

Our Lady's RC Primary School & ELC

Standards and Quality Report

Session 2022/23



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. This includes a Learning and Achievement Visit in March 2023.

Our Lady's Primary School & ELC has 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 2022/2023 is 90.6%.

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 ELC 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 are on track to achieve Early Level in Listening and Talking, Reading and Writing. The majority have achieved Early Level numeracy.

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

In P7, the majority of learners have achieved Second Level in listening and talking, 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 maths (mental maths scheme) has been continued across all primary stages. All primary learners have benefitted from the support of Literacy Leaders to improve Listening & Talking. All children have been involved in learning about their rights though embedding UNCRC and we have achieved our Rights Respecting Schools Silver Award. We have also been awarded with our Green Flag as an Eco School and core Reading School Accreditation continues.

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 introduction of Clicker has allowed learners to access reading and writing digitally and devices have been made available to those who require them to support digital inclusion.

Our Peripatetic Teacher has worked 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:

- Author's Live events for all primary classes
- Paired Reading opportunities for all learners
- The John Muir Award for P6 and P7 learners
- A residential trip to Millport for some P6 and P7 learners as part of Young STEM Leaders
- P5 Curling
- P7 Bikeability
- Learners leading Clubs e.g Reading Club, Art Club, Homework Club, Lego Club
- Sacraments of Confirmation (P7) and First Holy Communion (P4)
- Outdoor Education opportunities for identified learners

- Wellbeing Wednesdays which included P7 leading a Values Football Cup, working with Letham
- Allotment visits, supported by Letham Climate Challenge
- P2/3 visit to Scottish Chamber Orchestra
- P5, P6/7 & P7 visited Perth Theatre
- P7 Dalguise Residential
- Upper school badminton competition at Bells Sports Centre
- 4 children selected for County Sports finals
- Secret Readers
- Maths Week – Numeracy Day
- Keep Scotland Beautiful Spring Clean
- Social Enterprise Litter Project as part of Laudato Si
- P6 Show Racism the Red Card
- Mini Vinnies Foodbank Collection
- Developing the Young Workforce visits included Fire service, Farming, Scotrail, Police
- P7 'Wellgood' Workshop
- Outdoor Learning opportunities through Live Active
- Wednesday Club to support learner wellbeing.

Health and Wellbeing

We have a continued commitment to the health and wellbeing of our learners. In September 2022 and May 2023, we surveyed our P3-P7 learners under the wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible, and included).

Almost all learners feel that they are kept safe by adults in school, feel they are supported to try new things to improve their experiences and learning, are encouraged to be the best they can be, are supported to make positive choices about their wellbeing and know the importance of being active. Most learners feel they are able to give their views and opinions, are involved in decisions made about them, are supported to make good choices and almost all feel they are welcome and included in their class and school.

We have built links with our Community Link Worker and Polish Community Link Worker to support families at home. Our Community Learning Assistant has worked with individuals and small groups to support social communication, relationship development and building friendships.

Learning

- In most classes there is good evidence of children being actively involved in planning their learning.
- Teachers are embedding Zones of Regulation 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 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. This has been extended this session to include the Participation Scale for individual learners to allow Class Teachers to better support learner needs.
- Almost all parents feel that their child is making progress at school, almost all agreed or strongly agreed that they were happy with the quality of teaching in the school and most feel their child's learning is hard enough.

Leadership

- Relationships in school are positive and respectful. Staff know learners well and are fully committed to securing the best outcomes for them. Stakeholders work very well together to promote and achieve this.
- Staff are committed to promoting teamwork and ensuring a supportive culture across the school. Playground and teaching staff have supported learners to develop the playground through leading clubs and supporting younger learners.
- Staff continue to take ownership for developing curricular areas, initiatives and committees; Self-Regulation, Reading Schools, Talk for Writing, Eco, Rights Respecting Schools, Developing Young Workforce, STEM and SAMSON maths.
- Members of staff are identified as Literacy and Numeracy Leaders to support developments across the school.
- 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 has been re-established, leading to regular meetings, and they have supported Sports Day, Stay & Share, P7 Leavers books and an application to Tesco Community Funding.



Improvement priorities for session 2023-24

- Raising attainment in writing;
- Development of children's leadership skills for Learning, Life and Work;
- Developing approaches to Assessment & Moderation.