

Leadership At All Levels

Our school community is committed to our newly established shared Vision, Values and Aims and we strive towards inspiring our learners to achieve to the best of their ability. We have rated ourselves as good in this area.

We are creating an ethos of shared involvement, shared leadership and shared responsibility. Self-evaluation involving pupils, parents and staff has been established to ensure that this is central to the direction of learning and teaching in our school. The Senior Leadership Team strive to ensure that self-evaluation is an ongoing feature of school life to allow us to measure the school's performance and identify areas for improvement.

Teachers have undertaken a variety of professional development opportunities which has included Action Research through our PEF Funding. Examples of such are Paired Reading, Outdoor Learning, Play in the Early Years and Introduction to STEM. Two members of the school team have undertaken Self-Regulation Action Research Projects in collaboration with the Educational Psychology Team through PEF and this will be a focus for next session.

Support Staff have responsibility for a range of initiatives, including First Aid, Lego Therapy, Socially Speaking, Time to Talk, Precision Teaching in Numeracy (through PEF), Wave 3, Hi 5, literacy support (Toe-By-Toe, Code Cracker, Hornet, Word Wasp), Tame Your Tempersaurus and Word Aware.

Our Parent Council continue to work hard to support our school, giving strategic advice, encouraging parental involvement, representing parent views and organising a variety of fundraising activities. They have worked particularly hard to support our playground developments.

Our parents have been involved in a variety of audits which provide invaluable feedback to support us to improve. We are committed to continuous improvements therefore the support given to staff, pupils and the school is invaluable and is much appreciated.

Our improvement priorities for 2019/2020 are:

- Improved attainment in literacy and numeracy through embedding consistent approaches
- Deepening learner understanding of resilience, growth mindset and emotional regulation
- Developing learner understanding of skills for learning, life and work.

Our Lady's RC Primary School & ELCC Quality and standards Report 2018-2019

This session has been a busy year for our school and ELCC as we turned 50. We have focussed as a school community to revise our Vision, Values and Aims.

Our shared values of love, respect, fairness and achievement support our learners to be actively engaged in our school community of faith and learning.

Our Lady's RC Primary School

SCHOOL VISION, VALUES & AIMS

Vision Statement:

Our vision is to create a safe and loving learning environment where each child can achieve their full potential as children of God.

Working together with parents, partners and the parish community, we inspire children to enjoy success today and be prepared for tomorrow.



Inspiring our children to:

Never give up; we persevere,
Share, care and show kindness to all,
Promote a love of learning embedded in faith,
Include and value everyone in the Our Lady's family,
Respect and love one another, as Jesus loves us,
Encourage all to be the best they can be!

Attendance, Attainment and Achievement

Attainment

Curriculum for excellence (CfE) is used to plan, deliver and evaluate our curriculum from ELCC to P7. Teachers assess children's progress to plan next steps in learning. Pupil progress is tracked through CfE levels: Early Level spans ELCC and P1; First Level spans P2-P4 and Second Level spans P5-P7. The data we have collected indicates that all pupils have made progress from their prior levels.

Most pupils in Primary 1 have achieved Early Level in Listening & Talking, Reading, Writing and Numeracy.

Almost all pupils in Primary 4 have achieved First Level in Listening & Talking; most have achieved First Level in Reading and the majority have achieved First Level in Writing and Numeracy.

The majority of Primary 7 pupils have achieved Second Level in Listening & Talking and Reading. Fewer than half have achieved Second Level in Writing and Numeracy.

Attendance

The average pupil attendance rate for 2018-2019 is 94%, an increase of 1% from last session.

Achievement

Positive feedback from our Care Inspectorate inspection graded our ELCC as Very Good for Care & Support and Good for Environment. Already we have made positive changes to further improve our environment. We received positive feedback with regard to our outdoor learning areas. The whole school community has focussed on creating our Vision, Values and Aims to allow us to have a shared understanding of what it means to be a part of Our Lady's RC Primary School. We have rated ourselves as satisfactory in this area.

We have reintroduced the Rights Respecting Schools agenda to support a respectful ethos across the school. Our Pupil Council, House Captains and Eco Committee have also supported to enhance our sense of community. We have raised awareness of our role as Global Citizens through supporting MISSIO and have held a number of fundraisers to develop our understanding of the importance of Children Helping Children.

As individuals, our children have achieved in a variety of ways. P1 to P7 children took part in a whole school show, 'Straw & Order' at Christmas while our ELCC pupils performed for their parents. P4-P7 pupils had the opportunity to perform at the Concert Hall as part of Glee.

Parents have supported the development of our school playground through fundraising and this has allowed us to develop the grounds for play and learning. This has been a real focus this session in order to promote positive relationships and to allow the children to have a better understanding of their emotional wellbeing.

Continued opportunities have allowed our ELCC parents to be actively involved in school life. These have included Coffee with Keyworkers, Play on Pedals, Rhyme Time and various fundraising events.

Learning

Almost all of our pupils are eager and active participants in their own learning. The power of pupil voice has been established this session through our Pupil Council and House Captains. They have taken on responsibilities in the school community through being actively involved in making decisions and being included in the self-evaluation process.

We are creating an ethos of shared involvement, shared leadership and shared responsibility. We have made progress in including the children in the planning process and in setting their own targets in literacy, numeracy and health and wellbeing. The children record their learning journey on seesaw to allow it to be readily shared with home. This has been supported by the purchase of additional IT equipment through the Pupil Equity Fund. We have rated ourselves as satisfactory in this area.

Staff have worked collegiately across the St John's Academy Cluster to create a more streamlined approach to Reporting that compliments the use of seesaw as a method of reporting. Our P7 pupils have also undertaken a variety of French projects, including Pen Pal letters, with ST John's Academy pupils in order to further support the transition process.

Parental support has had a positive impact on the way children learn and promotes a sense of enthusiasm. We have had good attendance at Stay & Share session, particularly in the lower school.

We have established a variety of extra-curricular activities to allow children to experience wider achievement. These have included homework club, athletics, gymnastics, football and multi-sports. We also have 4 pupils who are learning to play the violin. Nineteen of our P4 pupils have undertaken the Sacraments of Reconciliation and First Holy Communion, with the support of Father Colin, our Parish Priest.

All staff have the wellbeing of the children at the core of everything that we do. We have worked hard to ensure that wellbeing webs are used effectively and these are shared with home via seesaw. We have rated ourselves as good in this area.

We have developed our approach to Pupil Voice, creating opportunities for learners to feel confident in sharing their ideas and opinions. The School Learning Council, led by our House Captains, have participated in a variety of self-evaluation activities. This has led to an increase in self-esteem as they see their opinions valued and acted upon.

