

**Our Lady of Lourdes RC
Primary School**



**PROGRESS
REPORT FOR
SESSION 2023/24**

(Standards & Quality Report)

Hopefield Road,

Blackburn

EH47 7HZ



ABOUT OUR SCHOOL

Our Lady of Lourdes RC Primary School is a denominational school with a current roll of one hundred and fifty seven pupils across seven classes. The school is located in Blackburn, West Lothian. It serves the communities of Blackburn and Seafield and is part of the St Kentigern's cluster. It has formed strong links with St Kentigern's Academy and its associated primary schools and nurseries and as well as this our school also works closely with Bathgate Academy and its cluster primary schools. Blackburn has a strong community spirit and a very active community group called CAB (Community Action Blackburn). This group is greatly involved with working with the local schools on various community projects focussing on partnerships, regeneration and intergeneration. The school is enriched by our Faith Family which is led by Fr Peter Owolabi and parishioners of Our Lady of Lourdes Parish. Our Lady of Lourdes Primary is positioned next door (shared building) with Connolly School Campus. We work in partnership with Connolly school sharing various facilities and also are involved in joint learning and training opportunities with our community schools of Murrayfield Primary and Blackburn Primary.

The school is currently ranked as being SIMD Decile 1 (with most pupils being in Quintile 1 and 2) and according to the Poverty Profile of West Lothian (2016) Blackburn is one of two of the most affected areas in West Lothian with child poverty being particularly high. The school is placed 1st of the 68 schools in the West Lothian Primary School SIMD Ranking. Approximately a fifth of our pupils have English as an Additional Language and almost a quarter of pupils receive Free School Meals.

The senior leadership team along with an extremely dedicated, enthusiastic and hardworking staff team are strongly committed to working with our families and partners to achieve the best outcomes for our pupils and we strive to provide our pupils with a wide range of experiences. Pupils and staff, health and wellbeing sit at the centre and are forefront in everything we do.

In school, "Our Little Way" is our ever evolving relationships/health and well-being policy/guide which we follow along with our school values of Happiness, Friendship, Respect, Confidence, Teamwork and Honesty. These are also at the heart of everything we do.

We pride ourselves on the positive relationships we have formed with our families and pupils and we work hard to maintain and develop these. Our vision is that in our school family we all are happy, loved, respected, listened to and learning together in our faith; following Our Little Way. Our Catholic faith permeates our culture and ethos.

Our school motto is work hard, dream big.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2023/24 was All learners will experience well planned learning and teaching providing appropriate support, challenge, differentiation and pace in literacy and numeracy.</p> <p>All learners will experience well planned learning and teaching providing appropriate support, challenge, differentiation and pace in literacy and numeracy.</p> <p>NIF Driver(s): <input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> Using a wide range of accumulated data (including CfE levels) we have embedded and adapted our Literacy approaches, quality assurance practices, and Support for Learning model to support and challenge all learners to ensure their needs were met which has maintained and raised pupil attainment in literacy and numeracy. We refreshed our assessment calendar and approaches and Excellence and Equity meetings to ensure evidence was reliable and all available data was used to inform pupil and teacher next steps and approaches. This has provided more robust and accurate data. We have continued to enhance and build on our Literacy resources as part of our now established reading approach and as a result have an updated school reading policy to reflect this. Writing, handwriting and spelling policies have also been developed which has ensured a consistent approach. We have continued to work closely with the Literacy Pedagogy Officer who has supported staff development and learning in Literacy throughout the year. Through embedding the Balanced Reader Approach, this year, there has been increased staff confidence in teaching reading skills, enhanced pedagogy, improved lesson quality and more rigorous teacher judgement. For our learners there is greater challenge, scaffolding, support and equity which has led to more confident and successful learners who can discuss skills for reading, genre, targets, achievement and next steps for learning. We further developed core and genre writing skills which has led to increased staff confidence in teaching writing and skills, enhanced pedagogy, improved the quality of lessons and informed teacher judgement. For our learners it has provided challenge, scaffolding, support and equity which has led to more confident and successful learners who can discuss skills for writing, genre, targets, achievement and through feedback, next steps for learning. We continue to drive forward our approach to the presentation of children's work which is improving handwriting, expectations, layout in both literacy and numeracy and across the curriculum. This has included staff modelling, consistency of standards across the school and further developed assessment and moderation. Learners have clear, relevant and measurable success criteria. We celebrated Perfect Presentation every week at assembly with increasing pupil success. Pupil leaders have promoted standards and quality in presentation which has increased their awareness and put learners at the heart of it. Senior Leadership Team (SLT) and Support for Learning Teacher (SFLT) continue to team teach in all classes in writing which has supported consistency of approach. It has also provided the opportunity for the Senior Leadership Team and Support for Learning Teacher to have an active role in this. Support for Learning Teacher continues to liaise and work closely with the Literacy base and now is delivering various language and dyslexia assessments which has impacted our school practice, feedback to parents, class teachers and pupil support workers and identified strategies for pupil support/next steps. Numeracy resources have been audited and reviewed by our Numeracy co-ordinator. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Increased attainment in both literacy and numeracy in targeted areas outlined above. Consistent approaches, pedagogy, planning, resources and standards in Literacy and Numeracy Increased confidence in both staff and pupils. Successful VSE which highlighted the positive impact and success of the approaches.

