



Saint Thomas' Primary School



Standards and Quality Report 2019-2020



Standards and Quality Report 2019-20**Context of the School**

St Thomas' Primary School is a Roman Catholic school situated in the village of Neilston, East Renfrewshire.

Our refreshed vision is to nurture every child's unique God given talents to enable them to flourish in a climate of high expectations, innovation and creativity

Guided by our school values of love, faith and understanding we aim to:

- Inspire the moral purpose of learning and teaching
- Unleash potential
- Raise attainment
- Promote equity
- