new 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. • Staff will continue using a wide range of learning environments and creative approaches. • Learning continues to be enriched by our effective use of digital technologies. • Continue embedding a positive writing culture. • Continue to engage in high quality professional learning to support numeracy and maths.
<p>Early Learning and Childcare</p> <p>To raise attainment for all, especially in literacy and numeracy</p> <p>Our measurable outcomes for session 2023/24 were to</p>	<p>We have made very good progress.</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> • Continued working with Speech and Language Therapist to explore ways to support language development, listening and attention. • Supported practitioners to evaluate children’s progress and provide appropriate timely interventions. • Children enabled to select and make use of high-quality resources and equipment.

<ul style="list-style-type: none"> • Provide high quality play experiences for all children. 	<ul style="list-style-type: none"> • Continued to motivate and engage all children in consultative planning, ensuring this is consistent for children every day. Recorded evidence in floor books. • All staff engaged in ELC network sessions across the authority. • Continued focus on observations to enhance tracking and monitoring information. <p><u>Evidence indicates the impact is:</u></p> <p><u>Learners:</u> are being observed as fully engaged and challenged. <u>Learners:</u> are exploring problem solving and learning life skills. <u>Learners:</u> experience is being impacted by the professional learning opportunities given to ELC staff.</p> <p><u>Our priority for next session will be:</u></p> <ul style="list-style-type: none"> • Engage staff in professional learning to meet the needs of the setting. • Continue to track and monitor observations to ensure children are making very good progress in their learning, these will be recorded on Seesaw. • Ensure all parents are given access to Seesaw, review engagement regularly. • Set up community PEEP (Parents as Early Education Partners) group.
<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</p> <p>Implement targeted interventions for pupils from quintiles 1 and 2 not achieving expected levels in literacy and numeracy.</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 <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <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"> • Identified pupils' individual barriers to learning and addressed these through appropriate interventions. • Play Therapy available on a 1:1 basis. • All staff participated in Practitioner Enquiry to meet the needs of children in their class, identifying and addressing 'bespoke' gaps. • Held regular attainment meetings to track and monitor pupils needs and identify next steps in learning. • Attainment data discussed, quality assured and tracked over time. • Developed staff skills in teaching numeracy and invested in high quality professional learning and resources. • Maths Recovery and Five Minute Box intervention for Q1/Q2 children. • Worked with Literacy Pedagogy Officer to support the delivery of Writing Targets, PM Oracy Talking and Listening resource, Bump it Up Walls, Think Aloud and Reciprocal Reading and Building Thinking Classrooms. • Strengthened the Support for Learning Team to ensure targeted support is consistently delivered. • Intensive support for P1-3 children. • Professional learning opportunities delivered for staff by Speech and Language Therapist. • Delivered targeted Narrative Groups to support skills for writing in P1-3 <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.</p>

	<p><u>Learners:</u> are receiving effective targeted support from our support for learning team within their classrooms, small groups and individual support sessions.</p> <p><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"> • Continue to deliver Maths Recovery through Support for Learning to targeted pupils, two new members of staff trained in this intervention. • Most of our learners from decile 1 and 2 achieving expected levels in literacy and numeracy by the end of P1, P4 and P7. • Continue to engage with quality professional learning for literacy, numeracy and across the curriculum. • Continue to engage with Speech and Language Therapist and Literacy Pedagogy Officer to deliver targeted interventions for literacy. • Engage with cluster numeracy action plan to deliver professional learning for staff.
<p>ELC</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</p> <ul style="list-style-type: none"> • Encourage a literacy and numeracy rich environment which leads to high quality learning outcomes 	<p>We have made very good progress.</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> • Enhanced quality interactions to extend vocabulary. • Engaged in literacy games to enhance vocabulary skills. • All staff engaged in professional learning with Speech and Language Therapist. • Developed the use of problem solving activities and creative experiments. • Cultivated planting and growing areas in the outdoor space to allow children a wider range of cooking and baking activities incorporating measure. • Practitioners engage in research and best practice to enhance delivery of digital literacy <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> <p><u>Our Priorities for next session will be:</u></p> <ul style="list-style-type: none"> • Staff continue to engage in professional learning on Colourful Consonants and Vowel House to foster smooth transition across the early level. • Continue to engage in professional learning opportunities with Speech and Language Therapist. • Further develop STEM learning within the setting. • Further develop the learning environment to ensure we are addressing barriers to learning.
<p>3.</p> <p>To improve children and young people's health & wellbeing</p>	<p>We have made excellent progress.</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> • Used GIRFEC tracking, processes and principles to identify pupils' individual barriers to achievement.

