

Our Lady's Primary School



PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Our Lady's Primary
79 Main Street
Stoneyburn
West Lothian
EH47 8BY

ABOUT OUR SCHOOL

Our Lady's Primary School is a denominational school situated in the village of Stoneyburn and Bents, in West Lothian. The school has a shared headship with St Thomas's Primary School in Addiewell.

Currently the school has 69 children, organised into four classes. The staff consists of a head teacher (0.5), a principal teacher, 4 class teachers, a part-time Literacy Lead teacher as well as a teacher leading an approach to support our targeted children socially and emotionally. In addition to teachers, our non-teaching staff includes two full time and two part-time pupil support workers, an admin assistant and janitor/caretaker.

Our Lady's Primary School is a Quintile 3 school with 33.33% of children living in Quintile 1 and 20.13% of our children having English as an additional Language. We have 34.78% of our children with an identified additional support need (ASN).

Our attainment data shows that we continue to raise attainment in whole school combined literacy and have sustained the attainment levels in numeracy. There has been the most significant increase in writing attainment as there has been a focus of support in this area, to support targeted children who were previously not on track.

Our Free School Meal entitlement is 21.74%. Our attendance is now 93.11%, which has increased by approximately 2% this session and now on par with the West Lothian average at 93%. Exclusion rates are zero.

Our Lady's is actively involved in the local community both educationally and socially. There are meaningful and effective Parish-Community links through Our Lady's Parish Church in Stoneyburn. We continue our strong links with Stoneyburn Future Vision Group, who continually support our children within the school and provide varying opportunities within their local community. We have strong links with St. Kentigern's Academy and the cluster primary schools. Our Lady's has an active Parent Council and works closely with partner agencies to meet the needs of the whole school community.

Our vision, values and aims continue to underpin the life and work of the school. They display our commitment to Gospel values and continuous improvement in all areas.

At Our Lady's, we ensure that all stakeholders are involved in self-evaluation to identify our priorities for improvement. The continuous development of learning, teaching and assessment, as well as teacher professionalism, ensures these priorities progress. Effective analysis of data provides further evidence to develop our curriculum in line with Curriculum for Excellence and guide our strategy to raise attainment for all.

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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 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

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.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) 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. To raise attainment, especially in literacy and numeracy</p> <p>Our measureable outcome for 2023/24;</p> <p>Ensure pupils receive consistently high quality learning experiences and assessment opportunities in all classrooms by engaging practitioners in supported professional learning and pedagogical development with a focus on reading, writing and numeracy.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • As a school and cluster, staff engaged in the development and moderation of reading and writing across the whole school, supported by the Literacy Pedagogy Officer. • The newly implemented approach to the teaching of writing is having a positive impact on the quality of children’s writing across all levels. In addition to this, we have introduced a focus on writing, through our connected quality improvement, which has helped focus on identified individual needs of learners and staff that can continue our improvement of writing pedagogy and supports. • Literacy lead continues to support the children with targeted interventions on literacy as well as work within classes to team-teach and increase pedagogical awareness for all class teachers. • The Writing Policy refreshed and included the structure and consistency of writing lessons within the school • Whole school involvement in focusing on reading for pleasure in our school, with a particular focus on this during a planned activity week for Scottish Book Week • Teachers use digital tools effectively to enhance teaching which supports children to engage in learning experiences. For example, they use digital tools to provide visual prompts. This is helping children to become familiar with a range of new contexts and increase their subject specific vocabulary. • Pupil support workers support individuals well to access and use digital tools to improve children’s engagement in their learning. • Regular professional dialogue with the teaching staff and head teacher to ensure that their views are considered when identifying and prioritising the level of need and support for all our learners Pupil support workers lead interventions with identified children and engage in professional discussion to determine progress made or developments required. • Data analysis session for the school senior leadership team and teaching staff to provide to up level staff on professional judgement and use of data to inform next steps for our learners • A re-refresh on an assessment strategy started. A range of summative assessment tools were used to measure progress over time and support professional judgements and observations. E.g. POLAAR, SEAL, PM Benchmarking • Increased opportunities for families to participate in varying areas of the school curriculum. E.g. writing lesson, Wellbeing Fair, outdoor learning opportunities, reading sessions <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Primary 1 – the majority of pupils attained the expected level in reading, writing, listening and talking and all attained the expected level in numeracy • Primary 4 – most pupils attained the expected level in reading, writing, listening and talking and numeracy • Primary 7 – most pupils attained the expected level in reading, writing, listening and talking and almost all pupils attained the expected level in numeracy. • Almost all targeted individuals in first and second levels made progress through the pathways as a result of targeted interventions. • Learners across all stages have continued to make good progress in literacy and numeracy, with the majority of learners at P1, P4 and P7 achieving expected levels of attainment.

