

Our Lady's Primary School



PROGRESS REPORT FOR SESSION 2022/23

(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 78 children, organised into four classes. Eleven children attend the nursery. All children who attend the nursery class can access 1140 hours. The staff consists of a head teacher (0.5), a principal teacher, 5 class teachers and a Part Time Support for Learning Teacher. In addition to teachers, our non-teaching staff includes one 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 35% of children living in Quintile 1 and 12% of our children having English as an additional Language. Our attainment data shows that our barriers to learning are early speech and communication, which impacts on the overall Literacy attainment, particularly in Reading and Writing. According to the Poverty Profile of West Lothian Our Lady's Primary School was ranked the 27th most deprived primary school in West Lothian in 2019, 29th most deprived in 2020, and 28th most deprived in both 2021 and 2022. Our Free School Meal entitlement is 14%, our Clothing Grant uptake is 27% and our attendance is slightly above the West Lothian average at 91.39%, 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 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 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.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? |
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| <p>1. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2022/23 was to ensure that through high quality learning experiences and enhanced assessment approaches, almost all learners will have a deeper understanding of learning dispositions and increased opportunities to apply learning across 4 contexts for learning.</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. • 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. Digital skills are taught explicitly to support children with barriers to learning and enable them to showcase learning in different ways. These tools are ensuring identified children experience success. • Pupil support workers lead interventions with identified children and engage in professional discussion to determine progress made or developments required. • Teachers engaged well in moderation activities both in school with St. Thomas’ Primary school. The approach to collaborative planning and assessment has helped teachers to moderate standards across a range of curriculum areas. As a result, teachers are becoming more confident in their professional judgements. • All children have experienced high quality technology skills through woodwork opportunities led by one of our Pupil Support Workers. Children created designs, solved problems and used a range of tools in their learning. They followed instructions and assessed risks. This approach helped children to develop skills for learning, life and work. • Termly, we analysed our HWB, literacy and numeracy data to identify strengths, trends and gaps. Our learning and teaching was adapted to address the gaps we identified. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Primary 1 – most pupils attained the expected level in reading, writing, listening and talking and 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 numeracy. • Most 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. • Almost all learners are highly engaged in reading, listening and talking and maths lessons and activities. The majority of learners are highly engaged in writing and numeracy lessons and activities. • Almost all teaching staff feel confident using the WL numeracy and maths progression pathways to plan, teach and assess learning and teaching within these areas. • Most staff feel confident using the WL literacy progression pathways to plan, teach and assess across all areas of literacy. • Learner conversations in numeracy and maths evidenced very positive learning experiences in numeracy and maths as follows: |

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| | <ul style="list-style-type: none"> - Almost all learners spoke positively about enjoyment and fun learning experiences in numeracy and maths. They feel well supported by their teachers - Digital supports are a feature in almost all numeracy and maths learning episodes and used effectively to enhance learning experiences. • In Literacy learning conversations, some pupils highlighted that they found it helpful when verbal and written feedback, linked to success criteria is provided by teachers. • - Almost all pupils enjoy reading lessons and could describe various Reflective Reading tasks and activities in place to support learning. |
| <p>ELC</p> | <p>What did we do?</p> <ul style="list-style-type: none"> • Encouraged listening and talking in smaller groups with a focus on phonological awareness development • Introduced Maths Through Stories and used these to encourage forward and backward number sequences • Embedded STEM practices and activities throughout the setting, e.g. block play, use of Beebots and woodwork. • Encouraged Froebel's key principles through free flow play • Tracked children's progress using WLC ELC trackers and can confidently identify where each child is in each aspect of their learning within health and wellbeing, literacy and communication and numeracy and maths <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Our children are more confident listening and talking in smaller groups • Staff have continued to develop their practice and confidently provide listening and talking experiences which encourage syllable awareness and name recognition • Self-register has increased children's ability to recognise own name and almost all pre-school children are becoming increasingly skilled at copying their name with legible formation • Staff have provided a wide range of opportunities for children to expand their knowledge of forward and backwards number sequences • Staff have continued to develop their practice and confidence through their individual leadership roles. All staff have undertaken professional development opportunities and this has reflected positively on the learners, e.g. PEEP groups for parents and children; improvements in children's story telling and developed block play using Froebel principles. • Most children can use the iPads and promethean board independently and younger children are supported effectively to access IT |
| <p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2022/23 was: Through enhanced use of data to inform targeted interventions in literacy and numeracy, most learners will achieve expected levels in all components of literacy and numeracy.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC</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>11 priorities were planned and 8% of these priorities were fully achieved with 64% making good or better progress and 18% made moderate progress).</p> <p>PEF was used effectively to fund more PSW hours in order to carry out more targeted literacy interventions. PEF was also used effectively to fund more ClassTeacher hours to support Quintile 1 learners across the school, particularly in improving engagement in the early years through Forest Kindergarden and Wood-Work.</p> <p>Interventions this year have focused on increasing attendance, addressing gaps in literacy and supporting life skills. Examples include the introduction of breakfast, lunch and after school clubs, 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</p> |