<p>Our measurable outcome for session 2023/24 was to</p> <p>Continue to develop trauma informed practice to become an attachment led school where nurturing principles and support are evident in practice.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/>School Improvement <input checked="" type="checkbox"/>School Leadership <input checked="" type="checkbox"/>Teacher Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Assess. of Children's Progress <input checked="" type="checkbox"/>Performance Information 	<ul style="list-style-type: none"> • Used our data to inform universal and targeted interventions. • 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. • Support for Learning Guidance and policy embedded. Whole school approach to ensure shared clarity of staff roles to support pupils. • Continued to embed trauma sensitive practice so that it became part of our culture, ethos and daily practice. • Continuously evolving 'Our Nurturing School' policy, ethos and interventions to reflect pupils' needs. • Pupil self-evaluation against wellbeing indicators is fully embedded and tracked. • Continue tracking wider achievement and recording in Leader in Me Profiles. • Continued practice and professional learning to obtain the Attachment and Trauma Sensitive School Award Gold (ATSSA) • Professional learning sessions delivered to support staff and pupil wellbeing. • Leader in Me Core coaching sessions delivered to support implementation and learning in the "7 Habits." <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 and dynamic approaches. Staff fully understand their needs.</p> <p><u>Our priority for next session will be:</u></p> <ul style="list-style-type: none"> • Ensuring all staff engage in nurturing principles in line with the WL Educational Psychology Service vision and WL Health and Wellbeing Re-explored. • Continuation of ATSSA Gold Award and Professional Supervision for staff. • Leader in Me Training and Coaching sessions for staff will impact children leading learning and pupil voice. • Continue developing pupil voice in line with Restorative Practice and the Youth Voice Charter. • Make connections across the curriculum to UNCRC (United Nations Convention on the Rights of the Child). • Accreditation of Gold Rights Respecting School. • Support schools across West Lothian to introduce trauma sensitive practice with best practice visits and a CLPL offer.
<p>ELC</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2023/24 was to</p>	<p>We have made excellent progress.</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> • Developed planned, progressive opportunities to promote wellbeing and children's rights. • Fully embedded the six principles of nurture. • Developed staff knowledge of barriers to learning and provided strategies and skills to address these.

<p>Embed trauma informed practice and develop skills in emotional literacy in a developmentally appropriate way</p>	<ul style="list-style-type: none"> Actively sought advice and support from professionals to ensure wellbeing is at the heart of our practice. Provided opportunities for parental engagement. Introduced Kitbag to support emotional literacy. <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 overload or dysregulation.</p> <p><u>Learners:</u> 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> <ul style="list-style-type: none"> Ensuring all staff continue to engage with nurturing principles in line with the WL Educational Psychology Service vision and WL Health and Wellbeing Re-explored. Accreditation of ATSSA Gold Award. Share key messages on attachment with parents. All staff confident in using Kitbag intervention for emotional literacy.
<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</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 Develop the use of STEM strategies across all stages.</p> <p>NIF Driver(s):</p> <p><input checked="" type="checkbox"/>School Improvement <input checked="" type="checkbox"/>School Leadership <input checked="" type="checkbox"/>Teacher Professionalism</p>	<p>We have made very good progress.</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> 1+2 Lead learners arranged activities and events for staff and pupils. Staff encouraged the use of language apps for ipad to motivate and engage learners. Play experiences used to develop skills for learning, life and work. Staff engaged in Lighthouse Training using the 7 Habits of Highly Successful People and implemented a progression pathway for all classes. Lighthouse Team in school led the development of Leader in Me approaches with all children. Pupil Lighthouse Team contributed to school improvement planning and self-evaluation. Children introduced to all seven Habits through lessons in class and reinforced through whole school assemblies. STEM Lead learner organised STEM week activities and supported staff to deliver. <p>Evidence indicates the impact is:</p> <p><u>Learners:</u> are able to develop their use of the French language.</p> <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"> Continue to embed the Leader in Me approach with all stages across the school.

