

## Standards and Quality Report 2017-18

**Context of the School**

Our Lady of the Missions Primary School is a Roman Catholic school situated within the Thornliebank area of East Renfrewshire Council. Our Core Values statement reflects our shared vision and beliefs as part of a Catholic school community, as we strive to ensure that every child reaches his/her full potential by developing their God-given talents.

The school places significant value on the contribution parents make to the life of the school, and we encourage parents to take part in the many activities and special occasions which take place throughout the school year: for example, open afternoons, curricular meetings, evening workshops, parents' evenings, concerts and school excursions. Parents are also kept informed through the [school website](#) and [Twitter](#).

The associated secondary school is St Ninian's, the cluster primary schools are St Cadoc's, St Clare's and St Joseph's and the cluster nursery is Glenwood Nursery. The school also has children transferring from Netherlee, Giffnock, Braidbar and Thornliebank nurseries.

The school roll is presently 918. The teaching complement for the school is 41.69 including a Head Teacher, three Depute Head Teachers and three (including PEF) Principal Teachers. Each post carries curricular, management and pastoral care responsibilities which change in accordance with school priorities, as set out in our annual School Improvement Plan. In line with national priorities the school implements an inclusion policy, and benefits from the support of the cluster Bilingual Support Worker and 9.58 Pupil Support Assistants. One Office Manager and four clerical employees complement the staffing of the school. In addition there is a janitor, an assistant janitor, a catering manager and a number of canteen assistants.

The school maintains strong links with the local community, the Parent Council and the Parent Staff Association. The school has a devolved budget from the local authority, a major part of which is utilised in support of the School Improvement Plan.

Our Lady of the Missions retains a strong association with St Vincent's Parish in Thornliebank, St Joseph's Parish in Clarkston and Holy Name Parish in Mansewood.

The school benefits from the involvement of a range of outside agencies including: an Educational Psychologist, a school based Social Worker, a School Nurse, Speech and Language Therapists and an Active School Coordinator.

**Attendance Data**

<b>History and Agreed Target</b>			
<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>Agreed Target</b>
96.98%	96.84%	96.81%	97.1%

Overall our attendance is excellent and we continue to monitor attendance and punctuality to support the Health and Wellbeing of all pupils. Attendance and punctuality are strong priorities in Our Lady of the Missions and we welcome the support of our parents and carers.

## Improvement Plan Priorities

### To further develop leadership and management:

- Development and enhancement of staff capability, capacity and professionalism, through distributed leadership opportunities and pupil support assistants
- Embedding an ethos of professional enquiry / teacher leadership

### To improve learning provision:

- Opportunities for pupil groups to lead developments which enhance learning experiences
- Opportunities for achievement and consolidation of E-Portfolio/Class Blog good practice

### To improve outcomes for all learners

- Raising attainment and achievement in Literacy and English
- Raising attainment and achievement in Numeracy and Mathematics
- Continued approaches to curricular mapping to ensure progression in all curricular areas from Early to Third level
- Embed good practice of tracking and meeting and meet the needs of all pupils
- Improved approaches to physical, social, emotional and mental wellbeing of pupils

## Method of Gathering Evidence

We use HGIOS 4 Quality Indicators and school policies and procedures to ensure a culture of self-evaluation. This ensures we continually evaluate the quality of work in the school to meet our Improvement Plan Priorities (outlined above) and provide high quality learning experiences for all our pupils. Methods of gathering evidence include:

- East Renfrewshire Council Standards and Quality report
- Learners' evaluations of their educational experiences, for example, pupil dialogue sessions
- Monitoring of learning and teaching, attainment and achievement throughout the year: for example, learning visits, professional dialogue and data analysis
- Moderation at school and cluster authority level
- Surveys carried out with staff, pupils and parents
- Whole school/departmental evaluation through audit of practice in relation to school priorities
- Use of HGIOS4 quality indicators and Developing in Faith to identify short and long term targets,
- Records of PRD meetings and staff CLPL records
- Quality assurance of pupils' work on a regular basis: for example, jotter monitoring and wall displays
- Liaison with class teachers, pupil support assistants, parents, senior management team members and external agencies through review meetings
- Feedback from parent working parties on important issues, for example, diversity
- Evaluations completed by parents after curricular events, parents' evenings and on receipt of end of year pupil reports
- Staff meetings taking place at all levels
- Head Teacher and ASN surgeries and Parent Council Drop In sessions
- School social media, including website and twitter account

## How good is our leadership and approach to improvement?

(1.1, 1.2, 1.3)

**Evaluation: excellent**

### NIF Priority

- Improvement in attainment, particularly literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children

### School Priorities

- A culture of self-evaluation, continuous improvement and teacher leadership
- Career-long professional learning
- Collaborative professional enquiry

