

Supporting Improvement: Standards and Quality Report



Our achievements and improvements this year. August 2022- June 2023

This summary report is provided for parents/carers and partners of **Our Lady of Peace**, to outline our achievements during session 2022-2023 and our priorities for next session. We had many successes this past academic year of which we can be proud, in particular, the HMIE Inspection in May 2023; The Summarised Inspection Findings (SIF) can be accessed on Education Scotland's website at <https://education.gov.scot/>.

Vision, values and aims.

The school vision, chosen by the children this session, remained well identified within the school community:

'We care, we share, for the future we prepare!'

This were supported by strong values of *Faith, Learning, Respect and Safety* which are well embedded in Our Lady of Peace.

Planning for improvement

There was a strong sense of teamwork and community at Our Lady of Peace to help us continue improving as a school. The School Improvement Plan for 2022-2023 was fulfilled by a committed, collaborative attitude. This helped to take forward our priorities in:

Glasgow Improvement Challenge- Talking and Listening with aspects of writing

The staff was trained on new approaches to the teaching of Talking & Listening and the school's Challenge Leader of Learning led this development. This development was carried out through working with the Glasgow Improvement Challenge. The children practised Short Talks (e.g. when pitching to become school captains) and there was targeted support for some children in P1, P4 and P7. There was creation of P1-7 punctuation and grammar planners too, which will support the children in their writing.

Inter disciplinary learning- IDL

There was full implementation of IDL as a key way in which we plan for teaching and learning. Both STEM (science, technology, engineering and math) and Social studies were delivered through IDL approaches. Examples of our successes were the whole school Scotland theme and British Science week. Feedback from the children and staff was highly positive and the Principal teachers led some team- teaching sessions. The IDL developments allowed for valuable partnership work too.

Assessment

A whole school Assessment Framework was developed; it provided an assessment calendar to support teachers as they decide on what, when and who to assess, as the school year progressed. This allows staff to build a bank of evidence on each child to support decisions on his/her attainment level. An Achievements database was also established to track children's achievements both in and out of school. The teachers undertook important training on

assessment strategy and worked collaboratively to increase skills, e.g. on quality questioning. Finally, teachers successfully moderated writing with staff of a Learning Community school.

Prior to the HMIE inspection in May 2023, the school took the initiative to survey children, parents and staff about their experiences as key stakeholders in Our Lady of Peace primary. The children's feedback informed future work on the curriculum, celebrating achievements and Pupil Voice. The parents' views were sought on the school as a whole and was positive. Our staff were equally positive about working at Our Lady of Peace. The actual HMIE surveys suitably reflected this good feedback from stakeholders and partners.

Implementing improvement and change

The staff trained in a range of areas for the benefit of the children's learning; Talking & Listening, STEM and Assessment. Our main HWB programme, Emotion Works, was another area in which staff continued to develop skill and understanding. Our monitoring and tracking system was embedded to support progress.

Learning and engagement

Adapting and being flexible to needs, remained a priority.

The children used a wide range of learning environments and new, creative teaching approaches; Children continued to be motivated by iPads/digital and STEM resources. Both of which were highlighted as strengths by the team of Inspectors. Some children actively engaged with Sumdog and Showbie.

Teachers used the Literacy for All approaches and Glasgow Counts, both from the Glasgow Improvement Challenge to teach children.

Task boards and visual timetables, to support independent learning were in place. Bubble Boxes were provided in each class as a means of private communication between the children and teacher and noise level monitors were all some of the consistent features of school practices. Helpful displays of the Emotion Works cogs supported behaviour, class libraries and daily ERIC (quiet reading) encouraged good reading habits.

We worked in harmony with the local parish of St Jude's & St John Ogilvie and families, to prepare children for the sacraments as well as attendance at Mass. Fire cloud came to do a drama/music workshop for those receiving the sacrament of Confirmation. Class altars, main RE displays, worship and in particular, our music liturgy, remained important feature of the Catholic school.

Quality of teaching

Staff engaged with twilight courses for subjects such as reading, writing, numeracy and STEM.

A Principal Teacher undertook the role of Literacy Challenge Leader of Learning. Another teacher continued the role of Digital Leader of Learning. We also had an acting PT Stem coordinator and a PT Health and wellbeing coordinator.

The school received the Stem Nation Award. The school improvement plan provided for every staff member's professional development. Quality Assurance practices highlighted effective delivery of key learning in writing and health and wellbeing. The staff planned thoroughly, focussing on the wellbeing needs of the children. HMIE graded the teaching and learning at OLoP, as very good and we were delighted to have this recognised.

