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School Website

<http://www.ourladyand-st-annes-pri.s-lanark.sch.uk>



Our Lady and St. Anne's Standards and Quality Report 2022-23



Every year, we look at the School Improvement Plan and evaluate our progress, writing a document called the Standards and Quality Report.

The Standards and Quality Report is a very big document with lots of details. It is always available for parents to see anytime they want - all they have to do is ask at the school office.

However, we have made a shorter simpler leaflet which explains the main points in the Standards and Quality Report and lets parents and pupils know how we have done and what we are all working on in the school this year.

What were our Priorities?

- Develop a cohesive and progressive approach to teaching Writing from P1-7
- Develop a cohesive and progressive approach to assessing Talking and Listening from P1-7
- To improve the Health and Wellbeing of pupils through Outdoor Learning

How did we do?

- Targeted writing groups were identified in P4-P7. These groups received additional writing inputs and supports from teaching staff. Positive results were evident in P5-7 with targeted support groups developing security within their level and / or improving attainment.
- Staff set personal targets to develop reading areas in classrooms, improve pupil vocab, develop writing assessments / moderation with peers. All staff then participated in Moderation work to create whole school assessments based on CfE Benchmarks.
- All staff participated in collegiate activities to revisit the importance of language rich classrooms, the differences in vocabulary and speech in areas affected by poverty, and to discuss approaches to teaching talking and listening. Staff also participated in learning observations with SLT and peers.
- Staff agreed to develop a consistent and progressive assessment format using benchmarks. These provided a much clearer, evidence-based assessment of pupil attainment. All staff recognised that this has been helpful and supported their professional judgement.

How did we do?

- All staff felt that Forest Schools and Loose Parts had been beneficial to children's confidence levels, particularly those who can struggle in a classroom environment. Staff reported improved skills in teamwork, creativity / imagination, leadership, confidence and communication in the majority of pupils. Almost all staff also felt that children were proud of their achievements and that they were keen to 'showcase their skills' to staff and peers.
- 96% of parents who responded said that Forest Schools had been a positive experience for their child. 80% thought that their child's team building skills have improved, with 72% showing increased creativity and interest in the outdoors. 48% said it had increased children's confidence with 40% feeling that it increased cooperation and communication.



What are we doing next?

- Raise attainment in Writing through a consistent approach supported by PM Writing
- To continue to develop and embed Outdoor Learning in all classes
- To create inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God
- To develop parental Involvement and Engagement

