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The summary report is provided for parents/careers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

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|  | **Our achievements and improvements this year.** |
| We would like to highlight the following improvements/achievements:  **Key Developments**:  Our vision, values and aims were reviewed again this year, with the school community in agreement that they remain the same, reflecting our inclusive ethos and our continued commitment to Learning for Sustainability. Our school aim, “We promise to love you, teach you and take care of you” came from Lourdes Secondary and has been adopted by the whole Learning Community. Our vision, “We are learning for a better world, providing the highest quality of education, offering formation through the promotion of the Gospel values, through celebration and worship and through service to the common good” highlights our commitment to a Learning for Sustainability agenda. Our IDL topics are based on LfS and links are made to RE and Health and Wellbeing. Novels, when possible, have a LfS theme. Our pupils have shown great commitment to our vision of “Learning for a Better World” and have carried out several campaigns linked to their topics, including an anti-racism campaign by primary seven, linked to their topic on Nelson Mandela, a book sale by primary six to raise funds for girls in education in third world countries, following their topic on Malala Yousafzai, and primary five’s back pack appeal as a reaction to their topic on Magnus McFarlane Barrow. Primary five also wrote to many council and government officials to complain about the theft of one of our trees from our school grounds!  We celebrated our Golden Jubilee this year! We had a week of celebrations, including dressing in 1960’s fashion, 60s movie afternoon, 60’s assembly to name a few. The highlight of the week was our Jubilee Mass celebrated by Archbishop Tartaglia. The children were exceptional in their participation and behaviour, as invited guests from OLR’s past and present joined us. A photograph exhibition of our school’s history was displayed in the church hall for all to enjoy as they reminisced.  We continued our “initial experiences” to enhance our interdisciplinary learning work with pupils going on an educational visit or working with one of our school partners in or out of school at the start of their topic. The children are encouraged to ask key questions while they are on the visit, which allows them to lead the learning in the topic in a meaningful way. Visits this year included Dumfries House, New Lanark, Amazonia, Whitelee Wind Farm, Pollok and Bellahouston Parks, the People’s Palace, the Science Centre, Transport Museum and the Museum Resource Centre to name but a few! We had visits from Julie McFarlane Barrow to talk about her work with Mary’s Meals and Paul Simmons to talk about the work of the Post Office.  These trips proved to be extremely valuable in deepening the learning in IDL as well as addressing the “experiential gap” which exists in our society. PEF funding allowed us to subsidise all of the trips and make them affordable to all.  We have now developed the land where the janitor’s house used to be. A path has been created, grass has been sown and raised beds installed as well as many other features. Each class took responsibility for a raised bed, growing vegetables to be cooked in our cooking room. The fruit and vegetables were very successful; however, most were eaten by the birds during lockdown and never quite reached the cooking room.  “Growth Mindset” continues to be an important feature of our learning, with pupils developing confidence in all areas of their school life.  All staff contributed to our school improvement plan with a focus on   * Raising attainment and achievement –strategic use of assessment and moderation in order to raise attainment in literacy and mathematics. * Whole school approach to nurture * Develop Creativity Across Learning supported by digital learning   Our Challenge Leader of Learning continued to implement new strategies to raise attainment in literacy through the Scottish Attainment Challenge. She supported targeted groups, with evidence showing that this was successful in raising attainment, especially in reading. As a “year 4” CLoL, Mrs Rice has been able to offer training to staff in all areas of literacy.  Thanks to our PEF funding our library is well-stocked and furnished and was in the process of final adjustments to make it a valuable resource for the pupils and staff. Unfortunately the library had to close during our refurbishment and was due to open again in August, however, it is now used for storage to allow space within the classrooms to allow for social distancing.  All children participated very well in opportunities to take on responsibility though being members of our school committees. Each teacher took time every week with their “house group” to move actions forward. These included the Pupil Council, Eco Committee, FairTrade Steering Group, Rights Respecting School Group, School Nutrition Action Group, Junior Road Safety Offficers and by being classroom monitors and Buddies. Our pupils in the Credit Union had another successful year!  Contributions to charity continue to be very generous, with large donations given to SCIAF and further donations given to the Malala fund and Mary’s Meals’ Backpack Appeal. The school continues to support Amanpreet’s family’s cause to build a school in her name. We raised a substantial sum for Mary’s Meals and Classrooms for Malawi, who will work together to build the school, which will have five kitchens as well as classrooms. We continue to support the nursery in their charitable work, contributing regularly to the food bank.  Primary seven pupils received the Sacrament of Confirmation from Archbishop Tartaglia in November. This was a joint ceremony with Lourdes Primary and was a meaningful and spiritual one, deepening the faith of all who were involved.  In classes, children work well together in groups and pairs. They respond well to the active approaches to learning being developed in the school and take a more independent, teamwork approach to learning in many areas of the curriculum. We make links to career choices through our Developing the Young Workforce agenda.  We had the Hopscotch Theatre Co in school several times to support learning through drama and our school drama club were rehearsing “Joseph and His Technicolour Dreamcoat”, which was never performed, unfortunately, due to school closure during lockdown.  