



Appendix 4

School: Loretto RC Primary School Standards and Quality Report Session: 2021-22



Context of the school

Loretto RC Primary School is a medium sized denominational primary school with a current roll of 170 serving the communities of Musselburgh, Whitecraig and Wallyford. The 24 place nursery offers 1140hrs over a 38weeks. It is non-denominational though almost all children transfer to P1 here. The school has seven classes. We have a large proportion, 34% of pupils with EAL from nursery upwards. There are currently 20 pupils receiving FSM and Clothing Grant. Overall 62% of pupils live in SIMD deciles 2, 3 and 4 with 31% in SIMD 3. Our school attendance (94.6%) is in line with our cluster which is slightly below ELC average. There are currently no children who are Looked After and Accommodated. Almost all our children transition to St. David's RC High School in Dalkeith.

The management team in the school consists of the Head Teacher and a part-time Principal Teacher who returned from maternity leave in January of this session. During this maternity leave a full time Acting Principal Teacher was appointed internally. Strengths and areas of expertise within the team are recognised and reports reflect this and our collaborative and shared approach to leadership.

The part time Support for learning teacher assists the HT and PT in strategic planning for teaching and learning and targeted personalised support. The school has 7 permanent teachers. There are currently 5 support staff members in school, a Senior Early Years Practitioner, one full time and one part time Early Years Practitioner. The office team of Business Support Administrator and School Auxiliary work closely and efficiently together. First point of contact telephone and e mail is warm and friendly and communications on the school website and Twitter are timely and informative. There are also usually visiting Music and PE specialist teachers and a visiting Brass Instructor. However music and instrumental instructors have not been able to teach across the school for long periods this session due to Covid restrictions. There are to be staffing changes in support for learning, office and support for pupils.

Staff morale is very good with a strong team spirit and enthusiasm for collaborative working and continuous school improvement. We have supportive parents through Loretto Parent Partnership though this has been a difficult time for them to gather and organise any events. We continue to have very good engagement from pupils and families and have strong links with our local parish.

The school entrance proclaims our vision, values and aims and our Roman Catholic heritage. A programme of modernisation and refurbishment is ongoing. The Victorian school has spacious classrooms with IWBs, however, the age and style of building do present some challenges to learning, classroom allocation and gathering as a whole school community.

The school was reviewed by East Lothian Council in November 2019, based on our ongoing rigorous self-evaluation for self-improvement, classroom observations, discussions with pupils, parents and staff, as well as analysis of our data, teacher planning, pupil work and school documentation. The very positive school review report provided helpful feedback and validation of our approach to school improvement. This review also provided triangulation of our evidence in writing this standards and quality report providing a firm basis for our ongoing self-evaluation for school improvement.

With a Recover and Reconnect Nurturing focus some practices and focus assessments were delayed. However the school's commitment to Nurture and Wellbeing with ongoing soft start to the day from Aug 2021 has resulted in a settled return and almost all children well settled. Classes are generally calm and children are enjoying learning both indoors and outdoors.

Building on previous professional learning, Outdoor Learning has blossomed with all classes showing co-operation, creativity and problem solving skills in a wide variety of outdoor learning activities. Increased confidence and self-risk assessment is evident across classes and staff. We have delivered Bike ability Level 1 and 2 and P7 enjoyed a week long Awesome Outdoor Learning Experience. Our children participate in national awards and have achieved P5 John Muir Award and P7 Pope Francis Award as well as being on our way to Rights Respecting Schools Silver and a registered Laudato Si (Eco) School.

In person transitions have returned with particular focus for Nursery/P1 and P7/St. David's. Enhanced transition at P7 is a strength with bespoke visits and programmes identified through joint partnership working and Child Planning.

Our religious and Sacramental programmes and Celebrations have resumed as Church visits and large gatherings have been allowed. During restrictions we have adapted and continue to prepare pupils using in school and at home resources as we strive to keep the tripartite Church school and home partnership alive and flourishing.

