

# Our Lady's Primary School and Stoneyburn Nursery



# PROGRESS REPORT FOR SESSION 2019/20

(Standards & Quality Report)

Main Street

Stoneyburn

EH47 8BY



## ABOUT OUR SCHOOL

Our Lady's Primary School is a denominational school serving the community of Stoneyburn, West Lothian. The joint management of the school continues to link Our Lady's with St Thomas' Primary School in Addiewell. The school also works throughout the year with Stoneyburn Primary School particularly to enhance transition arrangements from nursery to Primary 1 and joint Community events.

The school roll is 80. The staff consists of a head teacher (0.5), a principal teacher, four class teachers and a support for learning teacher. In addition to teachers, our non-teaching staff includes one full time and five part time pupil support workers, one admin assistant, a caretaker and a catering assistant.

The nursery role is 25/20 and is staffed by an Early Years Officer, 2 full time nursery nurse and part time nursery nurse. This session, the nursery has benefitted from enhanced PSW time across both sessions.

## 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 and what the impact has been. Our report recognises that we entered a period of school closures in March 2020, and therefore our report reflects the progress made until that time, but will also reference any significant steps taken during the period of school closures. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond to the national and local advice on the reopening of schools.

We have 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](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 to ensure that all pupils experience high quality learning and teaching across all areas of the curriculum through supported professional learning</p> <p>NIF Driver(s): School Improvement School Leadership Teacher Professionalism Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• All teachers completed the Outstanding Teaching Intervention through OSIRIS Education, focusing on engagement, feedback and challenge</li> <li>• The Senior Leadership team completed the Education Leadership programme with OSIRIS</li> <li>• Staff engaged in tailored Numeracy and Maths support supported by the Numeracy pedagogy Officer and the Regional Collaborative</li> <li>• As a cluster, staff engaged in the development and moderation of writing across the whole school</li> <li>• PM Writing was introduced as the core resource for teaching writing across the school</li> </ul> <p>Evidence indicates the impact is:</p> <p>Most learners progress in Numeracy and Maths is within expected levels across Early and First level A teaching and learning framework that focuses on engagement, feedback and challenge has allowed learners to take greater responsibility for their learning and their progress</p>
<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 to ensure that most children achieved expected levels within Numeracy and Maths through targeted interventions</p> <p>NIF Driver(s): Assessment of Children's Progress</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Staff engaged with professional learning at Early and second level through the regional Collaborative including 2<sup>nd</sup> level Highly Impactive teaching, Numicon and Conceptual Understanding</li> <li>• As a school we were supported by the Numeracy Pedagogy Officer to create a whole school Numeracy strategy: 'You can count on us @ Our Lady's' which was launched by our P6 Numeracy Champions</li> <li>• Pupil Support Workers attended training on the use of manipulatives in the classroom</li> <li>• SEAL was used as a targeted approach for identified children</li> <li>• Early Years staff attended Maths through Stories training</li> <li>• Staff developed Numeracy rich environments across the whole school and Nursery including key resources and maths and numeracy working walls</li> </ul> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <p>Most learners at early and first level achieved expected levels of Numeracy and Maths Teachers reported that levels of engagement of children in Numeracy and Maths had increased, particularly at early and second level. Children appear to be developing a more positive mindset to Maths and Numeracy through targeted approaches Learners made steady progress in line with progression through the use of SEAL intervention</p>

<p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>Our measurable outcome for session 2019/20 was to ensure that pupils had a greater awareness of their emotions and strategies to regulate their emotions more effectively</p> <p>NIF Driver(s): School Improvement School Leadership</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Staff engaged further with Emotion Works as a resource to enhance children's understanding of their emotions and how they can regulate them more effectively</li> <li>• A clearer progression across Health and Wellbeing was created linking together experiences and outcomes from other curricular areas</li> <li>• Children continued to self-report using the GIRFEC wheels and daily emotion check ins across the school</li> <li>• Each children identified a safe person from the school staff</li> </ul> <p>Evidence indicates the impact is:</p> <p>Learners continue to improve their understanding and accuracy of self-reporting through the GIRFEC Wheels Learners have engaged with the cog wheels in Emotion Works to explore and develop a greater understanding of their emotions and how these can impact on learning and relationships</p>
<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 give pupils greater opportunities to lead learning across all levels equipping them with skills for life long learning</p> <p>NIF Driver(s): School Improvement School Leadership Teacher Professionalism</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• All staff teams across the cluster engaged in Leader in Me training focussing on the 7 Habits of Effective People</li> <li>• The 8 day Leader in Me plan was implemented across all stages as part of the Leader in Me launch to introduce the 7 habits</li> </ul> <p>Evidence indicates the impact is:</p> <p>Learners had begun to engage with the principles of the 7 habits and how these could impact on their own lives Learners are able to give examples of how to live the 7 habits in their own lives</p>

### Attendance

Most pupils' attendance is over 90%. 0% of pupils were excluded.

### Parental Engagement

Within Our Lady's Primary we have established an active Parent Council who are very supportive of the school. They will communicate with the wider parent body on work around improvement priorities and school performance. To ensure that all parents are involved within the wider school community 4 family learning weeks are held throughout the year to allow parents/carers to engage with new initiatives that the school may be developing. A yearly self-evaluation questionnaire is also sent to parents to ensure that we are taking parents/carers opinions regarding improvement

priorities into consideration. Parents' Nights are also used as a tool to collect parents/carers opinions on school priorities and to share school performance information.

### Developing in Faith: Developing Gospel Values

Our school vision and values, based on the work of the Gospel, are embedded across the life and work of the school, in all areas and classrooms and revisited weekly through school assemblies. Our pupils can articulate our values and give examples of where you would see 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. They contribute to the local community through interactions with partner schools and with local charities. The school actively participates in fundraising projects such as SCIAF and Mary's Meals. We work in partnership with global charities such as Missio to raise awareness of Global citizenship. Next year it is planned for our P6 pupils to engage with the Pope Francis faith Award, to develop their Gospel values and understanding of how to instil the Gifts of the Spirit into their daily lives.

### Our Wider Achievements this year have included:

- A Joint School Bronze Award for successfully embedding Philosophy 4 Children encouraging our communities to be critical, creative, collaborative and caring with their thinking
- All teaching staff receiving professional recognition from the General Teaching Council for completing the Outstanding Teacher Initiative with OSIRIS Education
- The P7s taking part in a successful residential experience to Arran, with Tree of Knowledge, as part of a Joint school's transition project
- Working in partnership with the local community to successfully run Baby PEEP and under 3s classes
- Our Parent Council securing funding from Levenseat to further develop the playground markings to enhance play opportunities for the school and local community
- Involving the local community in re-designing the Nursery logo
- Our Seniors winning 3<sup>rd</sup> place in the annual Whitburn Rotary Club Primary School Quiz
- Our Joint School Choir entertaining the local community at the Pensioner's Christmas dinner and Santa Parade
- Continuing to engage our seniors in the school self-evaluation process by involving them in learning walks

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

How good is our Early Learning and Childcare? The quality indicators\* evidence that:

1.3 Leadership of change	satisfactory
2.3 Learning, teaching and assessment	satisfactory
3.1 Ensuring wellbeing, equality and inclusion	satisfactory
3.2 Securing children's progress	satisfactory

\* (Indicators used in How good is our school? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)