<ul style="list-style-type: none"> <li>• Improvement in employability skills and sustained, positive school leaver destinations for young people</li> </ul>	
<p><b>NIF Driver(s)</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• School improvement</li> <li>• Performance evaluation</li> </ul>	<p><b>Local Improvement Plan – Expected Outcome / Impact</b></p> <ul style="list-style-type: none"> <li>• An ethos of high expectation and achievement in every school and service</li> <li>• A culture of self-evaluation and continuous improvement in all schools and services</li> </ul>
<p><b>Progress, Impact and Outcomes</b></p> <p><b>Staff</b></p> <p>Our new Head Teacher and senior management team, supported by the Principal teachers, have clearly defined roles in supporting change. Our school priorities clearly take account of the National Improvement framework alongside the school and East Renfrewshire Council targets. It fully reflects our self-evaluation process. Our plan is reviewed termly with all stake-holders. We have tackled bureaucracy through the use of digital solutions.</p> <p>All staff are involved in leadership using collegiate hours to develop and implement new initiatives. Staff participate in regular professional dialogue at school and cluster level. A strong ethos of sharing good practice is developed through peer visits, moderation, sharing successes and staff meetings/in-service days, eg. Newly Qualified teachers have the opportunity to observe the teaching of more experienced colleagues. Teachers from each stage come together on a weekly basis to plan a coherent and progressive curriculum ensuring differentiation and challenge.</p> <p>Our refreshed vision, values and aims are fully evident in the relationships within our school community.</p> <p>Two members of staff are undertaking Masters level modules provided by the authority in association with Glasgow University. One further member of staff is undertaking a Masters course independently and another has just completed theirs. Engaging in professional learning has enabled these staff members to reflect on their practice, and pupils and other staff have benefitted from their increased knowledge and expertise. Upon completion of their course the staff will be given opportunities to share the knowledge gained and demonstrate how this can be applied in different contexts.</p> <p>Three members of the Primary 2 teaching staff have attended training in developing Playful Pedagogy at and are working with colleagues across the stage to implement this. Children are benefitting from a range of opportunities to experience play in their learning.</p> <p>All Primary 1 staff visited other East Renfrewshire Primary Schools to discuss best practice in the use of indoor space for Playful Pedagogy. Then they reviewed and maximized the existing use of our own available departmental indoor space and resources to further support learning and teaching.</p> <p>Primary 2 and Primary 3 staff have developed the Mezzanine area as an additional classroom space and for further development of Playful Pedagogy, and additional resources have been purchased to support this providing opportunities for pupils to experience a wider range of learning activities across the curriculum.</p> <p>Two additional members of the Primary 1 staff have been trained in methodologies for the delivery of the early years curriculum. This has included attending CLPL on Playful Pedagogy and sharing their learning with the rest of Primary 1 staff who are now more confident in the delivery of playful pedagogy.</p> <p>Extra-curricular clubs are led by teachers who use their expertise to contribute to the school ethos and to up-skill pupils in a variety of different areas. This gives pupils further opportunities to be involved in the wider life of the school and develop personal interests. By tracking pupil participation in clubs, we have gained an overview to ensure equity across all stages.</p> <p>Staff work in tandem with cluster schools to drive forward ambitious curricular improvements through a number of standing committees, including RERC, Numeracy and Mathematics, Literacy &amp; English, Digital Learning and Health &amp; Wellbeing. All staff are fully engaged with school, cluster and authority moderation activities to ensure a collective understanding of standards and expectations within and across</p>	

levels. This has developed teacher confidence, skill and judgement when assessing and developing consistent approaches to children's progress across the curriculum.

### **Career Long Professional Learning (CLPL)**

All staff have engaged in Professional Learning activities to stimulate thinking and discussion, improve professional knowledge and ensure that their practice is critically informed and up-to-date.

All staff have engaged well in CLPL activities both at school and cluster level. A variety of Digital Technology courses have been attended by almost all staff to enhance learning and teaching across the curriculum through the use of chromebooks, laptops, kindles and VR sets. A structured programme of assembly-time focused-learning activities has enabled all staff to share expertise and further develop professional capacity in a variety of topics, including PEF toolkit, Family Centred Approaches, additional support needs and Bounce Back.

### **Pupils**

All pupils participate in the life of the school. The majority of pupils attend lunchtime and after school clubs. Our tracking database allows us to monitor participation to ensure that we are targeting interests and needs. School committees provide opportunities for children to represent their peers, ensuring that pupil voice is strong and everyone has the opportunity to participate in the process of taking forward targets from the School Improvement Plan. These include: the Pupil Council, Eco & Fair Trade Committee, Junior Road Safety Officers, Gardening Club, House and Vice Captains, Digital Leaders, Monitors and Buddies. We promote pupil leadership opportunities across the school in numerous contexts.

Effective pupil self-evaluation and participation within these groups and across the entire pupil forum has contributed effectively to the wider life of the school community. For example, the pupils successfully led consultations on and contributed to the School Improvement Plan and Travel Plan. This year, we revised our school's Promoting Positive Behaviour Policy to ensure we celebrate pupils' achievements regularly. Pupils, staff and parents were consulted on the revised policy as well as the creation of Lunch hall, Bus and Playground Charters. Our Gardening Team have led the school to achieve Levels 1 and 2 of the Royal Horticultural Society (RHS) Campaign for School Gardening Awards.

The whole school 'Children on a Mission: We're Reaching for the Stars!' display in the Mensa is used as a visual reminder of our commitment to promoting positive behaviour. Pupils are rewarded with stickers, certificates and stars within 5 key categories: Excellent Effort, Amazing Attitude, Terrific Talents, Fantastic Friends and God's Gifts. There has been an end-of-year assembly celebrating pupil success. This has had a positive impact on pupil motivation and self-esteem, empowering pupils to aim for higher levels of attainment whilst contributing to the positive ethos of the school.

The House System is also linked to the Promoting Positive Behaviour Policy. The House Point System has been revised and pupils can gain 'dojo' points for their house. Children are engaged in tracking house success throughout the week online and they support one another to gain points. This gives pupils ownership and enhances personal responsibility.

We have included an Achievements section within our forward plans in order to track and monitor pupil participation within the four contexts for learning: the ethos and life of the school as a community, curriculum areas and subjects, inter-disciplinary learning and extra-curricular activities. This has ensured that all pupils are encouraged to work hard, achieve their potential and develop a *can do* attitude in all aspects of school life.

### **AREAS FOR IMPROVEMENT**

- Use digital solutions to support the interrogation of data.
- Staff work collaboratively to strengthen their understanding and implementation of key national policies including the Scottish Attainment Challenge, Developing Scotland's Young Workforce and Learning for Sustainability.
- Clear and measurable impact of professional learning on outcomes for learners.
- Pupils will be supported to take responsibility for their own learning, successes and achievements.