	<ul style="list-style-type: none"> • Almost all learners are highly engaged in reading, writing, listening and talking and numeracy/math lessons and activities. • The Ethos Survey showed an increase of learner enjoyment at school as well as parents being consistently in agreement that their children were continuing to achieve in school. • The school were accredited their Schools Gold Level Reading award in recognition for their continuing excellent work in reading opportunities for the whole school community • Positive feedback in regard to all family opportunities with written feedback acknowledging the value of them and impact in building relationships and stronger partnerships
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2023/24 was: Implement targeted interventions for pupils from quintile 1 who are not achieving expected levels in health and wellbeing, literacy and numeracy.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>The school was awarded £22,050 of Pupil Equity Funding (PEF). The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</p> <p>12 priorities were planned and 41% of these priorities were fully achieved with 41% making good or better progress and 17% made moderate progress).</p> <p>PEF was used effectively to fund more PSW hours in order to carry out more targeted literacy and numeracy interventions. PEF was also used effectively to fund more Class Teacher hours to support Quintile 1 learners across the school.</p> <p>Interventions this year have focused on increasing attendance, addressing gaps in Literacy and Numeracy, working on our Equitable classrooms through Nurture and Inclusive Classrooms. Examples include wider experiences (trips and visitors), Our Choice, Our Voice sessions, breakfast, lunch and after school clubs, Community Links, targeted literacy and numeracy interventions and improving wellbeing outcomes for targeted pupils.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Almost all identified pupils increased their knowledge of sounds and blends. • 100% of identified pupils who had attendance lower than 90% in September increased their attendance by May 2024. • Most of our targeted learners are attaining the expected levels in reading and listening and talking. • Almost all of our targeted learners are highly engaged in reading and most are highly engaged in writing, listening and talking and numeracy • All of our targeted children who received targeted Numeracy intervention have made progress. •

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcomes for session 2023/24 were to embed, using a whole school approach, trauma informed</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • All children are proud to be part of Our Lady's Primary School. They enjoy the strong sense of community and supportive relationships across the school which reflect the gospel values. • Most Children understand what it means to be nurtured. In turn, they can talk about ways to nurture others. For example, they discuss how to seek help for others or include children who have no one to play with.
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practice where the principles of nurture, inclusive classrooms and attachment are evident in practice.

NIF Driver(s):

- School and ELC Improvement.
- School and ELC Leadership
- Teacher and Practitioner Professionalism
- Parental Engagement
- Curriculum and Assessment
- Performance Information

- Staff work very closely with a wide range of professionals and community partners to provide targeted support for identified children. Staff and partners take account of the legislative framework related to wellbeing, equality and inclusion. They work together effectively to support and deliver agreed interventions for children and families.
- Positive Relationships established with new Senior Leadership Team (SLT) and school community. E.g. staff well-being check-ins, learner check-ins and identified by them as trusted adults. Family support – communication and regularity of it increased with new SLT.
- Targeted children benefitted from the implementation of Zones of Regulation. Children had increased understanding of their emotions and how to use identified strategies to self-regulate
- Children continued to self-report using the GIRFEC wheels and daily emotion check - ins across the school helping staff to better target wellbeing support.
- Whole school evaluation in preparation for the schools work towards the Attachment and Trauma Sensitive Schools Award (ATSSA). Staff collegiate sessions on looking at and understanding trauma and its impact on the children
- United Nations Convention on the Rights of the Child (UNCRC) work continues and the GOLD accreditation campaign now established
- Children recognised for wider achievements – /X/ Seesaw/GO YOU GALLERY/ Shout Outs and focus on Learner Voice during weekly whole school together times
- All children will have access to safe spaces to manage overload or dysregulation and staff support co-regulation strategies for each child. Consistent approaches beginning to be implemented to ensure clear plans are in place to fully meet the needs of all our children
- Zones of Regulation established and implemented in most classrooms.
- Resilience program is embedded in the school.
- One trusted adult approach used consistently across all stages
- Almost all staff have had the Playback Ice Training, using surveys to informed the term's planning, taking into consideration of the views of all children
- HWB – attainment now starting to be tracked. Cluster HWB Moderation Pilot. Baselined children in targeted classes to moderate attainment in HWB.
- All staff are engaging in a whole school vision to ensure our learning environment is equitable and inclusive

Evidence indicates the impact is:

- All children have a trusted adult they can meet with to talk about any concerns or challenges they may be experiencing. Children show continual positive feedback on how they feel listened to and respected by almost all staff.
- Supports from professionals and community partners are helping to increase children's emotional literacy, verbal skills and resilience as evidenced in pupil ethos surveys, HWB self-reporting data and individual wellbeing wheels.
- The ethos surveys from P5-7 children show that almost all of them feel they are treated fairly by others and feel safe within school. There was also an increase in them identifying that their rights are valued and practiced within the school.
- Evidence from our wellbeing check-ins show that most children are reporting green across all wellbeing indicators
- HWB Moderation pilot - The process validated that professional judgements were inconsistent, which led to professional dialogue and a development understanding of the benchmarks. This now will be the focus going forward and the focus for the school next session
- Implemented the Playback Ice Well-being Survey for Children
Emotional Wellbeing strategies now increased and incorporated into the school day
The P3-7 scores were consistently 75% across all indicators. P1-2 – scored 88% or above for all indicators. This confirmed that the SHANRRI indicators were strong within our school, but identified areas to be further developed. E.g. Healthy came out lowest for P1-2, so this was reflected in plan for Health Week (June 2024)

	<ul style="list-style-type: none"> Staff completed Self-evaluation of Ethos & Environment for Equity. These showed that these factors are considered when planning learning experiences. All staff identified an area/next step to develop that would ensure continued consideration of the needs of all learners.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcomes for session 2023/24 were to</p> <ul style="list-style-type: none"> Continue to develop 1+2 Languages across the school to develop language skills for future employability. Develop skills for life, learning and work using Leader in Me approach and DYW skills curriculum. Develop the use of STEM strategies across all stages. <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> The majority of classes have enjoyed opportunities to learn French. In consultation with staff and pupils, we are now starting to implement a skill progression framework, highlighting key skills that we want our children to develop during their time at school. Almost all children have experienced weekly STEM lessons provide opportunities for agile learning - children lead learning and work collaboratively in various activities. P5/6 focused on the topic of 'Amazing Air' in collaboration with Morrison Construction and Glasgow Science Centre. Outdoor learning is beginning to feature more meaningfully across the school. Children are more motivated by this and engaging more. This approach is enabling them to practise skills in problem solving, teamwork and communication. They are developing their confidence and show respect of their environment. Kids Gone Wild worked with all classes to up level and support outdoor learning ideas, with an option of purchasing a resource kit to ensure these activities could continue, providing a sustainable solution to this approach. A family engagement session on this provided families with an opportunity to participate and appreciate the benefits of outdoors. The feedback from all families attending was very positive. All children have had opportunities to work with school partners that have provided opportunities for skills for life. E.g. Future Vision Group, Re-generation Group and Morrison Construction Learner Voice continues to be the focus within school and increased opportunities have been introduced throughout the session. E.g. House Huddles in Together Time with P7 House/Vice Captains as leaders, Participatory Budget Consultations, HWB Mini-Champs, Pupil Power Groups Children were provided with formal and informal opportunities for their views to be captured to influence curriculum and learning experiences E.g. CQI learner groups, Ethos Survey, Tuesday Check-ins with HT Children leading their learning continues to be the focus through planning their IDL topics and teachers using this to plan respectively. Each class were responsible for planning an excursion that would enhance their learning of their chosen topic. E.g. Edinburgh Castle and Glasgow Science Centre As we are a recognised Digital Award School we continue to ensure that digital skills and resources are utilised to enhance learning for staff and children. We are now working towards achieving the Digital Schools Wellness award in addition. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Pupil learning conversations and the P5-7 Ethos Survey that the children are enjoying the learning experiences more this year as well as feeling confident when asking for help. Almost all children show to engage well in all planned outdoor learning sessions, and show much enthusiasm and enjoyment. Learner voice opportunities see an increase in confidence in most children to engage and give clear and relevant views on areas discussed.

	<ul style="list-style-type: none"> • All children said that they would like opportunities for more excursions linked to their choice of learning topics. This shows the benefits and impact of this year's opportunities. • Digital resources have been reviewed and now being utilised effectively across the schools with an OLPS Digital Checklist and costing of additional devices for next session. More children now access digital tools to increase attainment in writing, with an increase in writing attainment across the whole school, in particular P5. A digital Wellness action plan now established.
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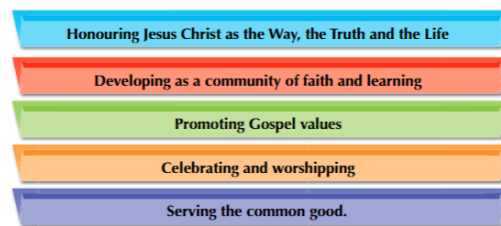
- Attendance at Our Lady's has improved this session and sits at 93.11%, which is an increase from 91.39% last session, with no exclusions applied.
- Our school's engagement with parents and other stakeholders in improvement planning and on reporting school performance is also beginning to improve this session. This was evidenced by the number of families attending school events such as Family learning workshops and events. Positive feedback was also received in the Parental Ethos Surveys and School Questionnaires.