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2022/23 was to:</p> <p>Ensure a continued focus on the identification and progression of pupils affected by barriers to learning.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>We have made very good progress. What did we do?</p> <p>The school was awarded £46,550 of Pupil Equity Funding (PEF). The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</p> <p>13 priorities were planned and 31% of these priorities were fully achieved with 77% making good or better progress (23% moderate progress).</p> <p>PEF was used effectively to fund one additional pupil support worker to help support the needs of identified learners.</p> <p>Interventions this year have focused on increasing attendance, addressing gaps in literacy, supporting life skills and increasing pupil engagement. Examples of this are: Literacy Pedagogy Officer support, small class with parents, carers and learners (Food Insecurity Group), Nurture, enhanced and targeted pupil support with school counsellor for pupils, staff and families (2 days a week), Support for learning, reducing Cost of the School Day, and resourcing.</p> <ul style="list-style-type: none"> • Our Support for Learning Teacher continued to build on and develop pedagogy and approaches through further CLPL which supported interventions. • Using data from a variety of sources, SLT and SfLT identified pupils affected by barriers to learning to ensure specific needs were being met. Through this we established precisely the areas of challenge and provided appropriate interventions and resources to support the targeted learners. • SfLT delivered targeted interventions and support to close identified gaps in learning which has led to increased pupil confidence and strategies to help them become independent and successful in learning. • SfLT liaised with class teachers, pupil support workers and parents on approaches, next steps and resources; modelling and advising to ensure consistency and progress. • Continued support for staff for reciprocal reading approach. • Continued support and guidance from Literacy Pedagogy Officer. • Our HT and PT continued to build relationship with all families encouraging open and honest communication which has led to school and family working as one to get it right for every child. • Our PT continued in a bespoke role in response to the context of our school community resulting in stronger home/school relationships. • We continued to work with the Food Insecurity Group to provide Family Cooking sessions involving parents/carers and children. The theme for this was Meals for the Family for Under £5. The children developed life skills and provided the parents/carers with a social opportunity. • Our PSW team worked directly with identified pupils both in and out of class to provide much needed brain breaks which has helped the children to be ready to learn while also supporting core learning in Primary 1 and targeted pupils throughout the school to reinforce learning to keep pupils on track. • We have supported pupil wellbeing through our School Counsellor which has allowed pupils to talk through challenges and has helped them progress with these allowing them to be more focused in their learning. • We worked in partnership with the Speech and Language therapist developing talking and listening through a variety of interventions which has led to developing vocabulary, expressive language and oral storytelling. P5 Buddies have been trained to be buddies which increased their confidence and helped them communicate better with their Primary 1 buddies. And we extended the use of visual supports to support all learners in all areas of the school which has improved pupil engagement in learning and in their wellbeing.
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- Introduced Nurture time for targeted pupils which has supported their learning and wellbeing needs and helped tackle barriers to learning and attainment.
- Reviewed our Poverty Proofing Plan with stakeholders to ensure it matched the needs of the community and made adaptations where necessary which raised awareness of poverty and the cost of the school day and led to fundraising and further support for those in need.
- PEF plan put in place to plan to ensure that children and young people affected by poverty achieve their full potential, focusing on targeted improvement activity in literacy, numeracy and health and wellbeing. This has included PSW PEF and school Counsellor.
- Worked closely with partner agencies e.g. Educational Psychologist, Health Visitor, SALT, School Counsellor, Social Work, to ensure a strong team around the child resulting in the best support and outcomes.

Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:

- Identified pupils receiving bespoke support for identified needs.
- Identified pupils increased their reading age, spelling age, knowledge of sounds and blends and the number of Fry's words they could read and write.
- Parent and staff sessions led by Literacy Pedagogy Officer which has built awareness of challenges and barriers to learning in Literacy.
- Literacy Pedagogy Officer provided feedback to staff in learning and teaching which uplevelled staff pedagogy.
- All teachers reported an increase in confidence and knowledge of high-quality learning, teaching and assessment in literacy and in making effective use of literacy interventions to best meet the needs of learners.
- Identified pupils increased their ability to demonstrate an increase of at least 4 core writing targets.
- Increase in number of school clubs resulting in clubs taking place for all class stages, both at lunchtime and after school.
- All pupils supported financially to attend all trips and extra-curricular experiences.
- All P7 pupils receiving toiletry packs containing essential items for health and wellbeing.
- All staff planned and led a CLPL session for education colleagues 'Growing a Culture of Compassion: Trauma Sensitive Practice in Schools'. Feedback was extremely positive with impact visible in practice in their schools.
- Head Teacher presented to Wellbeing Champs and led a workshop at PEF conference on Gold ATSSA accreditation.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2022/23 was to: All learners to have access to compassionate, nurturing, trauma informed practices, classroom and curriculum.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Maintained the Silver accreditation for Rights Respecting Schools Award. • Achieved the Gold accreditation in the Attachment Trauma Sensitive Schools Award which means that our school takes a trauma informed approach to everything ensuring multi levelled safety in what we do, through a trauma informed lens to ensure we are best supporting our staff, pupils and families. • Continued to deliver and develop our Health & Wellbeing strategy through a range of resources, interventions, supports and strategies in order to address pupil wellbeing needs and barriers to learning. • We have provided uplevelled quality PE for all pupils through using a specialist PE teacher to work with all classes for at least 90 minutes each per week. • Range of methods available for pupils to self-refer for help. Our SLT and HWB leads have continued to build on our vision, restorative approach, well-being strategy to ensure that everyone has access to someone to talk to in school through our Your Space counsellor, check ins and One Trusted Adult Programme. • Further developed our health and well-being curriculum using UNCRC UNICEF – Rights Respecting Schools, CIRCLE resource, new updated ICE pack, Emotion works, and God's Loving Plan as well as developing Our Little Way relationships policy, and teddy bear policies. We have also provided targeted support for individual pupils for bereavement, child protection and mental health and celebrated our Catholic faith through This is Our Faith curriculum, focusing on spirituality, prayer, reflection and the gospel values. • Staff undertook Practitioner enquiry through a small test of change to improve engagement of learners. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners have benefited from a warm, safe and happy school and classroom environment due to positive staff wellbeing and staff knowledge and understanding of pupil needs, barriers to learning and how to support these and through positive, compassionate and nurturing relationships. • Learners are increasingly able to recognise their own state of wellbeing and increasingly readily communicating and asking for and receiving help from staff members. • Learners are developing and using a variety of strategies to deal with emotions they feel and are being supported to do so. • Learners are maintaining their connections with their faith. • Our PE specialist has delivered quality PE lessons and curriculum which have increased engagement, skills and fitness for all learners. • Continued focus of children's rights in UNCRC RRSA with focus on achieving Gold accreditation. • Learner voice is increasingly informing what we do and reflecting learners at the centre. • All classes using consistent visible approaches (Knowledge, Attributes, Skills and Habits and Four Contexts laminated posters) to ensure pupil voice and autonomy in planning curriculum and learning. • Staff wellbeing further prioritised through environments (separate working room and staffroom), SLT support and coaching with dysregulated pupils and following any challenging situations and behaviours. • All staff have engaged and undertaken Practitioner Enquiries which have focused on a small test of change highlighted through the use of the CIRCLE resource, education research and focussing on improving engagement through a trauma sensitive lens.
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| | <ul style="list-style-type: none">• Practitioner Enquiries have provided relevant and accurate data regarding the success of the small breaks from learning in the afternoon. This would take the form of a variety of approaches, e.g. daily mile, GoNoodle, etc. This has provided opportunities for the children to reset and refocus for the final part of the afternoon. All classes will take on this approach next session. |
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<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2022/23 was: All learners will experience leadership opportunities to develop skills for life, learning and work and a profiling system to support this.</p> <p>NIF Driver(s): <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Almost all staff developed their leadership roles leading areas of school SIP, this has led to huge strides in taking forward and actioning identified development needs as well as enhancing our Quality Improvement and empowering staff. • The whole school has continued to progress through Level 2 of the Leader in Me programme with staff and pupils further creating a leadership environment, developing the seven habits and increased pupil voice and pupil leadership roles in and our class. • Pupil leadership roles have evolved throughout the year ensuring pupil voice was heard and acted upon with pupils leading various lunchtime clubs developing essential communication and problem solving and creativity. • Provided opportunities for teacher and pupil leadership in STEM, IDL, PE, Wellbeing, Nurture, OUTDOOR LEARNING, PLAY, 1+2 LANGUAGES, anti-racist club and also through the Leader in Me programme. • Our specialist PE teacher has implemented sports leadership roles. • Increased pupil STEM involvement for some classes with classes working together on shared learning projects. • Worked in partnership with St Kent's providing work experience for S4-S6 to cover the industrial kitchen element of SFW course which has role modelled opportunities to our pupils about curriculum in secondary and also jobs for the future. • Whole school participated in a Skills for Life Day where the children visited each class in the school and focussed a particular skill during their time there. • Wider school curriculum offer for all classes – with focus on Health weeks, Friendship week, December calendar, June calendar, transition activities, Road Safety week, Book week Scotland, faith events, school trips and residentials, charity fund raising, Daily Mile, talent showcases, after school discos and family nights and coffee mornings. • Extended opportunities for parent/carers to take part and engage in Stay and Plays and other parental opportunities. • Continue to build pupil leadership skills in our Outdoor Play and Learning (OPAL) and widen playtime experiences <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • More confident and more responsible pupils • Learners are developing life-long leadership skills and reflecting on the 7 habits in their lives. • Almost all staff are leading and developing own leadership skills to impact on whole school needs and drive forward attainment. • Learners have experienced regular cross curricular learning opportunities and a wider range of curricular experiences. • Pupils experiencing a wider variety of experiences in playtime and a calmer transition from playground to classroom for all. • PE leadership roles have increased engagement, responsibility and self-esteem for some pupils. PE sessions for other classes have been enhanced by pupil leaders further engaging peers in the activities.
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Evaluative comment on school's attendance and exclusion data required.