**How good is the quality of care and education we offer?****(2.2, 2.3, 2.4)****Evaluation: very good****NIF Priority**

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills

**School Priorities**

- Consistent and effective approaches to skills development in Literacy and English and Numeracy and Mathematics
- Implement Bounce Back Resilience Programme across the school
- Progressive and coherent approach to the teaching of Digital Literacy to enhance creativity in teaching and learning
- Increase knowledge and understanding of Technology Experiences and Outcomes

**NIF Driver(s)**

- School leadership
- Teacher professionalism
- Assessment of children's progress
- School improvement
- Performance evaluation

**Local Improvement Plan – Expected Outcome / Impact**

- A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school
- Resources which lead to improvements for learners and service users

**Progress, Impact and Outcomes**

We have migrated to an online forward planning system which has improved consistency and progression across all stages. CLPL sessions were delivered to staff to ensure they had the skills and knowledge to utilise the new system effectively. This has also enabled more coherent and robust tracking of pace and progress of groups of pupils within each class and stage, resulting in more effective and efficient planning across the curriculum.

**Numeracy and Mathematics**

Staff have reflected on the 'good lesson' in Maths and looked at use of differentiation and digital technology to support the maths curriculum. From this the Maths and Numeracy Policy was updated. Staff have undertaken CLPL refresher opportunities on Big Maths to help pupils further develop mental agility. Two members of staff also attended the Making Maths Count 'West Partnership Mathematics Conference'. This provided the opportunity for staff to work with and learn from primary and secondary practitioners from within and outwith the cluster, enhancing their professional expertise.

Through cluster group work, a Decimals and Percentages Parental Help Guide has been created and uploaded onto the school website (alongside other cluster maths resources). Within the school, from analysis of assessment data, staff identified areas where attainment in Maths and Numeracy could be raised, and developed materials to support learning in Time, Shape and Measure, ensuring that opportunities exist to develop higher order thinking skills such as creating, analysing and evaluating. Problem solving materials to enhance outdoor learning have been produced and are being used successfully to provide opportunities for pupils to apply their skills and knowledge in fun and challenging ways, whilst also developing skills such as communication, teamwork and critical thinking. Additional resources have been purchased to support different aspects of the Maths and Numeracy curriculum, including comprehension cards to make cross curricular literacy links and games for outdoor learning.

The Scottish Maths Week was a great success and well received by the whole school. Parents with a variety of skills volunteered to come in and work with the children to highlight the importance of maths in everyday life. The children were given excellent insights into how important mathematics is in the work place as part of our Developing the Young Workforce (DYW) employability skills focus. The follow-up tasks were challenging, interesting and meaningful, and provided pupils with opportunities to develop further their understanding of skills required in the world of work.

**Literacy and English**

There was a whole school launch of the First Minister's Reading Challenge with all children receiving a passport to record the books being read. An innovative launch was by way of an outdoor treasure hunt

using digital technology and QR codes, which the pupils found exciting. Various challenges throughout the year have stimulated interest and enthusiasm in reading, with class teachers promoting the love of reading books through various class challenges organised by the P6 Literacy Buddies.

Reading prompt cards for Early, First and Second level are being used to support the development of reading strategies and to stimulate discussion around text to improve comprehension. These have been shared with parents to further support reading at home.

A Reading Café has been established to encourage parental involvement in their child's learning, and Parent Support Bags have been launched to support this. P6 Literacy Buddies have visited P1 pupils and have shared their literacy skills to promote a love of reading. They have also contributed to the First Minister's Reading Challenge, organised a whole school competition to design a t shirt for a favourite book character and presented at assemblies. The Buddies took responsibility for devising challenges for World Book Day. This has motivated them and given them ownership of this initiative.

The Literacy Curriculum Development group engaged in promoting literacy activities across the school including an audit and redistribution of reading books and a re-launch of higher order reading skills and Bloom's Taxonomy. Reciprocal reading strategies were also re-launched to promote a reading environment based on pupil engagement and enquiry. Parental leaflets have been updated with guidance and support for sharing reading strategies with their children.

The PEF Team have been supporting pupils in class with alliteration, letter knowledge and phonological awareness, increasing pupils' confidence and skill in these areas.

The school has engaged in two Norming studies of the Scottish National Assessments. A random selection of pupils have participated in the exercise to reference points against which children and young people's progress in literacy and numeracy can be monitored over time. The data derived from the two studies will be helpful in creating national-level standardisation of the assessments.

### **School Library**

The school library has now been designed, created and launched. A number of parents and staff helped to organise the books into categories and to recycle the stock. Each stage has prepared a banner showcasing favourite authors and work from the First Minister's Reading Challenge. A new dimension to the library experience for the children is using the kindles and VR headsets. The Digital Leaders Pupil Group has been very active in driving this forward. All classes have now had the opportunity to visit the library and borrow books, encouraging all pupils to have an enjoyment of reading a wide range of literature.

### **GIRFEC/Health and Wellbeing**

The wellbeing indicators are embedded in our practice. We use these for informing the wellbeing plans and pupil mindmaps. All staff comply with our statutory duties for the health and wellbeing of our pupils. Plans are appropriate for each individual and reviewed with pupils, staff and parents termly. Assembly focus groups weekly provide professional learning opportunities for staff to update skills and share best practice. Senior management recognise and support the Health and wellbeing needs of the staff.

### **Nurture Room**

We have developed Nurture Provision within our school, and term 3 saw the creation of our Nurture Group. East Renfrewshire Council aspire to offer all schools nurture provision for pupils who benefit from this approach. Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that has a long-term impact. There is a great emphasis within the group on language and communication development. The first group of pupils to begin this programme have thoroughly enjoyed it and benefitted from the time they spend in the nurture room. This has improved resilience and ability to express emotions and feelings. This space has been excellent for ensuring smooth transitions.

Our Nurture Room is used for other focused interventions and is now home to our "Friends Group" which develops social skills, our "Happy to be me" group which builds confidence, our Seasons for Growth Group which supports children who have experienced bereavement or other types of loss such as divorce and separation, and finally our Lego Therapy group which develops social communication skills. We have used some of our Pupil Equity Fund to furnish and develop this room. Identified pupils are given

direct support to meet specific social and emotional needs, which in turn allows them to engage more productively in learning.

