

Our Lady's RC Primary School & Nursery

Standards and Quality Report

Session 2024/25



Inspired by Faith, United in Kindness

School Aims:

Inspiring our children to:

Never give up; we persevere,

Share, care and show kindness to all,

Promote a love of learning embedded in faith,

Include and value everyone in the Our Lady's family,

Respect and love one another, as Jesus loves us,

Encourage all to be the best they can be!

The purpose of this report is to share information on the impact that school improvement actions have had on pupils' learning and progress over the course of this session. It also states our self-evaluation grades for key quality indicators taken from "How Good is Our School 4?" (Education Scotland 2015), in the table below.

Quality Indicator		Evaluation
1.3	Leadership of Change	Very Good
2.3	Learning, Teaching and Assessment	Good
3.1	Ensuring wellbeing, equity and inclusion	Very Good
3.2	Raising Attainment and Achievement	Good

These evaluations are based on the on-going self-evaluation processes of the school which includes collecting evidence and information in a variety of ways and from different sources

Our Lady's Primary School & Nursery has very good capacity for continuous improvement and will continue to work with its school community as it strives for excellence and equity for all pupils.

Attendance, Attainment and Achievement

Attending school and arriving on time are essential for pupil progress in learning and development. The average pupil attendance rate for 2024/25 is 92.34% (an increase from 91.66% last session). We aspire to work with our families to increase our average towards the Perth and Kinross average of 93.8%.

Curriculum for Excellence (CfE) is used to plan, deliver and evaluate our curriculum for pupils from Nursery to P7. Teachers assess children's progress in a variety of ways and use information to plan next steps in learning.

Pupil progress is tracked through CfE Levels: Early Level spans Nursery and P1; P2 - P4 covers First Level and P5 - P7 Second Level. Attainment data for each pupil is recorded in Literacy and Numeracy. Careful analysis of our data gives us very good information on how we are performing as a school.

The variety of data and evidence that we collect indicates the following:

In P1, most learners have achieved Early Level in Listening and Talking, Reading, Writing and Numeracy.

In P4, most learners have achieved First Level in Listening and Talking, Reading, Writing and Numeracy.

In P7, almost all learners have achieved Second Level in Listening and Talking and most have achieved in Reading, Writing and Numeracy.

This session, we have continued literacy, numeracy and health and wellbeing interventions using Pupil Equity Funding. Active Literacy is embedded for P1 to P7 learners and SAMSON (mental maths scheme) has been continued across all primary stages. Our P3, P4 and P5 learners have benefited from being part of the National Improvement for Writing Programme while all teachers have engaged with Stephen Graham, 'Explicitly Teaching Text Types', to further support the development of writing across the school. This has led to a 9% increase in whole school writing attainment. All children are involved in learning about their rights through embedding UNCRC as we continue our journey as a Gold Rights Respecting Schools Gold. We have our Green Flag as an Eco School, our core Reading School Accreditation continues and we are a Bronze Emotion Works School.

The majority of learners benefitting from Pupil Equity Fund are making good progress towards national levels. Their progress is monitored closely and staff are responsive to their needs. The use of Clicker and the Dandelion Reading Scheme allows learners to access reading and writing supports. Numicon, Numbots and TTRS supports development of numeracy skills across the school.

Our Peripatetic Teacher continues to work with individuals who have an identified learning need to deliver literacy and numeracy interventions to close gaps and support progress.

Our learners have had a variety of experiences across the school session. These have included:

- Paired Reading opportunities for P2-P7 learners
- P7 residential trip to the Scottish Adventure School
- Curling sessions
- P7 Bikeability and Swimming
- Learners leading Clubs such as Reading Club, Art Club, IT Club, PlayPod Club and Homework Club
- Sacraments of Confirmation (P7), Reconciliation and First Holy Communion (P4)

