

# Supporting Improvement: Standards and Quality Report



## Our achievements and improvements this year. August 2023- June 2024

This summary report is provided for parents/carers and partners of Our Lady of Peace, to outline our achievements during session 2023-2024 and our priorities for next session.

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, remained well identified within the school community:

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

This continued to be supported by visible values of *Faith, Learning, Respect and Safety* which are well embedded in Our Lady of Peace. Our families and Parish links helped to ensure school values are lived.

## Planning for improvement

There was a continued strong sense of teamwork and community at Our Lady of Peace to help us continue improving as a school. We had some new staff and families join our school so the importance of community served us well. The School Improvement Plan for 2023-2024 was fulfilled by a committed, collaborative attitude. This helped to take forward our priorities in:

### Writing attainment

The staff was trained on new approaches to the teaching of Writing and the school's Challenge Leader of Learning ( CLoL). The children were introduced to the Bubble writing strategy by Stephen Graham, which supported their progress in descriptive pieces. There was targeted support for children in P1, P4 and P7. Overall, our writing progress was stable at the P1 and P7 stages and considerable at the P4 stage. All staff developed further skill and knowledge pertaining to the teaching of writing.

### Monitoring and Tracking processes (database)

We continued to refine the school's tracking and monitoring database to allow accurate tracking of children's progress. This was followed by establishing the necessary actions to ensure continued progress and to support children to attain 'On track' levels. This constituted a successful 'Fact, Story, Action' process.

### Assessment- To participate in Collaborative Enquiry Process CEP: Year 2

The whole school Assessment Framework was further refined and embedded. This allowed staff to build a bank of evidence of each child's progress, which in turn, supported decisions on his/her attainment level. The teachers undertook important training on another assessment strategy; they worked collaboratively to increase skills, knowledge and understanding of peer and self- assessment. Finally, teachers successfully moderated STEM with staff of St Rose of Lima primary.

## **Implementing improvement and change**

The staff trained in a range of areas for the benefit of the children's learning; Writing, STEM and Assessment. Our monitoring and tracking system was embedded to support progress. The school achieved bronze level in the Rights Respecting School programme which will enable further accreditation to silver level in 2024-2025.

## **Learning and engagement**

Adapting and being flexible to additional support 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. Some children actively engaged with Slumdog, Tag Tag and Showbie.

Teachers used the Literacy for All approaches and Glasgow Counts, to teach enhance teaching and learning.

Task boards and visual timetables supported independent learning. Helpful displays of the Emotion Works cogs supported behaviour and 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 of Reconciliation, Holy Communion and Confirmation. as well as attendance at Mass on a monthly basis. 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, expressive arts 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 Stem coordinator and a PT Health and wellbeing coordinator. The school improvement plan provided for every staff member's professional development. Quality Assurance practices highlighted effective delivery of key learning in writing and numeracy. The staff planned thoroughly, focussing on the wellbeing needs of the children. Inter disciplinary approaches were further developed.

## **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, Scottish National Standardised assessments (SNSAs) 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. Each child's assessment folder was established to support effective assessment practices.

## **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 three times 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, e.g. Learning Conversations and /assemblies and examining work samples.

## **Wellbeing**

The school continued to promote a Catholic, nurturing ethos where all children are fully respected, included 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 continued to build strong partnership working with a local school, nurture group. The nurture teacher joined the Glasgow City Council nurture Quality Assurance team, during visits to other schools. The infant classes enjoyed Soft Start to school.

## **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 of £139,650 to support closing/addressing poverty related attainment gaps. This allowed us to have extra staff to support wellbeing and inclusion.

Attendance: August to December **2022** 87.6% **2023** 90.6% **2024** 90.4%

Exclusions: August to December **2022** x 1 **2023** x1 **2024** x 1

### **Attainment in literacy and numeracy**

The school has been establishing reliable tracking procedures to identify clear pictures of children's progress. Information from teachers' judgements and assessments, indicated that either most/ majority of children attained the on-track Curriculum for Excellence levels at P1, P4 and P7 stages:

	Listening & Talking	Reading	Writing	Numeracy
Primary 1	75.6%	73.2%	65.9%	80.5%
Primary 4	87.2%	71.8%	74.4%	76.9%
Primary 7	82.5%	80%	70%	70%

### **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. Our catholic ethos was further strengthened by our annual Carols by Candlelight concert at Christmas, Nativity and special assemblies honouring Our Lady.

An achievements database tracked and recorded 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 Calderglen Country Park. Some of the other good work completed for the benefit of the children included:

Science, Technology, Engineering and Maths (STEM) activities maintaining a strong 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 children attended after school football, netball and gardening clubs, to name a few. 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; with a P4 singer coming out top!

### **Here is what we plan to improve next year.**

#### **School Improvement 2024-2025:**

***Spelling (and Writing Yr. 2)***

***Numeracy***

***Rights Respecting school silver accreditation***

### **How can you find out more information about our school?**

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