### **Breakfast Club**

Term 2 and 3 saw the commencement of an impressive breakfast learning club for some of our pupils. The function was to target groups of pupils and provide them with the opportunity to receive focused teaching of concepts which will be taught soon within their stages. The aim was to increase confidence levels and ultimately impact positively on attainment levels. The club was run by various teachers and a Pupil Support Assistant, and it provided a more relaxed and informal setting for children to explore their learning through games and technology. The children were exceptionally positive about this club as seen below and we have been so impressed by their **Amazing Attitudes!**

*“It’s good getting to talk to different children and we get to use the chromebooks.”*

*“The club has helped me to make new friends and my work isn’t as hard as it used to be. I know my three times table a bit more now.”*

### **Rhyme Club**

Our Bi-lingual Support Assistant facilitated a rhyme club aimed at some of our younger pupils and their families to support them in their development of phonological awareness. This club has been well attended and our families have enjoyed learning many nursery rhymes and engaging in the use of rhyming books. We are continuing to build a good stock of exciting rhyme bags and resources which our families can access.

### **Reading Café**

A Reading Café has opened in the junior building to support families of some of our Primary One pupils to foster a love of reading. One of our Pupil Support Assistants has developed multi-sensory story sacks which the attending families borrow and enjoy at home. The children have particularly enjoyed this approach and have developed their love of books as seen from the Primary 1 pupils’ comments below. Staff involved noted improvements in confidence with phonics and participation levels. Some great hints and tips have been shared with parents to develop literacy skills in their children. We hope to build on this next year with numeracy based activities.

*“I love using the puppet theatre!”*

*“It is good getting to take the whole bag home to read with my mum.”*

### **International Day**

An International day took place in April in collaboration with our Parent Council. The purpose of this exciting event was to celebrate the amazing diversity and array of cultures within our school community. Some of the activities on the day included performances around themes of dance, music and recitation, and once again showcased the **Terrific Talents** of our amazing pupils and parents. We were treated to delicious samples of foods from some of our representative cultures. Many of our talented parents shared their artistic skills with pupils, displayed samples of the children’s work and provided workshops, including one on how to make Ukrainian dolls. In the run up to this special event, our pupils engaged in activities within the classroom to explore the diversity throughout our school community and some of their work was on display at the event. It was a hugely successful day in which the school community came together in the spirit of inclusion and we are sure it will be the first of many. The Eco and Fair Trade Committee helped to promote this event throughout the school, recognising the different cultural identities within the school.

### **Dyslexia Awareness**

Our Dyslexia Ambassadors worked hard to focus attention on Dyslexia Awareness week in November. The theme this session was “positive about dyslexia” and the ambassadors worked together to devise a quiz trail for pupils around the school which focused on quotes from famous people who have dyslexia. This resulted in our pupils with dyslexia being able to explore their own strengths and increase their own resilience.

### **Mental Health Awareness Week**

We marked Mental Health Awareness Week in May with a focus on activities which explored stress. Classes continued to engage with their BounceBack lessons which have been improving pupils' resilience. They also engaged in some additional activities which included daily affirmations, mindfulness colouring, positive songs, creating mood monsters, mood diaries and learning some relaxation techniques.

### **Fair Trade**

As part of Fair Trade Fortnight which ran from 26<sup>th</sup> February to 11<sup>th</sup> March, children explored various themes with their teachers and their peers. Some of the activities included looking at the journey of the banana and the cocoa bean. In Primary 6 children some pupils designed their own Fair Trade posters whilst some Primary 1 children were very interested in helping farmers get a fair price for their products. Many of the children in Primary 1 took part in a homework task where they went to the supermarket and ticked off Fair Trade products they could find. These activities raised awareness amongst even our youngest pupils of the food journey and what they can do to support environmentally friendly and fair trade practices.

### **Developing the Young Workforce (DYW)**

The cluster DYW group has been developing plans and posters to ensure a consistent approach to employability skills development across the Primary and Secondary schools. Pupils across the cluster have collaborated in creating visuals for classroom use. A group of parents and local employers has been created to help deliver the programme. This year they have helped pupils understand different career paths in maths and STEM subjects and we have made further use of My World of Work and Paws in Jobland which has helped pupils look at their own skills and interests and link them to specific career pathways. School staff maximise opportunities to make real-life links in interdisciplinary learning.

### **Digital Technologies**

This year has seen a huge increase in the range of digital devices that are available for use in the school. Pupils are thoroughly enjoying using chromebooks, laptops and Kindle Fire tablets to enhance their learning across the curriculum and development of vital digital skills. They have had access to a range of software and apps through Glow and are looking forward to sharing more of their learning and achievements on our class blogs, and at Primary 6 and 7 on their E-Portfolios. Our Digital Leaders met regularly and were able to share their knowledge with their classmates. P7 pupils have increased their expertise in coding and have offered lunchtime coding clubs to younger pupils. Some classrooms received state of the art ActivPanels which provided even more opportunities for pupils to learn in an engaging and stimulating way. We welcomed the arrival of a set of Virtual Reality (VR) headsets. These devices allowed us to provide a range of immersive learning experiences across the curriculum. Teachers and pupils continued to make use of our programmable toys (Beebots and Probots) through a range of exciting STEM lessons. The study of technologies included creative, practical experiences and outcomes in business, computing science, food, craft, design, engineering and graphics. All children continued to develop the confidence and skills to embrace and use technologies at home, at work and in the wider community. As children played and learned about technologies, they also developed an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts. In so doing they also developed an understanding of the role and impact of technologies in changing and influencing the society of the future.

Digital learning has been integrated across the curriculum at all stages, and has had a positive impact on learning and teaching in Our Lady of the Missions. All children, especially the P2-7 Digital Leaders, have a positive attitude towards digital technology. The Digital Leaders have taken ownership to promote digital technology and they played an active role within the school to share their knowledge and expertise. This has enabled them to increase knowledge and skills in digital technology of pupils across the school.