Effective Assessment

Assessment continued to be increasingly linked to forward planning processes. The teacher's professional judgement was key to assessment decisions. A variety of assessments were considered to inform this judgment; NGRT reading and MALT maths tests. The children's written work was assessed formally three times over the session along with a wide range of ongoing assessments. A school working party developed an Assessment framework to guide us in this important area of teaching and learning.

Planning, tracking and monitoring

The staff completed forward planning on a range of levels, i.e. daily, weekly and termly. They used the school's programmes of work to support progression. The children's progress was tracked during meetings between the Headteacher and staff. We continued to work on effective Additional Support Needs practices in order to track progress and wellbeing. Wellbeing and Assessment Plans, with clearly identified targets, were in place for those children requiring them. Teaching and Learning was monitored by management through classroom observation, listening to children/seeking their feedback and examining work samples.

Wellbeing

The school continued to promote a Catholic, nurturing ethos where all children are fully respected and nurtured. Our Rainbow Room provided a specialist nurturing space for some core P1-3 pupils in the morning and some older pupils in the afternoons through Draw Talk sessions, Lego therapy and opportunities for play. The nurture staff and children

built strong partnership working with a local school nurture group. The nurture room received a very positive report after a Quality Assurance visit. The nurture teacher was invited to join the Glasgow CC nurture Quality Assurance team during visits to other schools. The infant classes enjoyed Soft Start to school. We conducted an audit on our children's sense of wellbeing, across the whole school and the results have helped inform our next steps, e.g. around opportunities for achievement and pupil participation.

Fulfilment of statutory duties

The school identified with the requirements to fully protect children from harm and encouraged family engagement for the wellbeing of all. The school adhered to Glasgow City Council's education guidance to ensure the health and safety of the children. Child Protection was fully implemented and the Headteacher (DHT in her absence) was the Child Protection Coordinator.

Inclusion and equality

We continued as a fully inclusive school and through our ethos, dedicated staff and engagement of parents/carers, we provided a welcoming school for all. We resolved conflict by helping children understand and identify emotions, feelings, triggers and strategies to support them. Our school population encompasses a wide variety of needs who are well served by our Additional Support Needs practices. The DHT is the school ASN coordinator. We received a Pupil Equity Fund (PEF) allocation to support closing/addressing poverty related attainment gaps. This allows us to have extra staff to support wellbeing, inclusion, HWB, etc.

Attainment in literacy and numeracy

The school has been establishing reliable tracking procedures to identify clear pictures of children's progress and attainment. Information from teachers' judgements and assessments, indicated the majority of children are progressing at the correct Curriculum for Excellence levels at P1, P4 and P7 stages.

Overall quality of learners' achievements

A core group of our P7 children received the Sacrament of Confirmation. Others prepared for and received Reconciliation and First Holy Communion. A full Christmas calendar and Nativity events showcased our children's talents. An achievements database was set up to track and record children's opportunities to achieve, as well as attain which is tracked separately.

We provided a huge range of opportunities for all classes to have educational trips beyond the local community. One of these was the whole school summer outing to Five Sisters zoo on what was probably the hottest day of the year! Some of the other good work completed for the benefit of the children included:

Science, Technology, Engineering and Maths (STEM) activities becoming a much stronger focus with a STEM room. Digital learning progressed further with additional iPads and other technologies.

Multiple opportunities for the children to take part in sports related after school clubs. The school choir was a joy and participated in the Glasgow school's Music Festival and received a lovely certificate for its hard work.

We received bronze award for the Rights Respecting schools programme and will now proceed to trying to gain. Silver The Sports' Day in June which was well received by families as another highly successful event. The speed of some of our parents in the races is impressive! Thank you again to Starbucks for providing refreshments, Morrisons for ice lollies and many more who supported us.

The annual Talent Show was full of amazing acts; singers, dancers, comedians as well as our superfast Rubik cube winner.

Here is what we plan to improve next year.

School Improvement 2023-2024:

Writing (Yr. 2)

Assessment

Monitoring & Tracking

How can you find out more information about our school?

Headteacher@ourladyofpeace-pri.glasgow.sch.uk Telephone:0141 7730 550 Our school address is: 343 Hallhill Rd, Barlanark, Glasgow G33 4RJ Further information is available in: newsletters, Twitter, the school website and the school handbook