Attendance for 23/24 was 89%. This is an increase of 0.29% since last year. The Head Teacher monitors late coming and attendance and works closely with families, and other agencies to support and overcome any barriers to regular attendance.

During 2023/2024 0.6% of children were excluded.

Evaluative statement on the effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance.

Our school staff are committed to working collaboratively, with parents, families and partners. We strive to build strong positive relationships based on mutual trust, honesty and respect to ultimately improve outcomes for our learners, particularly for our most vulnerable pupils and families. The school regularly seeks the views of parents and partners through interactions, in meetings, online questionnaires and surveys and through feedback activities. Staff, parents and members of the wider school community are actively involved in fundraising and community and parish events throughout the year. We provide regular opportunities for parents/carers/families to come into school. One particularly successful initiative emerging from our work with the community Food Insecurity Group was Family Cooking sessions involving parents/carers and children. The theme for this was Meals for the Family for Under £5. The Head Teacher and Acting Principal Teacher were involved members of the Parent Council fulfilling requested duties. They were also consulted on school improvement plans, evaluation of the work of the school and given updates on all aspects of school performance. The school relies on this feedback and recognises the necessary involvement, participation and support required from our parents to help drive forward whole school change and improvement. We will continue to consider, plan and encourage ways in which our parents can be more involved in the life of the school to ensure a positive impact for all children.