By allowing the Digital Leaders to take ownership it has empowered them, offered opportunities to develop their own individual potential and increase their confidence when using digital technology. The Digital Leaders have designed badges to wear, and have made pupils aware of the Digital Schools Award which the school is working towards. It has given them a voice and they have:

- informed pupils on the role of a Digital Leader
- gathered information about how digital technologies are used in school
- gathered information about how pupils would like to see digital technology being used in school in the near future



- passed on digital skills to pupils

*“Using digital technology helps us learning in a different way.”*



Digital technology has been incorporated into long term planning. All teachers have also increased their knowledge of software and hardware, and have developed professional skills for use in their classrooms which has enhanced the quality of learning and teaching, evidenced in peer and senior management team learning visits. This would include the use of One Note, Google Classroom, Clicker 6, Yammer and G

## **STEM**

A Rocket Fund was set up to encourage the wider community to contribute to the resourcing of the STEM room. This was a huge success and enabled the school to purchase resources to enhance STEM activities across the school.

We have focussed on raising pupil engagement and achievement in STEM through:

A CLPL event on the new framework which was delivered to staff across the cluster with further CLPL delivered within the school demonstrating use of new STEM room. Team teaching support has been provided for all class teachers, to familiarise them with layout of STEM room, resources and how the new framework can be delivered. Feedback from staff was very positive, and we will continue to provide extra support to staff through team teaching and further deployment of St Ninian's Pupil STEM Ambassadors.

St Ninian's technology resources are on OLM school staff GLOW for Early, First and Second Level activities. The St Ninian's STEM Curricular Evening showcased pupils' STEM projects from across the cluster - this was a great success with large participation from our parents and pupils. We held our annual K'Nex Competition and P7 took part in a St Ninian's Technology Project to design and produce a pull along toy.

Our STEM classroom has been created and new resources have been purchased. The room has been timetabled to ensure every class has access to the room throughout the year. A P5 Curricular Afternoon Event was arranged to showcase the STEM room to parents. Pupils have had more extended opportunities to participate in science and technology learning.

## **Playground Project**

The Parent Council has consulted with staff and pupils across the school to look at the use of playgrounds. The Parent Staff Association has held a range of fundraising events to support on-going projects. A Spider frame has been installed in the Primary 4/5 playground to encourage active play.

## **Outdoor Garden**

Pupils designed and painted their chosen pebble in their own unique way, and have placed them in the Chestnut Garden, involving them in enhancing this environment. We have achieved our Royal Horticultural Society level two School Garden Award. All classes have responsibility for growing vegetables and flowers in the outdoor beds. We have established a P1-7 gardening group who take responsibility for general garden maintenance and organising whole school gardening events such as a 'Wellie Workshop'. With support from the Parent Staff Association, we have purchased additional garden equipment to support this aspect of outdoor learning. Staff have been encouraged and supported to make links across the curriculum with science and technology, and the pupils' response has been very positive.

*'I just love the gardening club. It's so fun'. P3 pupil.*



### **Muddy Movers**

The Muddy Movers programme has been extremely successful in Primary 1. All children have benefitted from opportunities to develop creativity through collaboration with peers. All children have developed their physical Literacy skills through numerous activities, including Problem-Solving, Literacy and Numeracy, Health and Wellbeing, Team work, Communication and Resilience.

The outdoor learning experience has been beneficial for all P1 pupils. It has encouraged appropriate risk-taking and has allowed pupils to develop their independence. This setting allows pupils to work collaboratively and use their imagination in an open environment where they are able to develop creativity and expression. All P1 children have benefitted from a range of teacher-initiated and child-led tasks to develop physical competence skills including: throwing and catching, balance, co-ordination, core strength and jumping.

### **Pupil Council**

Pupil Councillors were elected across all stages by their peers, and they represent the wider pupil forum. This year's Pupil Council has replaced our previous suggestion box system with our Pupil Council Blog. Pupil councillors delivered assemblies on the Pupil Council blog and encouraged the use of the system throughout the school. By using this means of technology, all pupils now have the opportunity to voice their opinions, concerns and suggestions for improvement within the school. All pupils have been advised to use the 'two stars and a wish' format when posting on the blog. Areas of focus so far have been the school library, the playground, extra-curricular activities and school lunches.

Two representatives from the pupil council have also had the opportunity to meet with the Director of Education. On the agenda for this meeting was our Pupil council blog and our application for the 'Scottish Education' award, with a focus on the role that parents play within our school community. The Pupil Council also discussed achievements within the school so far this year. This demonstrated to the pupil forum that their voice is listened to at local authority level.

### **Religious Education in Roman Catholic Schools (RERC)**

We have numerous strengths in relation to the Catholicity of our school. We pride ourselves on the strong Catholic ethos we uphold and nurture.

The Catholic Education Week theme this year was 'Serving the Common Good'. A number of activities took place in school, at home and in local parishes, for example, Pope Frances Faith Awards pupils were 'welcomers' and participated at Sunday Masses. Activities throughout Catholic Education Week were collated in the St Ninian's Cluster Magazine to highlight everything they had learned and participated in. During an infant assembly Fr Stephen Baillie from St Joseph's spoke to the children about his role as a priest and his mission in life. He also had a question and answer session with P6 pupils to give them a deeper understanding of their faith. A representative from St Vincent De Paul gave a presentation on the work of the society and how their mission is to dedicate themselves to service on behalf of the less fortunate members of society.

The Centenary Year, celebrating 100 years of Catholic education in Scotland has enabled us to further develop the faith of our pupils, staff, parents/carers and the wider community. Wall displays throughout the school show the journey of Catholic education over the last hundred years. Building relationships with the community has allowed pupils to share their talents and gain a better understanding of 'Serving the Common Good'. Staff have attended CLPL courses to extend their knowledge of the history of Catholic education at their own level, allowing them to create class lessons which are meaningful and engaging. Throughout the school we have showcased pupils' talents and their unique value as children made in the image of God.

