

Our Lady of Lourdes Primary



PROGRESS REPORT FOR SESSION 2019/20

(Standards & Quality Report)

School Address

Hopefield Road

Blackburn

EH47 7HZ



ABOUT OUR SCHOOL

Our Lady of Lourdes RC Primary School is a denominational primary school with a current roll of one hundred and fifty four pupils across seven classes. The school is located in Blackburn, West Lothian and serves the communities of Blackburn and Seafield. The school is part of the St Kentigern's cluster, and has formed strong links with St Kentigern's Academy and its associated primary schools. As well as this our school also works closely with Bathgate Academy and its cluster primary schools. Blackburn has a strong community spirit and a very active community group called CAB (Community Action Blackburn). This group is greatly involved with working with the local schools on various community projects focussing on partnerships, regeneration and intergeneration. The school is enriched by our Faith Family which is led by Fr Michael Adebajo and parishioners of Our Lady of Lourdes Parish. Our Lady of Lourdes Primary is positioned next door (shared building) with Connolly School Campus. We work in partnership with Connolly school sharing various facilities and also are involved in joint learning and training opportunities.

The school is currently ranked as being SIMD Decile 1 (with most pupils being in Quintile 1 and 2) and according to the Poverty Profile of West Lothian (2016) Blackburn is one of two of the most affected areas in West Lothian with child poverty being particularly high. The school is 8th of 67 schools in the West Lothian Primary School SIMD Ranking. Approximately a fifth of our pupils have English as an Additional Language and almost a quarter of pupils receive Free School Meals.

The Head Teacher and Principal Teacher form a strong partnership and leadership team along with an extremely dedicated staff team. We are strongly committed to working with our families and partners to achieve the best outcomes for our pupils and we strive to provide our pupils with a wide range of experiences. "Our Little Way" is our evolving relationships/health and well-being policy/guide which we follow along with our school values of Happiness, Friendship, Respect, Confidence, Teamwork and Honesty. These are at the heart of everything we do. We pride ourselves on the positive relationships we have formed with our families and pupils and we work hard to maintain and develop these.

The school had a positive validation of its work by West Lothian Council in November 2017 with the VSE team finding many strengths in the school's work. Our school motto is work hard, dream big. We want to continue to get better, and better never stops.

The School Priorities for 2019/20 are:

1. Raising attainment for all, particularly in literacy and numeracy:

- All children will receive regular, well-planned learning in literacy and numeracy.
- Learning opportunities will be engaging, and provide challenge; with appropriate progression in literacy and numeracy skills.
- Quality feedback will be used for next steps.

2. Closing the attainment gap between the most and least advantaged children:

- An increase of the number of pupils (Quintile 1) achieving First Level in Literacy and Numeracy by the end of P4 (85%)
- An increased and sustained attendance for Quintile 1 pupils

3. Improvement in all children and young people's wellbeing:

- Young people in P5-P7 are able to self-report on their wellbeing to provide a baseline for future improvement

4. Improvement in employability skills and sustained, positive school leaver destinations for all young people:

- To embed the Career Education Standard in all aspects of the curriculum

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

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.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) 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 2019/20 was:</p> <ul style="list-style-type: none"> • All children will receive regular, well-planned learning in literacy and numeracy. • Learning opportunities will be engaging, and provide challenge; with appropriate progression in literacy and numeracy skills. • Quality feedback will be used for next steps. <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 Chdn's Progress <input checked="" type="checkbox"/> Performance Information 	<p>We have made very good progress.</p> <p>What did we do?</p> <p><u>Raising Attainment</u></p> <ul style="list-style-type: none"> • All teachers took part in CLPL - Outstanding Teaching Intervention programme and developed shared understanding of high quality learning, teaching and assessment experiences. • All teachers pedagogy and classroom practice improved by a least a "plus one" level. • All teachers developed shared understanding and clarity in the themes of engagement, feedback, and challenge. • All teachers have become a more reflective practitioner. More collaborative with colleagues and a greater growth mindset. • All teachers have developed knowledge, attitudes, skills and habits to support learners to make even better progress. • The Leadership Team participated and completed the Excellence through Leadership of Learning programme developing their knowledge, attitudes, skills and habits to support staff and to build the staff team and a positive learning culture. • Increased staff understanding of WLC's Tracking and Monitoring system to further understand data to effectively inform planning and assessment. • Continued engagement and discussion of Moderation using the Moderation cycle and sessions. <p><u>Literacy</u></p> <ul style="list-style-type: none"> • Implemented Action Plan led by Literacy teams: • Developed writing culture and pedagogy from Cluster CLPL using WLC pupil and teacher genre targets, resources and assessments and using PM writing resource. • Pupil HIGOURS writing group continued to plan and lead writing activities • Continued engagement with First Minister's Reading Challenge • Continued Free Writing Friday strategy • Targeted daily writing opportunities identified for all pupils • Continued to develop reading culture. • Continued opportunities for Moderation of Writing. <p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Implemented Action Plan led by Numeracy teams • Increased staff capacity and confidence in Numeracy through uptake of RIC opportunities and CLPL- Numicon Training (Small Group Intervention), Conceptual Understanding and Highly Impactive Teaching. (Not all completed due to C19) • School Numeracy Lead identified • Numeracy audit completed by Numeracy Lead. • Engaged with Pedagogy Officer to evaluate and plan school's numeracy strategy • Whole school refresh on Number Talks • Staff introduced to Manipulatives in Numeracy • Drop in sessions provided for staff by Numeracy Pedagogy Officer