We worked with the Parent Council to hold a very successful Christmas fayre, and our Parent Council also organised for Santa’s reindeer to visit the school! The Parent Council had a very important role in our “Car Free Zone” being implemented in the two streets leading to our school. This has had some impact on the parking before and after school, however, we continue to work with parents to improve this further.  Attainment in Mathematics & Numeracy, English & Literacy and Health & Wellbeing has remained at a consistently high standard in most classes. Attainment in maths continues to improve with an emphasis on working collaboratively to demonstrate their learning, especially in mental maths. We are increasingly able to use digital learning in maths.  All pupils are involved in target-setting and evaluations of learning through Personal Learning Logs and collaborative topic planning.  One major key development, which was unplanned for, was our move to home learning during lockdown. As it became clear that schools were going to close, our DLoL sprang into action, training all of the teaching staff on the online app “Seesaw”. Staff worked incredibly hard to learn quickly and this work paid off as most of our pupils engaged with their learning throughout lockdown. Teachers posted videos and management made calls to parents to ensure our school family kept in touch.  Every member of staff who was able to, volunteered to staff our hub during lockdown. Our school was used as the hub for children of key workers who had no option but to send their children to school. We worked cooperatively with Lourdes Primary, Craigton Primary and Lourdes Secondary to provide this option for parents in Cardonald.  **Developments in Learning and teaching and assessment:**  Planning for learning starts with the needs of the individual child and is designed to enable all children to make progress. Teaching approaches are designed to encourage the development of creative and thinking skills in our children. Skilled questioning and high quality interactions have encouraged and supported children to be more confident in expressing their views about their own learning. As a result, children are highly motivated, fully engaged in learning and are comfortable expressing their views. Staff use praise effectively to develop positive attitudes amongst children. Children have shown increased engagement in their personal targets through use of their learning logs. They are able to evaluate their learning through use of effective assessments in literacy, numeracy and interdisciplinary topics. The senior leadership team had learner conversations with the pupils to discuss their learning, which proved to be beneficial to school improvement in many areas. The learning logs also recognise achievements in and out of school. These are celebrated regularly at school assemblies and this year we had “Achievement Assemblies”, which gave the pupils an opportunity to share their achievements with the school.  Our school app continues to improve engagement with parents, and has proven to be very successful with school and parents. Parents are invited into school frequently for displays of knowledge and prayer services.  Engagement with parents was enhanced during lockdown with the use of Seesaw. Teachers commented on how valuable the communication with parents was, and parents reported that they found this communication both helpful and reassuring.  Teaching and learning changed dramatically with a move to home learning, with staff showing that they could be adaptable and creative, ensuring learning experiences continued to be valuable.  We are continuing to improve our curriculum and learning environment as staff use guidance from Curriculum for Excellence with increasing confidence. The curriculum is enhanced by working with an extensive range of partners from the local community and by a range of educational visits. Our primary seven pupils visited Ardentinny Outdoor Centre for three days. This was to enhance their outdoor learning experiences and develop outcomes in all areas of the curriculum. Staff have participated in a number of training sessions with “Landscapes for Learning” which has resulted in quality outdoor learning sessions, based on the curriculum, being taught regularly throughout the school.  Children with English as an additional language are supported to access the curriculum and parents have successfully supported us in this. The school ensures it works effectively with a range of other professionals when children need extra help with their learning.  Staff have worked with colleagues within their level to assess standards in all areas of the curriculum. Planning is moderated accordingly and staff meet regularly with the senior leadership team to discuss planning and tracking of attainment.  **Progress in Promoting Well-being, Equality and Inclusion:**  The school is proud of the emphasis we place on wellbeing, with almost all learners benefitting from high quality education across the curriculum and in discrete areas for children to develop their mental, emotional, social and physical health and wellbeing. This year we implemented a whole school programme for HWB called “Jigsaw”, with all classes teaching the lessons at the same time each Friday. This has proven to be very successful and staff and pupils have been very motivated by its implementation.  Primary seven pupils undertook the self-evaluation process in “How Good is OUR School” focussing on the themes of “Our Successes and Achievements” and “Our Learning and Teaching”. They questioned staff, pupils and parents in order to move the school forward in these areas, however, lockdown meant that they were unable to complete the process. It was, none the less, a very interesting exercise which gave the pupils a say in how our school should move forward. Next session our new primary sevens will continue this exercise.  Class teachers took turns to have lunch with their class as part of the SNAG programme to enhance lunch times. Staff have a clear understanding of “Getting it Right for Every Child” and share this understanding with their learners. The pupils created our school aims using the indicators from this document – safe, healthy, achieving, nurtured, active, respected, responsible and included. Almost all members of our school community understand the importance of the wellbeing and the dignity and worth of every individual, and relationships across the school community are very positive. All staff and partners feel valued and supported which allows them, in turn, to share that sense of value and high expectation in the classroom, playground and wider learning community. Teaching staff completed training in “Nurturing Communication” led by our Educational Psychologist. All staff found this training useful and have since implemented many of the strategies explored in this training. The children are active participants in discussions and decisions which may affect their lives.  