The breadth of the Curriculum has been focused on HWB, Literacy and Numeracy and this has allowed for recovery focus on Core Subjects. Teachers had scope to work across the curriculum to ensure motivating and relevant contexts for the Core Subjects and as restrictions lifted, as a school we have taken opportunities to embrace creativity in Science and resumed local visits and trips.

We continue to celebrate the achievements of pupils through Pupil leadership opportunities and weekly assemblies. We are outward looking and promote Responsible Citizenship and Global Citizenship through or events and charity work.

Vision, Values and Aims

Vision

At Loretto, our vision is that we help each other to be all we can be where God's love is shown through all that we do, so we all may believe in ourselves and achieve every day.

Values

At Loretto, we learn as we follow our Gospel values of love, hope, faith, forgiveness, truth, peace and equality. This helps us to live and learn together and share our individual gifts from God.

Aims

At Loretto, we aim to:

- share an exciting, challenging, meaningful range of learning experiences.
- encourage all children to aim high.
- help and support each other to meet our needs.
- create a community of faith and learning which is safe, caring and welcoming to others.
- develop our community of faith and learning through links with home, school, parish, local and global communities.

How good is our leadership and our approach to improvement?

1.1 Self-evaluation for self-improvement

- *Collaborative approaches to self-evaluation*
- *Analysis and evaluation of intelligence and data*
- *Ensuring impact on learners' successes and achievements*

How are we doing?

Our self-evaluation focuses on the National Improvement Priorities Quality Indicators (QIs). The cycle of school improvement planning is focussed and links with the East Lothian Council Service Improvement Plan.

Collaborative self-evaluation is well embedded into our planning, tracking and monitoring cycle. Self-Improving schools toolkit is confidently used and staff take ownership of this allowing collaborative self-evaluation led by staff as a team. Reflections using How Good is Our School 4 (HGIOS4) and How Good Is our Early Learning and Childcare (HGIOSELCC) are well-embedded in school self-evaluation and staff are aware of being both inward and outward looking through the use of the GTCS standards and East Lothian Council PRD systems.

In nursery staff also use the East Lothian Quality Criteria to evaluate and involve pupils in self-evaluation which is planned into fortnightly staff meetings in nursery and staff are more confident in identifying aspects of practice to focus and improve. Pupil voice in Floor books is an example of successful impact.

All staff are very aware of the context of the school and planned support staff and interventions are targeted resulting in appropriate progress for those children.

All staff are aware and responsive in meeting children's needs.

Across the year there is focussed attention on monitoring and evaluating learning and teaching and children's achievements, and to taking improvements forward. All staff work very effectively as a team.

How do we know?

- Staff collaborate on QI toolkit shared on drive
- School systems track and record big and little data
- Pupil voice/activities and discussions and P6 SELS surveys are consistently positive
- Open culture around school decision making shared with pupils by HT.
- Each year a pupil friendly SIP is shared and displayed
- QI Self Improving Schools Toolkit is in use throughout the year with dedicated SIP evaluation meetings built into the Working Time agreement.
- Parent surveys from Parent Pop in and Google Docs show very high level of satisfaction with the work of the school. These also give parents opportunity to contribute ideas for improvement. This is an area as parents re-engage that we hope will be more forthcoming in ideas.
- Parent Council
- Nursery support meetings minutes show ongoing self-evaluation and progress towards nursery priorities.
- Nursery Floor books show pupil voice

Planning, tracking and monitoring are manageable and clearly linked. Support for Learning (SfL) and Pupil Equity Funding (PEF) and Recovery interventions are planned across the team and collaborative planning and approaches feature strongly in Loretto. Our well embedded collaborative planning across Curriculum for Excellence (CfE) levels enhances support for individuals and groups. The Support for Learning(SfL) teacher works closely with the Head Teacher (HT) and all staff to facilitate universal and targeted supports

Our collaborative planning has evolved naturally to build a strong ethos of sharing practice, and of peer support and challenge.

Pupils are involved in self-evaluation in classes and in the life of the school using our own Loretto Learner and informal observations.

There is scope to extend self-evaluation beyond National Improvement Framework QIs when time pressures allow.

Teachers across all levels have begun to use practitioner enquiry and working parties which has impacted on improvements in pedagogy of play and writing.

What are we going to do next?

- Embed the use of Seemis Progress and Achievement and Reporting to Parents
- Ensure all staff have access to ongoing clpl refreshers or in-house Seemis clpl
- Ensure all staff regularly use Seemis Progress and Achievement module
- Make further use of professional enquiry and research and working groups as ongoing self-evaluation and improvement
- Re-engage with refreshed School Team Groups as moderation of ongoing self-evaluation linked to the Service Improvement QIs.
- Look for ways to include parents and refresh parental engagement.
- Look for ways to include pupils further.
- Continue to develop Pupil leadership and refresh whole school involvement in focus groups and interest groups.

From the evaluation of our evidence we feel that the quality of Self Evaluation is *(Excellent / Very Good / Good / Satisfactory / Weak / Unsatisfactory)*

1.3 Leadership of Change

- *Developing a shared vision, values and aims relevant to the school and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change*

How are we doing?

All staff have consistently high expectations for all learners and show professional and nurturing commitment to ensuring the best possible outcomes.

The school vision and values are firmly embedded and are refreshed and referred to regularly to ensure new staff, pupils and families are aware of our ethos. This is supplemented by Ready Respectful and Safe. We are currently working towards RRS Silver Award. This is referred to regularly to ensure new staff, pupils and families are aware of our ethos.

Our motto Believe and Achieve articulates our ambition for all.

HT Recognition Awards reinforce the Gospel Values and shared success is framed in our values and Four Capacities.

The HT strategically and carefully guides the pace of change and improvement. Leadership is encouraged and developed at all levels and Loretto staff collaborate in and beyond the school in strategic improvement groups.

Collegiate and collaborative working is very strong across the school with a strong team ethos impacting on well planned learning for all.

Our staff working time agreement is focused and was reviewed regularly due to the impact of Covid and staffing circumstances.

All staff have PRD and GTCS standards updated regularly.

Loretto staff are building on practitioner enquiry through engagement with First Steps into Leadership and formation of new working parties. Support staff recently completed further Education Scotland Level 2 CLPL in Autism.

How do we know?

- Front entrance display of vision and values
- RRS work towards Silver AWARD
- Informal observation and feedback of staff /pupil interactions
- Informal feedback from visiting PT Pedagogy Team
- Informal feedback from SEIC QIO
- Collaborative planning and WTA
- Loretto Website
- Twitter
- Nov 19 review
- Recognition Boards
- Positive Relationships Policy Placemats
- HT Recognition Awards
- Weekly success awards and Annual Awards
- SIP
- S&Q Toolkit
- Loretto staff members in local authority and SEIC groups
- Staff prd/GTCS
- Staff clpl
- Successful First Steps into Leadership
- Approaches to nurture in school
- Very good attendance (94.6%) and no exclusions
- Pupils can articulate our ethos and values

All staff track and monitor learners throughout the year, attend tracking meetings and set termly targets to ensure high expectations for all learners.

Following periods of disruption due to Corvid and isolation staff concentrated and responded in their professional clpl and training on nurture practices and providing very good teaching and learning with a resulting high engagement and ongoing smooth engagement with learning in our Recovery curriculum.

Support staff have developed their confidence and decision making in day to day working and planned supports for vulnerable children.

All Staff have maintained ICT skills (Google classroom) to support in class and readiness for any remote learning. Collaborative and collegiate working is a significant strength of the school.

The planned work of the school is firmly embedded in the self-improving schools model. The HT manages the pace of change sensitively taking workload, wellbeing and context into consideration.