	<p>Evidence indicates the impact is:</p> <p>Learners are receiving improved quality feedback which is specific, kind and helpful and are beginning to be able to give themselves and each other immediate quality feedback which keeps the “flow” in their learning.</p> <p>Learners’ engagement has increased and they are enjoying and are more absorbed in their learning.</p> <p>Learners are experiencing increasing challenge in lessons which means teachers can successfully assess their understanding and the effectiveness of the teaching and learning and therefore pupils have more opportunities to practise their learning and explain it to others.</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • To embed Outstanding Intervention Teaching Programme elements: engagement, feedback, challenge and progression. • Continue and complete literacy and numeracy interventions
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2019/20 was:</p> <ul style="list-style-type: none"> • An increase of the number of pupils (Quintile 1) achieving First Level in Literacy and Numeracy by the end of P4 (85%) • An increased and sustained attendance for Quintile 1 pupils <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 Chdn’s Progress <input checked="" type="checkbox"/> Performance Information 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Speech and Language initiative- Whole school participation in Teaching Children to Listen programme • Listening skills and Lego groups for targeted children • Play based learning approach introduced to engage pupils in P1 and P2. • PEF Pupil Support worker and other PSW taking daily nurture sessions with identified pupils • PEF Reading Raising Attainment Development Post • PEF Writing Raising Attainment Development Post • Regularly twice termly Raising Attainment (Equity and Excellence) meetings ensuring that staff have a better understanding of pupils, progress, planning next steps and the barriers to learning and ways to address these barriers • Support for Learning role further developed. SfL focussing on social and emotional/health and wellbeing as well as support specific learning barriers. • PSWS taking on learning support roles. • Individual pupil timetables put in place. • Health and well-being/ Trauma informed approaches/resources to support pupils in class. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners: All pupils are happy at school and feel listened to. All pupils know that they can talk about any barriers to learning and are able to articulate ways in which to do so. All pupils feel supported in their learning and with their wellbeing.</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Increasing Q1 and 2 pupils engagement in school and learning • Re- explored curriculum • Continue engagement with SALT

	<ul style="list-style-type: none"> • Health and Wellbeing continuing to be at the centre and front of everything we do.
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<p>3.</p> <p>To improve children and young people’s health & wellbeing</p> <p>Our measurable outcome for session 2019/20 was:</p> <ul style="list-style-type: none"> • Young people in P5-P7 are able to self-report on their wellbeing to provide a baseline for future improvement <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 	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Changed approach to managing behaviour. • Introduced restorative practice. • Started to develop new approaches to dealing with “behaviour”. Made a huge change renaming and re-establishing our behaviour policy as a relationships/Health and wellbeing policy – Our Little Way. • Wellbeing Indicators explicitly taught to increase pupil understanding for self-reporting wellbeing. • All pupils “checking in” with staff on a daily basis. • Calm boxes in classes • Safe spaces in every class and around the school. • Trauma informed practices introduced. • Completed and gained Bronze Attachment Trauma Sensitive Schools award. • Achieved Bronze Rights Respecting Schools Award. • Continued to develop Emotion works programme. • Increased time and resourcing allocated from Support for Learning to address social and emotional wellbeing as well as learning barriers. <p>Evidence indicates the impact is:</p> <p>Learners are becoming more able to identify emotions, determine triggers and resulting behaviours and to be able to work with staff to identify coping strategies.</p> <p>Learners are more able to focus on learning as their emotional needs are being supported.</p> <p>Learners feel listened to.</p> <p>Learners know Our Little Way programme and their part in it.</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • To reconnect with staff and pupils; engage with, explore and put into practice Our Little Way recovery plan. • Engage with WL Health and Wellbeing Mapping. • Take part in Silver verification for ATTSA (attachment and trauma aware school award) • Staff and Pupil Counselling services in place • Health and Wellbeing continuing to be at the centre and front of everything we do.
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<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 2019/20 was to:</p> <ul style="list-style-type: none"> To embed the Career Education Standard in all aspects of the curriculum. <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 	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> Staff Leader in Me training Planned Leader in me programme for pupils and staff. Continued to build Developing the Young Workforce Career Standard into life of the school and curriculum. Pupil profiling updated. All P7s involved in leading a pupil voice group at assembly. <p>Evidence indicates the impact is:</p> <p>Learners have an awareness of the Leader in me programme and the 7 habits.</p> <p>Learners involved in a variety of leadership roles.</p> <p>Learners are developing group work skills working together on tasks during pupil voice and reporting back.</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> To deliver Leader in Me programme Create a DYW working party. Develop staff have knowledge of the Careers Standard and the support materials associated with it. Link Leader in Me to career education standard Re-explore our curriculum to move to skills based
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Attendance and Exclusions