Members of the RERC standing committee agreed to dedicate a fortnight in January to Other World Religions in addition to the on-going teaching and learning which takes place throughout the year. All pupils explored Other World Religions to give them a better understanding of different faiths and cultures. They participated in a wide range of activities, and a number of guest speakers came into talk about their faith to the children during assemblies. A number of P7 pupils gave presentations to the younger children to help them understand other faiths. This fortnight enabled children to have a deeper understanding of other faiths and celebrated diversity within our school.

Father Stephen Baillie led a series of stage masses which allowed pupils, parents/carers and staff to come together to celebrate their faith. Each class took responsibility for showcasing the learning and teaching of the curriculum during their class assembly. This provided an opportunity for the children to share their skills and knowledge with others and to include parents and carers in our faith community.



Primary 6 pupils performed their Eastwood Theatre. The choir, musicians and Primary 6 pupils told the story of Easter through word, image and song. This was an opportunity during the Centenary Year to share our faith with the wider community. This year we extended the invitation to pupils from other schools in East Renfrewshire who were inspired by the performance.

Easter Cantata 'Roll Back the Stone' at



We continue to liaise with St Ninian's music department in order to strengthen relationships with our associated secondary school and to support staff faith development. St Ninian's pupils have played at the Easter Cantata and First Communions.

Primary 7 pupils attended morning Mass in St Ninian's throughout the season of Lent. The pupils who attended commented positively on the experience of being made to feel so welcome at the oratory. This has continued to build positive relationships between the primary and secondary schools. During the season of Lent, a morning rosary group took place before school, and pupils, staff and parents/carers welcomed the time to reflect and pray to Our Lady. We also dedicated the months of October and May to Our Lady and prayed for her intercession at the morning rosary club.

As a school, we value the importance of staff faith development in supporting teachers to be active evangelists.

### Next Steps

- Ensuring accurate understanding of pupils' progress and what they need to do to improve
- Implementing effective and manageable processes for assessment and reporting
- Pupil led learning
- Knowledge development of sustainability for learning and creativity through exploration of the Sustainable Development Goals as part of a comprehensive global citizenship programme
- Inclusion of 'Children on a Mission' categories within Achievements tab of forward plans to ensure consistency of approaches to promoting positive behaviour
- Embedding of shared understanding of wellbeing, and ability to demonstrate that all our children feel safe, healthy, achieving, nurtured, active, responsible, respected and included
- Embedding progressive and coherent approach to the teaching of Digital Literacy to enhance creativity in teaching and learning
- Increase knowledge and understanding of Technology Experiences and Outcomes
- Raising children's awareness of the variety and vitality of culture locally, nationally and globally
- Promoting Catholicity through building positive relationships within the local community

- Parents' engagement in their children's learning and target support where it is needed

## How good are we at ensuring the best possible outcomes for all our children / learners?

(3.1, 3.2)

**Evaluation: excellent**

<p><b>NIF Priority</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children's and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<p><b>School Priorities</b></p> <ul style="list-style-type: none"> <li>• Raise attainment with a clear focus on progress, pace and next steps in learning</li> <li>• Systematically track and record the full range of children's and young people's achievements in and out of school</li> </ul>
<p><b>NIF Driver(s)</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Assessment of children's progress</li> <li>• School improvement</li> <li>• Performance evaluation</li> <li>• Parental engagement</li> </ul>	<p><b>Local Improvement Plan – Expected Outcome / Impact</b></p> <ul style="list-style-type: none"> <li>• Improved reading, writing and mathematics throughout the years of the broad general education</li> <li>• A culture based on Getting it Right for Every Child</li> </ul>

### *Progress, Impact and Outcomes*

#### ASSESSMENT

Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Teachers utilise a wide range of assessment approaches to create a holistic view of pupil progress.

Baseline assessments give an early indication of pupils' ability. These are used to determine next steps to meet pupils' needs appropriately.

#### BASELINE ASSESSMENT 2017-2018

	Boys	Girls	All
<b>Literacy</b>	98	100	<b>99</b>
<b>Numeracy</b>	101	102	<b>101</b>

#### STANDARDISED TESTS 2017 – 2018

	Primary 3			Primary 5			Primary 7		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
<b>Literacy</b>	97	102	<b>99</b>	96	98	<b>97</b>	93	94	<b>94</b>
<b>Numeracy</b>	102	105	<b>103</b>	99	98	<b>98</b>	97	98	<b>98</b>

Primary 3	School Average 2016-2017	School Average 2017-2018
<b>Reading</b>	105	99

<b>Numeracy</b>	104	103
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<b>Primary 5</b>	<b>School Average 2016-2017</b>	<b>School Average 2017-2018</b>
<b>Reading</b>	104	97
<b>Numeracy</b>	101	98

<b>Primary 7</b>	<b>School Average 2016-2017</b>	<b>School Average 2017-2018</b>
<b>Reading</b>	103	94
<b>Numeracy</b>	103	98

There has been a fall in average scores across the stages. Through interrogation of data, areas of focus have been identified and interventions planned. This informs next year's School Improvement Plan.

### CFE Levels

<b>Curriculum</b>	<b>Primary 1</b>	<b>Primary 4</b>	<b>Primary 7</b>	<b>Overall</b>
<b>Reading</b>	94%	95%	98%	96%
<b>Writing</b>	93%	94%	92%	93%
<b>Talking and Listening</b>	97%	97%	97%	97%
<b>Numeracy</b>	92%	95%	98%	95%

We continue to exceed the East Renfrewshire Council Curriculum for Excellent targets in reading, writing, talking and listening and Numeracy.

We continued to work closely with our Cluster colleagues in various development initiatives throughout the year, eg. Numeracy, RERC, DYW and Literacy. This has enabled us to share expertise and embed consistent approaches to curriculum development across cluster schools.

The Joint Support Team, operational every four weeks, allowed us to discuss specific needs of individual children, keeping parents fully informed of action points arising from this process. Multi-agency partnership working was key to this process and our partners share our visions, values and aims. This allowed us to work collaboratively to improve outcomes for our learners.