DIF 2023-24

Developing as a Community of Faith and Learning

CHARTER THEMES AND CHARACTERISTICS

From the Charter, the following main THEMES can be identified as summarising the Church's expectations of a Catholic school:



- **Our Cluster Theme for this session was promoting Gospel Values**
- Our school vision, values and aims are inspired by Gospel values and the Charter for Catholic Schools. We began to review these this session, in consultation with all stakeholders, and will complete this refresh next session.
- We share our vision, values and aims with all members of the community on our school website, Twitter and in all forms of communication issued to families.
- We work closely with our parents and families and value working in this partnership on various aspects of the school's development. We communicate well with families to build and maintain relationships and trust with them.
- We inform parents when we are delivering programmes of Relationships Education (God's Loving Plan) and make available materials for parents to read at home.
- We regularly attend Mass (at least once per Month) and we always invite families to come along.
- We work closely with our Parish Priest and Parish Rep to support our parents/carers in the sacramental preparation of their children. In school we have an RE Co-ordinator who is the point of contact for the Parish. They also oversee the preparation and delivery of the Sacraments.
- We value every child and young person within our school and effectively use a One Trusted Adult approach for children to be able to speak to our staff about any concerns.
- Our school policies always promote Christian values especially our Positive Relationships Policy which promotes restorative practice, dignity, anti-racism, anti-sectarianism and equal opportunities. We have just updated this policy along with our anti-bullying policy.
- We have carefully chosen our PSE programmes and use This is Our Faith for our R.E.
- All of our school policies and practices in all other areas of the curriculum promote Christian values and respect for the dignity and worth of each person. We are a Silver RRSA school and continue to work towards Gold.
- We ensure our R.E. programmes recognise major festivals from other faith traditions and include and support pupils who do not espouse a commitment to any faith tradition.

- The Charter for Catholic Schools is visible in our school handbook and website and all our teachers committed to the holistic education of pupils through fully embracing our Catholic ethos.
- All staff have a leadership role and have leadership opportunities to contribute to the mission of the Catholic school. PRD & Professional Update processes include opportunities for staff to develop as members of a community of faith and learning including the use of Diocesan-led CLPL.
- At assemblies the Wider Achievements of pupils are discussed and celebrated and families can send in information about their child's wider achievements also. Each term extra- curricular clubs are offered to all children based on their interests. These clubs are well attended.
- Our school is part of a large cluster of schools who work collaboratively and effectively together to share learning about aspects of Catholic education.

Our Wider Achievements this year have been:

- Our voice, Our Choice groups continue to ensure learner voice
- House Captain increased responsibilities through weekly Together Time and 'House Huddles' – lead whole school learner voice groups
- Nativity presented to the whole school community
- First time walking in the Stoneyburn & Bents Children Galaday 2024 since 2019. Staff, children and families well represented and proud to be part of such a positive community event
- Professional reading groups established to enable staff teams to challenge thinking and engage in professional dialogue.
- Reading Schools GOLD Award achieved
- Rights Respecting Schools – continuation of striving to achieve the Gold Award
- Sports Festivals – football, handball and others attended
- P5 were given the opportunity to go to a Residential excursion to PGL, Ford Castle and P6/7 were also given an opportunity to participate at a residential at Lockerbie Manor. These were both with St Thomas' PS, which proved to build positive relationships and children requesting more time to be together going forward
- Primary 7 experienced various celebratory end of term activities, including a trip to Edinburgh Ninja Warriors and leaves assembly/Mass
- Whitburn Rotary Quiz Team – achieved second place and qualified for Regional Finals
- After School Clubs available each term.
- Each class experienced an educational excursion in addition to a whole school summer trip to Silver sands, funded by the parent council
- Collaborative work with Morrison Construction for DYW link. P5-7 Produced a Family News on the building works within the school and P1-4 experienced a range of workshops looking at skills/work
- P5/6 engaged on a mini-project on 'Air' and all went along to Glasgow Science Centre to complete project – fully funded by Morrison Construction
- Stoneyburn Juniors new all-weather pitch – regular opportunities to use this now
- Successful Health Week as well as a Healthy Minds week, with opportunities for families to engage in both including 'Family Friday' with agencies/community supports in the school
- Family engagement sessions were available each term and very well attended
- Sacraments – Reconciliation and Communion this session
- Outdoor Learning well established now.
- Future Vision Group Links
- Developed Positive Achievements Policies
- Practitioner Enquiries from teachers noted small tests of change and all staff confidently explained the process and the impact.
- Bikeability offer for all P7 children
- Stoneyburn Miners Memorial opening this year - Time Capsule from the school and children visited to pay respect
- Christmas Parties for all children in the community centre
- Our Lady's Got Talent
- Literacy Pedagogy Officer input to improve Literacy across the school.

- Seesaw Engagement increased
- Equity Networks were well attended and working collaboratively with the Equity Team and St Thomas
- Effective Transition arrangements
- Catholic Education Week
- Children's Mental Health Week

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	Good
3.2 Raising attainment and achievement	Good

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)