Developing in Faith

Promoting Gospel Values

- Our school provides: religious education programmes which will enable young people to develop their understanding of Gospel Values and of how to apply them to life.
- Our school's vision, values and aims relate to the Gospel values ensuring everything we do promote these. Our policies reflect our commitment to our faith and are reflected across the curriculum e.g. in social studies, literacy, science etc.
- This is Our Faith is the foundation of all our R.E. programmes and enable pupils to: explore their personal beliefs and values, and are able to explain their beliefs to others and understand Catholic Church teaching.
- We plan our Relationships Education carefully using God's Loving Plan across all stages.
- Teachers participate in relevant career-long professional learning (CLPL) to support the teaching of these programmes and sacramental preparation.
- We are proud members of Our Lady of Lourdes primary celebrating and promoting our school's 'patron' in transition, on feast days, and in prayer.
- How evidently do we proclaim and display Gospel values throughout the school building?
- How effectively do we support teachers to develop their understanding of Gospel values, using materials such as Values for Life and other Catholic resources?
- All classes use PSHE activities such as 'Circle Time' to explore feelings and emotions and to help pupils to apply Gospel values in their lives.
- We are a Silver Rights Respecting School and Gold Attachment Trauma Sensitive Schools school, who always have GIRFEC at the heart of everything we do to ensure that the needs of all children are being met in a holistic, nurturing way.
- Our Relationships Policy – Our Little Way effectively promotes positive behaviour to maximise children's potential through activities such as: restorative practices, One Trusted Adult promotion of respect for all people, and buddy systems.
- Our school assemblies focus on Gospel values and reference their scriptural origins.

Our school shows: a commitment to ecumenical action and the unity of Christians.

- In our school handbook we make specific reference to our school's values and respect for diversity of religious belief and practice.

Our school promotes: respect for different beliefs and cultures and for inter-faith dialogue

- Our religious education programmes include opportunities to learn about other world religions, in line with This Is Our Faith.
- Our school procedures show respect for other faiths in: school dress code, provision of prayer space during Ramadan, attendance monitoring and understanding to reflect traditions of other cultures.
- On our school app and Twitter we celebrate the diversity of culture within the school community highlighting festivals and traditions.
- Our PSHE programmes promote diversity, respect and understanding.
- We have a proactive hardworking anti-racist club which is focused on education others about racism and based upon Catholic teaching of the dignity of every human being created in the image and likeness of God. And we promote zero tolerance of racist behaviour following up any incidents.

Our Wider Achievements this year have been:

- The school continued to celebrate its 70th anniversary.
- Active Pupil Parliament.
- Primary 3 children received Sacrament of Reconciliation
- Primary 4 children received Sacrament of Communion
- Primary 7 children received Sacrament of Confirmation
- Rights Respecting Schools Silver maintained and work on Gold begun.
- Attachment Trauma Sensitive Schools Award – Gold award achieved.
- Extremely successful VSE.
- Whole school Reading, Writing, Spelling and Handwriting programmes Literacy embedded
- Our Little Way relationships policy/ behaviour policy developed further
- 21 pupils in Primary 7 successfully gaining Pope Francis Faith Award 2024
- Primary 6 and 7 Pope Francis Faith Award trip to Carfin.
- Daily Mile Award.
- Parish/school partnerships enhanced
- Strong committed Parent Council
- P1, 2 and 3 Nativity
- P4-7 Christmas carols.
- Carols round the campfire.
- P7 Carol singing at Tesco in Bathgate.
- Nursery and P7 Transition activities.
- P7 Leavers special leavers weekly activities
- P7 Leavers assembly
- Whole school Halloween disco
- World Book Day and Book Week Scotland celebrations
- St Andrew's Day celebrations
- European Day of Languages celebrations
- Santa Visit and parties
- Coffee Mornings
- Annual Health week and Sports Day
- Health & Well-being weeks.
- Our Lady of Lourdes Got Talent showcase event
- OPAL playtime team continued in school
- Parent workshops in Literacy, communication and behaviour
- Participation in Blackburn Gala Day activities – quiz – 3rd place, Blackburn's Got Talent – 3rd place and first place in both relay events.
- Leader in Me Level 2 continued
- Family Cooking workshops.
- Maths Week.
- Football and netball festivals.
- Joint first place in Netball council festival.
- Participation in WL Athletics festival and medal winners.
- After School clubs
- P7 Sports Leaders
- P6 Deliveroo Club
- P5 Perfect Presentation leaders.
- CAB community activities- Mental Health conference, intergeneration events.
- Blackburn Book Trail.
- Scott Glencorse Memorial Football trophy.
- Library visits.
- P4 swimming assessment

- Primary 7 Manchester City/ Anfield Stadium tour trip.
- Class trips to various places.
- Teacher versus pupils sporting events – netball and football.
- Whole school trip to Abdour.
- Whole school trip to Howden Park Centre for pantomime.
- Kindness award to a nominated Primary 7.

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Very good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Very Good

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)