We liaised regularly with Psychological Services, the Educational Psychologist, Social Work Department, Sensory Support Service, Psychology of Parenting Programme (PoPP-made up of Triple P Programme and The Incredible Years) and Occupational Therapists to ensure the support mechanisms we have in place enabled us to effectively meet pupil and family needs. We have established links with the Families First service which has provided support by working in partnership with families.

The Pupil Voice was integral to our processes in relation to ASN, and our children played a part in setting outcomes for themselves and evaluating the success of strategies and interventions within their Wellbeing Plan.

Parents and carers, as first educators, are equal partners and their views are sought through Wellbeing Plan evaluations and regular meetings where appropriate. High quality resources are deployed effectively and equitably enabling pupils to benefit from enhanced learning experiences as evidenced through Wellbeing plan evaluations involving pupils, staff and parents/carers.

### Parental Engagement

Parents play an important role in the life of our school community. We strive to make meaningful links across the academic year and build positive relationships with parents and carers. We invite them into the school to share pupil experiences in a number of ways, for example, The Easter Cantata, Nativity

Performances, Curriculum Afternoons, Stage Masses and The Sacraments. Health Week and World of Work Week have been very well supported by the parent body who have shared their expertise in a number of professions in exciting and engaging ways.

Parents have been given the opportunity to view their child's jotter work this year to gain an understanding of their progress across the curriculum. They have also been able to comment on the content of the work allowing the Senior Management Team to address any action points as appropriate.

### **Parent Council/Parent Staff Association (PSA)**

The Parent Council has continued to support the work of the school this year on behalf of the wider parent body. Working parties continue to focus on diversity and Learning for Sustainability. The development of the school playground has also been high on the agenda as they continue to consider effective use of outdoor space. The Parent Council, Parent Staff and school staff have worked tirelessly over the spring to complete the new outdoor Learning area. Action Days were organised, and staff, parents/carers and children helped create a fantastic new mud kitchen, construction area, climbing hill and various other enhancements to the playground.



The Parent Council have sought to support Pupil Voice through liaising with staff and Junior Road Safety Officers to update the school travel plan and to promote East Renfrewshire's 'Go Safe East Ren' strategy.

A Drop in Café has been established, allowing parents to informally meet to discuss topics relevant to the school community.

Our Parent Staff Association (PSA) work tirelessly on behalf of the school community to raise funds for the school by organising a wide range of events. They have funded an extensive range of resources and activities to enhance the learning journey of all our pupils. Examples of this are: Generation Science workshops, school trips, digital cameras for use in classrooms, a refrigerator for the Nurture room, protective covers for kindles and equipment for the STEM room. They have also provided refreshments for Christmas parties and Sports Day, gifts from Santa for P1 children and have purchased playground equipment. In addition, they have organised various social activities for pupils, parents and carers to come together as a school community, including The Christmas Fayre, school discos, Easter egg hunt, P7 ceilidh, annual supper dance, ladies nights and the Summer fete.

An International Day was organised and very well attended and supported by our school community. It provided a platform for all cultures and nationalities within our school to be showcased. Families dressed in national costumes and shared information about their cultures as well as providing samples of national dishes. Music and dance was performed throughout the day and a variety of workshops and activities provided opportunities for everyone to come together as a community.

In association with the PC, PSA, the local community and Guinness World Records officials, the pupils succeeded in breaking the world record for 'The Biggest Game of Musical Bumps'. The children were sponsored and raised an exceptional amount of money for playground funds. The provost started the activities and presented prizes to the finalists.

### **Local and Wider Community**

We have continued to build partnerships within the local community and have worked collaboratively to strengthen existing links in the following ways:-

- Links with Active School Coordinators
- Primary Play Care (breakfast and after-school club)



- Choir performances for senior citizens
- Fundraising for charities
- Whole school Mary's Meals Backpack Appeal
- Food Bank Appeal
- Links with Abbeyfield House
- Mothers' Day Sale in aid of Glasgow Women's Aid
- Easter Craft Sale in aid of Live with Hope in Kenya.
- Guinness World Record attempt which raised £11,801.26

### **Additional Support Needs (ASN)**

The transition between the five Staged Intervention Process to the new Child Wellbeing Plan is well underway, and staff are continuing to develop their understanding of the different stages of targeted support. All pupils receive universal support within the classroom appropriate to their level of need, and practitioners are becoming increasingly more skilled in identifying suitable strategies and interventions.

Through robust tracking and monitoring, pupil needs are identified and interventions ensure that we are achieving excellence and equity through appropriate support mechanisms. In an attempt to narrow the attainment gap between different groups of learners, staff have worked closely with our lowest performing pupils. Learners who require individualised programmes benefit from careful planning and effective use of assessment information.

### **Transition**

We continued to ensure smooth transition from nursery to Primary 1 through engaging with parents, carers and nursery staff. Parent workshops were held in order to provide important information regarding Primary 1 experiences. To facilitate social interaction the Parent Staff Association organised a Primary 1 gathering at the beginning of term. Parental feedback indicated that this was a very worthwhile event. In addition to this pupils were invited to meet their class teacher and familiarise themselves with their new classroom environment. There was extended transition for pre-school pupils with additional support needs.

In preparation for the new academic session teachers met to share important information regarding pupils. This information was also recorded in written form. Forward Plans, Wellbeing Plans and tracking information was passed on to the receiving teacher following extensive dialogue concerning pupil progress. Identified pupils were given a Passport Transition Booklet containing important information regarding transition.

Primary 7 pupils had four Cluster Transition sessions as well as an Induction Day enabling them to build relationships with new teachers and pupils from associated primaries. Pastoral staff, Support for Learning staff, the Year Head and the Head Teacher visited the school to liaise with staff and pupils to ensure that they continue to meet the needs of all pupils as they make the transition from Primary 7 to S1.

