

# Our Lady's RC Primary School & ELC

## Standards and Quality Report

Session 2019/20



### School Aims:

Inspiring our children to:

**N**ever give up; we persevere,

**S**hare, care and show kindness to all,

**P**romote a love of learning embedded in faith,

**I**nclude and value everyone in the Our Lady's family,

**R**espect and love one another, as Jesus loves us,

**E**ncourage 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	Good
2.3	Learning, Teaching and Assessment	Satisfactory
3.1	Ensuring wellbeing, equity and inclusion.	Good
3.2	Raising Attainment and Achievement	Satisfactory

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 & ELC has a 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 2018/2019 is **93%**.

Curriculum for Excellence (CFE) is used to plan, deliver and evaluate our curriculum for pupils from ELC 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 pupils** are on track to achieve Early Level in numeracy, listening and talking, reading and writing.

**In P4, most pupils** are on track to achieve First Level listening and talking while **the majority of pupils** are on track to achieve First Level in numeracy, reading and writing.

**In P7, most pupils** are on track to achieve Second Level in numeracy, listening and talking, reading and writing.

This session we have continued literacy and numeracy interventions using Pupil Equity Funding. Active Literacy and Blue Box Literacy has been actioned for P1 to P4 learners and SAMSON maths has been introduced across all stages. P1-2 and P6 learners have benefitted from the implementation of the Talk for Writing Programme. All children were involved in our Paired Reading Programme and Pause, Prompt, Praise was delivered for our younger learners and their parents. Evaluation of the literacy interventions show that they are positively impacting on core skills in phonic awareness, spelling and reading.

**Most learners benefitting from PEF** have achieved or are making good progress towards national levels. Their progress is monitored closely and staff are very responsive to their needs.

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

- a dance project
- curling
- choir
- Scottish Day
- Rights Respecting Schools Day
- French Day
- Numeracy Rangers
- Letham Friendship Network
- Pope Francis Faith Award
- Swimming at Kilgraston
- judo
- rugby
- Masses
- Assemblies.

Staff have also begun to develop learning in Developing the Young Workforce which has included a trip to Stagecoach, visitors from SSE, Scotrail, Total and a paramedic. Our ELC learners regularly visit Goodlyburn Nursery and Louisebrae Care Home.

## **Learning**

(National Improvement Framework Drivers: Teacher Professionalism, School Improvement and Assessment of Children's Progress)

- In most classes there is good evidence of children being actively involved in planning their learning.
- Teachers are implementing self-regulation strategies to support learners' emotional wellbeing, leading to better engagement.
- Regular tracking meetings have been established where analysis of data, progress and next steps are integral to professional dialogue to ensure progression for all learners.
- An Assessment Policy has been developed to support teacher judgement.
- The school have identified targeted groups using data with a focus on core learning.
- Scottish Government Pupil Equity Fund allocation has supported identified pupils with Literacy, Numeracy and emotional needs.
- All staff have undertaken training in the CIRCLE Resource to support inclusion and meeting learners' needs.

## **Leadership**

(National Improvement Framework Drivers: School Leadership, School Improvement and Parental Engagement)

- Relationships in school are positive and respectful. Staff know the learners well and are fully committed to securing the best outcomes for them. Stakeholders work very well together to promote and achieve this. This session, our Relationships Policy has been developed and is ready for parent consultation.
- There is a strong sense of teamwork and a supportive culture across the school.
- Staff have taken ownership of developing a Child Protection & Safeguarding Policy, an Outdoor Learning Policy, an Outdoor Learning Toolkit, a Nurturing Approaches Policy and a Digital Learning Policy. These will be issued for parent consultation in the near future.
- A member of staff is identified as a Literacy Leader to support literacy development across the school.
- Professional dialogue and discussion are now centred on school improvement priorities.
- Staff are beginning to take ownership of improvement priorities through regular and productive collegiate activities, staff meetings and LMG work.
- All pupils from P1 to P7 are part of a School Committee.
- P6 and ELC learners have a Buddy System to promote Outdoor Learning.
- Staff are committed to their own professional learning and continuously analyse the impact of this on their learners.

### **Improvement priorities for session 2020-21**

- Implementation of a Recovery Curriculum to support learners to transition back to school.
- Implementation of Outdoor Learning across all stages to positively impact the emotional wellbeing of all learners.
- Meeting learners' needs through the implementation of Visible Learning, to allow children to 'know themselves as learners', whole school nurturing approaches and the CIRCLE resource.