What are we going to do next?

- Experienced staff members will continue to lead Raising Attainment priorities in the school following on from their practitioner enquiry for First Steps into Leadership or Working Party.
- The new SIP will continue to focus on Recovery through HWB Nurture and Play and Raising Attainment in literacy.
- All teaching staff will be involved in working parties to develop teaching of literacy and refreshing the assessment of listening and talking and reading.
- All teaching staff will engage in SEIC led pedagogy for a balanced reader and writer.
- Staff will use their strengths and professional learning to develop understanding of different approaches and pedagogies in order to progress the reading, writing, listening and talking curriculum across the school.
- The pace of Leadership of Change and Improvement will be impacted by new and changing staff at Loretto in session 2022.23

From the evaluation of our evidence we feel that the quality of Leadership of Change is *(Excellent / Very Good / Good / Satisfactory / Weak / Unsatisfactory)*

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

2.3 Learning, Teaching and Assessment

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring*

How are we doing?

The ethos and culture of the school reflects a commitment to children's rights and positive relationships. We benefit from positive relationships throughout the school, which ensure that the learning environment is nurturing. We are currently preparing a Silver RRS submission.

The quality of teaching is consistently good across the school. We are aware that the high expectations and collegiate working practices will include new and changing staff. Teachers work collaboratively across levels using the moderation cycle, Curriculum Frameworks and Benchmarks to plan, teach and assess in order to meet the needs of all pupils and ensure continuity and progression. The good quality of teaching and learning across the school and a lifting of restrictions provide scope for further shared good classroom practice.

We confidently use assessment both formative and summative to plan new learning, involving pupils in weekly check ins and check outs and target setting. Moderation is well planned and new and developing teachers are well supported by school systems and team working. External moderation has been impacted during Covid but this will be refreshed in the new STG visits.

Termly tracking meetings are used to support teachers to analyse assessment information, ensuring that a range of assessment evidence is understood and used effectively to identify next steps.

Standardised assessment information through formal means is well established. Target sheets that are shared with parents are used to ensure that pupils and parents understand the learning intentions for the term and know the expectations regarding their child's learning.

Digital teaching and learning is now integral to both remote and in school learning. Planning tracking and assessment is manageable with a range of evidence including

How do we know?

- Informal classroom visits show settled and engaged children in all classes with appropriate support for individuals with ASN.
- Loretto planning shows differentiation in all classes
- Loretto tracking and follow up supports evidence differentiation and progress in all classes
- Seemis Progress and Achievement details CfE Levels and progress within levels in all classes
- IEPs and Child Plans show a balance of universal teacher assessments and further diagnostic assessment for pupils where there are concerns about pace of progress.
- SFL intervention tracker
- Teacher tracking meetings
- Classroom shared practice
- We are currently updating and preparing a Silver RRS submission.
- Pupil Target sheets
- **Quantitative data** including tracking of attainment, attendance and exclusions;
- Through interrogation of this data by our data-literate staff we have identified ongoing focus on literacy
- For individuals, when necessary, we have introduced specific interventions to support learners
- **Direct observations** of our shared classroom practice occurred in a range of learning contexts including classrooms and outdoors