### **Next Steps**

- Wellbeing indicators to be an integral feature of school life
- Outdoor spaces to promote positive relationships in wellbeing
- Robust tracking procedures in core curriculum to ensure pupils participate in decision making about their learning pathways
- Ambitious attainment and achievement for all learners
- Development of employability skills in a progressive way for all learners
- Creativity to be practically applied as a higher-order thinking skill

### **Pupil Equity Fund – How are we ensuring Excellence and Equity?**

- This should be an evaluative statement of the establishment's impact and outcomes as a result of the Pupil Equity Funding to close the attainment gap.

An attainment team comprised of two Principal Teachers, support for learning teachers and a Pupil Support Assistant has targeted support appropriately through our Pupil Equity Fund. The team met regularly to discuss assessment data and support provision, and has supported class teachers in putting a number of interventions in place to raise attainment in Numeracy and Mathematics, Reading, Writing and Spelling and Health and Wellbeing, as set out in the school's improvement plan. There was a particular focus on ensuring that Technology was used effectively to remove barriers to learning and to motivate learners. Pupils and staff have been trained in programmes such as Clicker to improve pupils' writing. Nesy Reading and Spelling Online, which are individualised programmes for decoding and word attack, have been rolled out for particular pupils to enable fluency in reading.

In addition to supporting the academic development of pupils, further consideration has been given to facilitating and tracking pupil achievement. In liaison with Active Schools, we have begun to develop a more robust record of achievement within the Four Contexts for Learning. This has resulted in more pupils being given opportunities to experience success and has increased involvement in extra-curricular activities. All pupils benefitting from the Pupil Equity Fund who applied to participate in extra-curricular activities were successful in their applications. Moving forward, we aim to target those who are not applying using the data gathered throughout the course of this year. This includes online forward plans, the 'Active Schools' database, File Maker Pro and records of pupil dialogue sessions which contain details of particular skills or areas of interest as expressed by the pupils themselves.

### What is our capacity for continuous improvement?

- This should be a statement of the establishment's capacity for continuous improvement.

Our Lady of the Missions overarching aim is to build on and improve practice for the benefit of pupils. This is achieved through effective leadership which facilitates positive learning experiences and outcomes. We have a collaborative approach to continuous improvement, and pupils, staff and parents work together to achieve shared objectives. Staff embrace opportunities for a collegiate approach to planning and are willing to share their expertise with others. Leadership is promoted at all levels and CLPL events are provided to ensure continued professional development. The Parent Council and Parent Staff Association continue to be very supportive and committed to supporting the school on its journey of continuous improvement. The school's excellent reputation continues to be promoted within the local and wider community. The views of all stakeholders are taken into consideration to achieve the outcomes set out in the School Improvement Plan.

We all share the vision of 'Everyone Attaining, Everyone Achieving, Excellent Experiences' and are fully committed to realising this vision.

### National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Very good	
2.3 Learning, teaching and assessment	Very good	
3.1 Ensuring wellbeing, equity and inclusion	Very good	



3.2 Securing children's progress / Raising attainment and achievement	Very good	
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## School Improvement Priorities 2018-2019

### How good is our leadership and approach to improvement?

- Digital solutions to support the interrogation of data through the implementation of ERC English/Literary, Numeracy/Mathematics Action Plans
- Analysis of ST / SNSA for areas of development
- Staff to work collaboratively to strengthen their understanding and implementation of key national policies - Developing the Young Workforce and Learning for sustainability
- Introduction of DWY cluster plans at all stages and presentation to all staff.
- Establishing partnership links with the local community to support DYW
- Further opportunities for staff to share developments in chosen practitioner enquiry
- Up-levelling staff in the use of digital technologies – Gsuite and Office 365 and VR Devices
- Utilising a range of strategies to support children to take responsibility for their own learning and progress and capitalise on real –life contexts for learning

### How good is the quality of care and education we offer?

- Consistent and effective approaches to skills development to increase attainment in Literacy and English, and Numeracy and Mathematics
- Increased attainment in reluctant readers through the development of IHub First News, ST/SNSA analysis, Parent Support Kits and Reading Café – Stay and Play. Introduce running records to support reading behaviour and progress
- Launching and implementing revised ERC Numeracy and Mathematics skills planner. Promoting consistent and explicit use of problem-solving strategies. Provision of CLPL for staff in mathematical pedagogy. Embedding differentiation in Numeracy and Mathematics, including planning for flexible groupings
- Continued opportunities to develop pupils' skills for learning, life and work. Embedding use of Higher Order Thinking Skills (HOTS) through use of holistic assessments to support teacher judgement. Establishing a Learning Centre
- A progressive and coherent approach to the teaching of Digital Literacy. Introducing playful learning and gaming, after school coding club. Implementing ERC's Modern Ambitious Programme for digital learning
- Raising young people's engagement and achievement in STEM. CLPL on the New Framework. Liaising with St Ninian's to develop Technology projects
- Further development of community of faith and learning. Continue Catholic Education 100-year Celebration and liaising with cluster group to organise a Mass to celebrate 100 years. Organising OLM 60-year anniversary celebration Mass. Invite St Ninian's musicians to continue to support liturgical celebrations. Extending participation at morning Mass during Lent to include P6 pupils

### How good are we at improving outcomes for all learner?

- Outdoor spaces to be used to promote positive relationships and wellbeing. Continue Gardening Club and application for RHS Level 3 Campaign for School Gardening Award. Effective use of timetabling to make full use of outdoor space.
- Pupils to participate in decision making about their learning pathways.
- Utilise Benchmarks to inform teacher judgement.
- Introduce Numeracy Buddies and monitor impact of reading buddies.
- Develop Employability skills in a progressive way for all learners. Introduce DWY Cluster plans to all stages and deliver DWY presentation to all staff . Establish partnerships links within the local community to support DYW. Primary 5-7 pupils to register and use My World of Work website and utilise St Ninian's My World of Work Ambassadors for support. Establish links with local businesses to develop awareness of employability skills and extend list of partners to support DYW across all stages.