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| <p>Improvement.</p> <ul style="list-style-type: none"> <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>impact on learners:</p> <ul style="list-style-type: none"> • The majority of identified pupils increased their knowledge of sounds and blends and the number of common words they could read and write. • Attendance of identified pupils increased by at least 5%. • 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 • From pupil learning conversations, children are much more excited about learning in a more agile/creative way. Most quintile 1 children are able to talk about the skills they are using and the majority are beginning to be able to link these skills to real life contexts. |
| <p>ELC</p> | <p>What did we do?</p> <ul style="list-style-type: none"> • Further developed use of children’s personal plans to ensure that every child’s needs are met • Progress of children’s learning is carefully monitored using individual learners’ journals and early years level trackers. Children having difficulties are identified and supported and IEPs / CPMs with relevant partner agencies put in place • Extended our provision to include 2 year olds, as well as 3-5 year olds • Staff work closely with partner agencies to ensure all families are adequately supported through IEPs and CPMs if appropriate • Parents / carers supported to access relevant paper work throughout the year • Staff support parents / carers to ensure that all relevant applications have been made for 3 year old and 4 year old ELC places and P1 applications for school are completed on time <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Our 2 year old children have fully transitioned into the setting and are included in all experiences • Quality improvement activities evidence that <ul style="list-style-type: none"> - children’s personal plans reflect timely support and ensure that targeted support leads to improved outcomes. This may involve parents and specialists where required - all children with identified needs are supported effectively |

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| <p>3.</p> <p>To improve children and young people’s health & wellbeing</p> <p>Our measurable outcome for session 2021/22 was to ensure that all children will demonstrate increased engagement in learning experiences and the ability to regulate their own emotions, impacting positively on behaviour and relationships.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC</p> | <p>We have made very 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. • Systems such as the trusted adult approach and the use of ‘Worry Boxes’ and ‘Worry Monsters’ across the school allow children to know how to access support. As a result of this, most children can talk confidently about what they can do if they need support. • 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 very effectively to support and deliver agreed interventions for children and families. • Targeted children benefitted from the implementation of Zones of Regulation. |
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| <p>Improvement.</p> <ul style="list-style-type: none"> <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>Children had increased understanding of their emotions and how to use identified strategies to self-regulate.</p> <ul style="list-style-type: none"> • Children continued to self-report using the GIRFEC wheels and daily emotion check-ins across the school helping staff to better target wellbeing support. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • All children have a trusted adult they can meet with to talk about any concerns or challenges they may be experiencing. • 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 most of them know they have someone they can talk to when they are upset or worried • Evidence from our wellbeing check-ins show that most children are reporting green across all wellbeing indicators |
| <p style="text-align: center;">ELC</p> | <p>What did we do?</p> <ul style="list-style-type: none"> • Continued to embed use of the wellbeing characters within all aspects of the nursery • Ensured safety of all children and staff by implementing government safety measures. • Together time used to discuss feelings and emotions, with a growing focus on making good choices. <p>Evidence impacts the impact is</p> <ul style="list-style-type: none"> • Parents appreciate the high standard of communication and updates provided including: personal plans, learners’ journals, weekly app notifications, regular newsletters, Parent Consultations and surveys to gather feedback from parents / carers • The Peep group has been highly valued by parents. All parents have given positive feedback stating that they enjoyed the sessions and almost all parents have continued with the activities at home • Most children recognise most of the wellbeing indicator characters and can talk about them at a basic level • All children report that they feel happy and safe • Risk assessments shared, understood and implemented by all staff |
| <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 2021/22 was to ensure that almost all children will enhance their leadership skills through increased opportunity to lead their own learning in a range of contexts.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/>School and ELC Improvement. | <p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Developed pupil led planning approaches to ensure that learning experiences were linked to the children’s interests and passions, leading to greater engagement in learning across the curriculum • Continued to develop the use of digital tools to enhance learning opportunities for all pupils, making greater use of GLOW tools, TEAMS and SeeSaw across the school • In consultation with staff and pupils, we are creating a skills progression framework, highlighting key skills that we want our children to develop during their time at school. • STEM lessons provide opportunities for agile learning - children lead learning and work collaboratively in various activities including: <ul style="list-style-type: none"> - Personal research and reporting - Open ended challenges which encourage higher order thinking skills - Growth Mindset - Building confidence to make mistakes and take risks - Developing skills and creativity through experiments and investigations • Outdoor learning is beginning to feature more meaningfully across the school. Children are more motivated by this and engage much more meaningfully. This |

