



**West Lothian
Council**
Education Services

Our Lady of Lourdes RC Primary School

**HMIE Progress Report
September 2016**

Contents

1. The inspection

HMIE published a report on the inspection of Our Lady of Lourdes RC Primary School, Blackburn in September 2014. The school in collaboration with the Education Authority outlined priorities for improvement in its School Improvement Plan which included recommendations from the report.

2. Continuous Improvement

Since the inspection the school has undergone change within the School Leadership team. The current head teacher was appointed in May 2016 from an Acting Head Teacher role that began in September 2015. The very good work of the school has been continued throughout this change and good progress has been made to address the areas for improvement and to continue to raise attainment and aspiration for all learners. Staff and pupils feel valued and the school continues to develop opportunities for the learning community to make important contributions to school improvement.

3. Progress towards the agreed areas for improvement

Area for Development 1:

- Continue to develop the school's approaches to evaluating and improving its work.

The school has continued to improve its approaches to self-evaluation so that the impact of the work of the school on children's learning and achievements is clear. A shared vision for the direction of the school is being further developed and stakeholders are involved in identifying and reviewing the priorities in the school improvement plan.

A robust school self-evaluation programme has been established. A range of Quality Improvement activities are planned and carried out to inform improvement planning by highlighting the school's strengths and identifying areas for improvement. This team visit classes and spaces around school to observe learning; they are also involved in shadowing pupils, pupil learning conversations, tracking and monitoring pupils progress; and quality assuring planning to provide constructive, evaluative feedback to staff to help them to improve learners' experiences. Staff are continuing to gain confidence in reflecting on their own classroom practice by using a variety of methods to evaluate their own work. They continue to be involved in observing learning in each other's classes in 'Learning Rounds' with opportunities for further 'learning visits' to other schools planned. They engage in regular professional dialogue to share ideas and support each other and they use these opportunities to help them drive forward school improvement priorities. The school has benefited from a professional partnership of collaboration with 'cluster trios', creating a broader understanding of the school's strengths and improvement needs.

There is a planned approach for parents to contribute meaningfully towards whole school self-evaluation and they are consulted on a range of topics to ensure their voice is included in evaluating progress. The information gathered is used to improve practice and highlight the school's strengths and areas for development.

The pupil voice is consulted, promoted and valued and this dialogue contributes towards whole school self-evaluation on learning, curriculum and the day to day of the school. Pupils are involved in a variety of 'voice groups' which gives them a key role in evaluating the work of the school. Pupils' attainment, well-being and progress are discussed and evaluated monthly during meetings between the leadership team and teachers. These meetings are evaluative, analytical and solution focussed on improvement and 'Getting It Right For Every Child' in order to identify and tackle barriers to learning.

Area for Development 2:

- Continue to develop the curriculum to ensure progression in children's skills and knowledge across all curricular areas.

We have continued to make good progress in developing a broad general education across the curriculum. In most curricular areas, most of our children are performing at or above expected levels.

Our curricular programmes are well planned with suggested topics. Progressive skills based learning pathways are used to plan learning and skills are being developed within the experiences and outcomes to ensure progress and opportunities for application across learning. In most classes pupils are involved in planning some interdisciplinary contexts and other areas of learning and this has resulted in increased opportunities for personalisation and choice and for our children to be engaged in more stimulating, relevant and enjoyable experiences. The school has continued to develop learning and teaching in literacy, numeracy and health and well-being to support learners in making progress. We are also improving the outdoor experiences for all children, across the curriculum, through a combination of school-based outdoor learning and residential programmes to provide creative, sustainable and progressive opportunities to enhance pupil learning.

In almost all classes, children respond very well to active learning approaches and engage in a range of collaborative and independent learning tasks. The use of higher order thinking skills has been introduced which has encouraged higher levels of thinking in pupils and staff.

Approaches to assessment continue to be reviewed and refreshed. Profiling and 'achievement of a level' are used effectively in some classes to help learners identify what they do well and what they need to do to improve and the school now plans to further develop this aspect of its work so that there is greater consistency across the school.

Overall children are very well supported at points of transition. We have worked closely with the local cluster primary schools and secondary and have made good progress in sharing our practice more effectively together, and have developed a common understanding of achievement and progression through opportunities for joint planning, assessment and moderation with some of our teachers.

Conclusion

In conclusion, Our Lady of Lourdes RC Primary School is well placed to continue to improve with the children at the centre of its vision and values. The school benefits from a nurturing and inclusive ethos which promotes respect for all. It continues to develop well-behaved, polite, confident children who are motivated to learn, ambitious to succeed and whose voice is listened to and acted upon.

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