<p>teacher professional judgement.</p> <p>Our Child Planning using East Lothian Council and national GIRFEC model is well embedded and we have developed a whole school tracking and evaluation of supports and interventions.</p> <p>As we expand our Recovery Curriculum there is scope for further creative teaching approaches and contexts such as STEM challenges.</p> <p>There is scope for refreshing and improving the role of pupil voice and pupil choice in learning and the wider life of the school.</p>	<ul style="list-style-type: none"> • Each year school data is shared with all staff at IS Days • All staff are now using the Progress and Achievement Tool following staff development and were able to triangulate their assessment evidence and pupil observations with data. • Policies are in place to ensure that each teacher has a consistent approach to assessment and tracking, with key timetables in place for standardised, formal assessments. Guidance is also in place for assessment folders where assessment evidence is gathered and stored.
<p>What are we going to do next?</p> <ul style="list-style-type: none"> • The overall link priority is a relentless focus on raising attainment • Look towards revising our assessment practices in relation to reading • Further develop a deep understanding of pedagogical practice in literacy through engaging with Stephen Graham training and resources • Build on more focussed use of the Benchmarks in assessment of Listening and Talking, take opportunities to integrate listening and talking assessment tools and data. • Build on Seemis P&A steps of progress • Continue to share ACEL data and SWST data with all staff • Encourage staff to use SNSA long scales and progress measures • Work collaboratively to plan creative learning opportunities and refresh STEM challenges in our Curriculum. • Continue to develop Foundations of Writing and Developing Literacy through Play in P1 	
<p>From the evaluation of our evidence we feel that the quality of Learning, Teaching and Assessment is <i>(Excellent / Very Good / Good / Satisfactory / Weak / Unsatisfactory)</i></p>	

How good are we at improving outcomes for all our learners?

3.2 Raising Attainment and Achievement

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

How are we doing?

Reading and Writing Attainment remains a strong focus in Recovery.

We have raised attainment at P1 P4 and P7 in Covid recovery since last session.

Tracking periods reviewed in December resulted in changes in allocations of staffing and pupil membership of supported writing club and literacy groups.

There was a significant increase in tracked progress in Dec 21 to June 22 term in all reading and writing at all classes except reading in one class. This small group of pupils will be closely monitored again and supported targeted.

Learners make good progress from their prior levels of attainment in literacy and numeracy. The school continues to work towards raised attainment in literacy and numeracy for all learners, notwithstanding the impact of Covid 19. Attainment in literacy and numeracy has been impacted following two national lockdowns and further in local interruption. However overall CfE P1 P4 P7 attainment has been raised in reading and writing across the school by average 16% and 9.8% respectively from session 20/21 to 21/22. Targeted cohorts P2 and P5 have increased attainment in literacy from end of session 20/21 to 21/22 respectively.

Previously attainment in the school was steadily improving with a positive trend as evidenced on our school review. We have the potential to recover this.

P1 Attainment has slipped in session 20/21 as pupils had significant time loss in Nursery and again in P1. P1 attainment has again risen. Our Early Level nursery and P1 team will continue to work together to improve literacy outcomes by refreshing the literacy rich environment, embedding Foundations of Writing and learning through play and talk.

The school SIMD context shows a 62% of pupils in SIMD 234 and 34.7% have EAL.

How do we know?

- ACEL data
- P1 P4 and P7 ACEL data shows average increase of 16% in reading
- P1 P4 and P7 ACEL data shows average increase of 9.8% in writing
- Levels of attainment in all classes
- Tracking information and termly quadrants show attainment has been consistently raised across all levels of the school during Recovery period.
- ACEL data shows attainment has been raised at P1 P4 and P7 since Covid recovery session 2020/21 across reading and writing.
- PEF supported interventions in literacy at P2 cohort levels increased since P1
- PEF supported interventions at P5 cohort levels increased since P4
- June 2022 attainment at P1 P4 and P7 in reading and writing show an **average** increase of 16% in reading and 9.8% in writing. Targeted support for small groups through PEF and Scottish Government funded teaching supports were targeted at P4 and P7.
- See attainment over time grid
- School P&A tracking and Big Writing tracking
- SfL and CPM notes
- IEPs

Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.

Established in school tracking is now superseded by the Seemis Progress and Achievement tracking system which together identify targeted planning, actions and interventions ensuring continuous progress for learners.

Teachers know their children very well as individuals and differentiate lessons accordingly.

The National Child Planning Model is embedded and in place. Good teaching and learning and staff use of universal inclusive strategies, across the school such as visual timetables, ensures universal support. For targeted support there are regular child planning meetings and staff dedicate time to planning and discussions with SFL staff.