Our school ensures that all learners are included and involved in the life of the school, leading to improved outcomes for almost all learners. These learners feel that they are well supported to do their best. We have effective strategies in place for a targeted group of learners which are improving attainment and achievement for children and young people facing challenges. Our Catholic values ensure that there is an ethos of tolerance and respect, and we understand and celebrate diversity. There are no barriers to participation and achievement. Our peer mediators work all year round to encourage positive relationships between pupils.  Staff prioritised the children’s health and wellbeing during lockdown, communicating with them frequently, posting voice notes and videos. All staff understood the importance of keeping this contact with their pupils to ensure that they continued to feel included in our school family. The DHTs kept in touch with some of our families by phone to offer support during this difficult time.  **Progress in Children’s Learning/Raising Attainment and Recognising Achievement:**  Attainment in literacy and numeracy is good, with most children having achieved appropriate levels in numeracy and literacy. A few exceed the level. Through robust tracking and monitoring, gaps are being identified and strategies put in place to raise attainment. Staff are aware of the gaps created because of the school closure and will work on closing these throughout the coming year.  Our school engaged actively in Glasgow’s Improvement Challenge, focusing on creating a whole school policy on literacy, linking in with the literacy framework. A dedicated member of staff leads improvement in literacy and she has been successful in improving staff knowledge and understanding in the teaching of literacy through delivery of training for staff. This will continue into the next school session.  Interventions by Challenge Leader of Learning have raised attainment in targeted groups in reading.  The school celebrates a wide range of achievements. All teachers encourage learners to be successful, confident and contribute to the life of the school. Individual and group achievements are celebrated at assembly as more and more pupils display a growth mindset around their learning. Achievements in and out of school are also celebrated at school assemblies. The school has won a number of awards this year for a range of achievements. These include awards for the Glasgow Maths Challenge and Sumdog, STEM Leader Award and a gold acorn award for Growing Good Citizens.  Pupils are aware of how their achievements are valued in the school and how they should take these achievements and use them as they move through their learning pathways.  There has been an emphasis this year on equity for all learners, and our Challenge Leader of Learning has worked hard with teachers and parents to address the barriers to learning that deprivation can cause. She has held workshops on literacy and questioned parents on how the school can help.  Throughout the school there has been a rise in awareness of the gap caused by deprivation. We have always had an emphasis on learning experiences that enhance children’s life experience and broaden their knowledge of the world as is evident from the outdoor learning experiences our children have each year. Transitions have been very successful with our links to Lourdes Secondary strengthening each year. Primary seven had several visits to a number of departments before lockdown, which helped transition go more smoothly. Lourdes Secondary provided virtual induction days and communicated effectively with our primary seven families. Enhanced transitions still took place and proved particularly successful for those children who will require support as they move into secondary.  Our primary one staff took playful pedagogy into primary two this year as primary one continued with playful pedagogy. This has proven to be very successful in raising attainment as well as proving popular with the staff, pupils and parents. Children are more relaxed around their learning and have demonstrated that they can work independently with confidence. Our CDOs supported this transition to playful pedagogy, sharing good practice and working in our primary one classrooms initially. This also supported our nursery pupils’ transition into primary one. This emphasis on play will continue. |

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|  | **Here is what we plan to improve next year.** |
| We need to improve our processes which ensure our pupils and young people are listened to and involved in making decisions about their wellbeing, their lives and their future.  We need to improve how we communicate with parents, partners and learners across key themes in health and wellbeing.  We need to continue to improve the reliability of our evidence of impact on pupil learning, including the impact of lockdown.  We need to continue to improve our approaches to evaluating and monitoring the impact and sustainability of our professional learning.  We need to deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies.  We need to make best use of our partners to provide opportunities for young people to develop skills and achieve.  We need to continue to demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty.  We need to continue to use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition.  We need to continue to use assessment evidence and rigorous moderation to inform teacher judgements.  We need to improve meaningful engagement with families.  We need to ensure improvement for the learner is central to all self-evaluation activity, encouraging staff to reflect on and share their own practice. |

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|  | **How can you find out more information about our school?** |
| Please contact us directly if you require further information or if you wish to comment on the report.   * The contact e-mail address is: headteacher@ourladyoftherosary-pri.glasgow.sch.uk * Our telephone number is: 0141 883 2010 * Our school address is: 50 Tarfside Gardens, Glasgow G52 3AA   Further information is available in: newsletters, the school app (search for Our Lady of the Rosary primary in your app store), Twitter (@OLRprimary), the school app can be found in the app store under Scot Ed. |