<ul style="list-style-type: none"> ☑Parental Engagement ☑Assess. of Children's Progress ☑Performance Information 	<ul style="list-style-type: none"> • Lighthouse Team to develop Leader in Me approaches and present this to our wider parent body. • Leader in Me Learning Profiles consistently used in all classes and updated termly. • Pupil Leader in Me Lighthouse Team continue and expand role across the school. • All children in P5-7 will engage in a language based project once in the session and access L3 lessons once per week. • 1+2 Lead Learner will facilitate or deliver one session for staff to develop teacher confidence in languages and one event for pupils. • 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.
<p>ELC</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</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"> • Enhanced opportunities for risky play indoors and outdoors incorporating assessing risk modelled by staff. • Enhanced the use of loose parts play to encourage problem solving and creativity. • Developed resilience through taking and managing risks outdoors in a safe environment. • Developed Froebel principles and practice through weaving station, planting and growing and forest walks. <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> <p><u>Our priority for next session will be:</u></p> <ul style="list-style-type: none"> • Continue to develop the use of the outdoor space so that creative learning opportunities are available across the curriculum. • Increase time spent outdoors and children self-direct learning in the outdoor environment. • CLPL for staff on Forest Schools. • Use French resources to continue developing vocabulary at early level.

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 2023/2024.

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 very 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.

<p>1. Developing in Faith theme: Promoting Gospel Values</p> <p>2023/24: Our school shows: a commitment to our Religious Education Programmes being reflective of Gospel Values, a commitment to ecumenical action and respect for different cultures and beliefs.</p>	<p>We have made very good progress</p> <p>What have we achieved?</p> <ul style="list-style-type: none"> • Our Vision, Values and Aims show a commitment to the teaching of Gospel Values. • School improvement priorities are reflective of the nature and mission of our Catholic School • Policy and guidance reflects Christian values and human dignity, this is also reflected in the culture and ethos of the school. • We evaluated the teaching of Other World Religions through This is Our Faith. • We ensure strong and positive links with our cluster schools, SCES and the Diocese of St. Andrew’s and Edinburgh. • We maintain good school-parish links. • We promote positive behaviour through our Teddy Bear Policy, Restorative Practice, through the use of Respect Me Resources and buddying. • 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. • We have celebrated diversity of cultures and traditions throughout the year through our curricular programmes, school assemblies and engagement with the Attachment and Trauma Sensitive School Award. <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 the diverse nature of their community</p> <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • Promotion of The Pope Francis Faith Award (PFFA) • Engage with the Child Consecration to Jesus through Mary: Following the Spirit of St. Therese, the Little Flower. • DIF theme: Celebrating and Worshipping
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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.
- Participation in the Leavenseat Award
- St John the Baptist Church Mass and events
- Christmas Pantomime at Alhambra Theatre
- Active Schools Festivals and League events
- STEM Week
- Charity Fundraising – Poppy Appeal, NSPCC, SCIAF 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 (Monday to Thursday)
- Class led assemblies
- Pupil after school activities
- Primary 7 Residential Trip
- Whole School Global Play Day

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

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:

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? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)