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| <ul style="list-style-type: none"> ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information | <p>approach is enabling them to practise skills in problem solving, teamwork and communication. They are developing their confidence and show respect of their environment. .</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Pupil learning conversations highlighted an increased engagement of children across all stages through the implementation of a more play based and creative approach to learning, with children being more involved in the planning process. • Most teaching staff are confident using digital approaches across the curriculum • All teachers set Teams and Seesaw tasks for children to access at home and school. |
| <p style="text-align: center;">ELC</p> | <p>What did we do?</p> <ul style="list-style-type: none"> • Robust transition programme developed and undertaken in final term included activities with P6 buddies, increased outdoor learning experiences, HWB, team building and problem solving • Enhanced transition activities in place for identified children <p>Evidence indicated that impact is:</p> <ul style="list-style-type: none"> • Feedback evidenced that almost all parents / carers believed the new transition activities were very good. • Almost all parents / carers attended the Information session and all provided positive feedback. |

- Attendance at Our Lady's has improved this session and currently sits at 91.39% 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 2022-23

Developing as a Community of Faith and Learning

- 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 (atleast 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 RRS school and we will be going for Gold next session.
- 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.
- There are many opportunities for pupil leadership, including in the religious life of the school as we follow our Leader In Me programme.
- The Charter for Catholic Schools is visible in our entrance area, our Assembly hall and 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:

- A very positive HMIe experience
- Food for Thought implemented and ongoing
- · Our voice, Our Choice groups established to overcome poor attendance on Fridays
- · Nativity presented (in 10 days)
- · Professional reading groups established to enable staff teams to challenge thinking and engage in professional dialogue.
- · Reading Schools Silver Award achieved
- Digital Schools Award achieved
- RRS – Silver Award achieved
- · Woodwork started to permeate through the school.

- · Sports Scotland Bronze Award achieved
- · Sports Festivals – all attended.
- · After School Clubs available each term.
- · Parent Helpers invited in to help support our children.
- · Bounceathon was a very successful and fun fundraising event – raising over £1500.
- · In person parent nights back which were very well attended
- · Family engagement sessions were available each term and very well attended, particularly at Early and First levels
- · Seasons for Growth programme completed
- · Digital Learning Showcase was very well presented and welcomed by families
- · Whole School Trip to Blair Drummond
- · Health Week was well organised and provided so many wonderful opportunities to really focus on improving wellbeing outcomes for all.
- · Sacraments
- · Outdoor Learning well established now.
- · Future Vision Group Links
- · St Kent's Young STEM Leaders links
- · Forestry Commission
- · Shirley Clarke input
- · David Wells input
- · Developed Positive Achievements Policies
- · Practitioner Enquiries from teachers noted small tests of change and all staff confidently explained the process and the impact.
- · Parent Council Movie Night
- · House Treats
- · Christmas Parties
- · Burns Celebrations
- · Literacy Pedagogy Officer input to improve Literacy across the school.
- · Seesaw Engagement increased
- · Equity Networks were well attended
- · Effective Transition arrangements
- · Catholic Education Week
- · Children's Mental Health Week

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

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| 1.3 Leadership of Change | Very Good |
| 2.3 Learning, teaching and assessment | Good |

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| 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 and How Good is Our Early Learning and Childcare? 2016)