What are we going to do next?

- Continue careful tracking of ACEL Progress and Achievement
- Focus ongoing recovery and raising attainment at P1 P4 and P7
- Further evidence progress of individual learners making individual progress
- Continue to support small group of FSM and SIMD 2 and 3 learners support in literacy in certain cohorts
- Refresh systematic reading and writing intervention programme with new SFL teacher and support staff
- PEF link
- Monitor attainment in numeracy in specific groups of girls in numeracy. Increase application of numeracy in opportunities related to STEM and Enterprise
- Revisit some assessment practices to ensure progression and identification targeted interventions

From the evaluation of our evidence we feel that the quality of Raising Attainment and Achievement is *(Excellent / Very Good / Good / Satisfactory / Weak / Unsatisfactory)*

What is our capacity for continuous improvement?

	<p>What is our capacity for continuous improvement?</p> <p>We are confident in our shared leadership at all levels within the school, underpinned by our school vision, values and aims, understood by pupils, parents and staff. We feel empowered in terms of identifying and leading the change for improvement agenda, and we monitor the pace of change well to ensure opportunities for embedding improvement actions lead to sustainable change over time.</p> <p>The HT and staff are committed to, aware and engaged in our model of Self-Improving Schools. There is an ongoing focus and understanding that self-evaluation is integral to continuous school improvement and strategic planning for improvements in Loretto. Teacher professionalism is a key driver for continuous self-improvement. Collaborative working is a key strength.</p> <p>The SIP is focused and impacts on outcomes for pupils with actions and interventions based on effective teaching and learning. Staff regularly engage with HGIOS 4 and nursery staff use linked QIs from HGIOELC, to evaluate our school and nursery.</p> <p>Staff are increasingly rigorous in identifying strengths and areas for development. Staff use triangulation, balancing people's views, direct observations and the use of quantitative data to evaluate our work. We have a range of data and we continue to refine planning, monitoring and tracking as further national and local guidance and working groups advise. We are now more skilled using data to inform our next steps for learning. Our predicted and actual judgements on pupils' CfE Levels are robust.</p> <p>We have shared expectations and a strong work ethic and team spirit. We engage with local and national school improvements and share our professional knowledge. Leadership in the school exists at all levels and is strong.</p> <p>Across the highlighted NIF Quality Indicators the school is performing well and evaluated as Good. The Professional Moderation cycle is well embedded and the work of the school is carefully planned to link with National and Local Priorities. The School Standards and Quality Report, School Improvement Plan, Staff CLPL and Working Time Agreements are focused on continued Recovery and a relentless focus on Raising Attainment following periods of Covid impact. Raising Attainment is identified and will focus on balanced Literacy.</p> <p>We are, however, aware that there are again a higher number of changes than previously in staffing. A number of new staff and recent changes in the school management team and</p>
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	<p>support for learning will impact on the pace of innovation in the school. Following our Recovery Curriculum a return to a broader curriculum is underway. Collaborative team working, forward planning and sharing of good practice is a strength of the school and we will use this to further develop new and existing staff in our team.</p> <p>We believe we have demonstrated and continue to have the capacity and confidence in school to continuously improve.</p> <p><u>Level</u></p> <p>Q.I. 1.1 Self-Evaluation 4</p> <p>Q.I. 1.3 Leadership of change 4</p> <p>Q.I. 2.3 Learning teaching and assessment 4</p> <p>Q.I. 3.2 Raising attainment and achievement 4 /5</p>
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Overall Grading for Quality Indicators

Quality Indicator	1.1 Self-evaluation for self-improvement	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Raising attainment and achievement
HGIOS 4 Grading: 1 Unsatisfactory 2 Weak 3 Satisfactory 4 Good 5 Very Good 6 Excellent	4	4	4	4/5

- Self-evaluation grading for 1.2, 2.3 and 3.2 will be submitted to Scottish Government for the annual NIF QI return by the central team.