Attendance at our school is 94.37%. The Head Teacher monitors late coming and attendance monthly and works closely with families, AIMS team and other agencies to support and overcome any barriers to regular attendance. During 2019/ 2020 0% of children were excluded.

Effectiveness of the school's engagement with parents and other partners

Our school staff are committed to working collaboratively, side by side with parents, families and partners. We strive to build strong positive relationships based on mutual trust, honesty and respect to ultimately improve outcomes for our learners, particularly for our most vulnerable pupils and families. The school regularly seeks the views of parents and partners through interactions, in meetings, online questionnaires and surveys and through feedback activities at parent and family sessions and events. Staff, parents and members of the wider school community are actively involved in fundraising and community and parish events throughout the year. The Head Teacher was an involved invited member of the Parent Council fulfilling requested duties. During session 2019/2020 our school vision and relationships policy were refreshed and re-explored in consultation with our stakeholders. The school recognises the necessary involvement, participation and support required from our parents to help drive forward whole school change and improvement. We will continue to consider, plan and encourage ways in which our parents can be more involved in the life of the school to ensure a positive impact for all children.

Progress within empowering schools agenda

Empowering teachers and practitioners with a focus on improvement

- Our updated vision, values and aims along with Our Little Way underpin and drive a culture of improving outcomes for all children. Staff and stakeholders work within a culture which is both consultative and collegiate. This generates focused professional dialogue, set within a climate of trust and professional responsibility. Staff, practitioners and learners identify and manage improvement priorities, and can evidence ways in which they feel increasingly empowered to initiate and lead change.

Developing in Faith

Our school vision and values and Our Little Way (relationships/behaviour policy) reflect the Gospel values. These are embedded across the life and work of the school, in our ethos and culture and in all we do. They are revisited continuously as they are at the heart and of the essence of all that we do. 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. Almost all of our pupils play an active role in contributing to the life of the school. They exercise responsibility through the variety of leadership roles and committees available to them and in their choices and actions. They contribute to the local community through interactions with local schools, our parish and our Community Action Blackburn group. The school actively participates in joint fundraising projects with our local Parish such as SCIAF and Mary's Meals. Almost all of our P6 pupils enrol in and successfully achieve the Pope Francis Faith award, to develop their Gospel values and understanding of how to instil the Gifts of the Holy Spirit.

Our Wider Achievements this year have included:

- **GOLD Sports Scotland Award**
- **Bronze Attachment Trauma Sensitive Schools Award**
- **Bronze Rights Respecting Schools Award**
- Attachment Trauma Sensitive Schools Award schools strategies for Emotions regulation – calm boxes, strategies
- P3 children received Sacrament of Reconciliation
- SALT – Teaching Children to listen programme
- Word Boost programme implemented
- Successful Lego club and listening skills groups
- Generation to Generation Programme – intergeneration completed
- Parent helpers recruited and working with pupils
- Our Little Way relationships policy/ behaviour policy established
- Teddy Bear Policy/ Suzanne Zeedyk/ ATTSA work recognised by TESS, Scottish Catholic Observer and West Lothian Courier
- One of our teddies recognised by TESS as one of the top 10 Scottish influential figures for 2019.
- Teddy Bear policy initiative featured in Sabre Tooth tigers and Teddy Bears book by Connected Baby
- Teddy Bear policy initiative featured in webinar from Connected Baby
- Work with hidden Giants on pupil agency
- 18 pupils in p7 successfully gaining Pope Francis Faith Award 2020
- Increased Parish partnership working with parish members in PFFA and in our First Friday masses and Holydays of Obligation
- Visit to the relics of St Therese and participation in the mass at St Andrew's Cathedral

- Strong committed Parent Council
- Finalist in Education Scotland Awards for Lifetime Achievement Award
- Pilot school for WLYF Maths programme.
- Successful P6 Residential trip to Barcaple
- P1 and 2 Nativity
- School and class Assemblies
- P7 Transition activities.
- Burns ceilidh
- Christmas singing for Intergeneration group
- World Book Day and Book Week Scotland
- European Day of Languages
- Christmas Fayre
- School App introduced to improve communication with parents/carers, families and pupils.

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

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Good

*(Indicators used in How good is our school? 4th Edition, Education Scotland 2015