- Health activities throughout the session; Dental Nurse, Letham Football Club, Saints in the Community, Cricket, Rugby, Hockey, Dr Bike
- Scottish Book Week, Online Safety Day, National Numeracy Day, World Book Day, Anti-Bullying Week, Mental Health Awareness Week
- Reading Breakfast and Author Live events
- Allotment visits, supported by Letham Climate Challenge, upper school Badminton Championships at Perth UHI
- 8 children selected for County Sports finals
- Reading support and Knitting Club from community members
- P7 Numeracy mentoring from Secondary Maths Teacher
- Show Racism the Red Card
- P6 Trombone concert – for parents and at St Ninian’s Cathedral
- P5/6 – P7 attendance at Follow the Band
- P7 ‘Wellgood’ Workshop on the dangerous of smoking and vaping
- Class visits from Community Police and Fire Service (Bonfire and Water Safety)
- Outdoor Learning opportunities through Live Active
- Wednesday Club to support learner wellbeing
- P3-P7 Clubs with Modern Apprentice – P1 and P2 Lunchtime Club, Dance and Cheerleading
- P7 Sports visits to Perth College
- Upper school Foodbank Support
- NYCOS P3 Boys Choir
- RHET experiences for P1/2
- P5/6 have developed the school grounds through Gardening Club.

Health and Wellbeing

We have a continued commitment to the health and wellbeing of our learners. In October 2024 and May 2025, we surveyed our P3-P7 learners under the wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible, and included).

Almost all learners feel cared for, safe and supported; most feel they are able to give their views and opinions; almost all feel encouraged to take part in the life of the school; almost all feel welcome and included in school; almost all feel they are supported to improve their health and feel good about themselves and most feel they take responsibility for their behaviour and actions.

Almost all parents feel their child is treated fairly and with respect, feel their child is safe at school, feel school encourages children to respect the rights of others. Most parents feel school celebrates their child’s achievements and that school supports their child’s emotional wellbeing.

We have strong links with our Community Link Worker and Polish Community Link Worker to support families in school and at home. Our Community Learning Assistant has worked with individuals and small groups to support social communication, relationship development and building friendships. Mindspace has also supported identified pupils.

Learning

- ☐ In most classes there is good evidence of children being actively involved in planning their learning
- ☐ Staff are developing Emotion Works strategies to support learners' emotional wellbeing, leading to better engagement
- ☐ Regular tracking meetings are established to support and build confidence in analysis of data. Learner progress and next steps are integral to professional dialogue
- ☐ Teaching staff work with the Senior Leadership Team and Pupil Support Teacher to identify targeted groups with a focus on core learning in literacy and numeracy
- ☐ Scottish Government Pupil Equity Fund allocation has supported identified pupils with Literacy, Numeracy and emotional needs
- ☐ All staff continue to engage with the CIRCLE Resource to support inclusion and meeting learners' needs
- ☐ Almost all parents feel that their child is motivated and enjoys their learning, feel their child is making progress in their learning, feel their child receives the help they need to do well and are satisfied with the quality of teaching in the school.

Leadership

- ☐ Relationships in school are positive and respectful. Staff know learners well and are fully committed to securing the best outcomes for all. Stakeholders work very well together to promote and achieve this
- ☐ Staff are committed to promoting teamwork and ensuring a supportive culture across the school with almost all teaching staff reporting that they regularly undertake leadership roles
- ☐ Staff continue to take ownership for developing curricular areas, initiatives and committees; Reading Schools, National Improving Writing, Eco Committee, Rights Respecting Schools, Problem Solvers and Paired Reading
- ☐ Members of staff are identified as Literacy and Numeracy Leaders to support developments across the school. Teacher Leaders support the development of Learner Experiences
- ☐ All teaching staff continue to develop their knowledge and understanding of data processes to ensure the best outcomes for learners
- ☐ Professional dialogue and discussion are centred on school improvement priorities and are regularly planned to ensure progress for learners
- ☐ Staff are committed to their own professional learning and continuously analyse the impact of this on their learners. Teaching staff have the opportunity to use Pupil Equity Fund monies to target and support individuals or small groups within their class
- ☐ Our Parent Council meet regularly and have supported Sports Day, P7 Leavers books, funding for the Outdoor Classroom and organised a successful School Disco fundraiser. Applications to the Common Good Fund have meant that children have been able to attend the Pantomime and a whole school primary trip to The Kelpies & Helix Park.

Improvement priorities for session 2025-26

- ☐ Continued development of 'The Our Lady's Way' to ensure consistency of learning and teaching approaches across the school.
- ☐ Develop a shared understanding of Universal and Targeted Supports to support learning needs.
- ☐ Raise attainment in numeracy and mathematics.

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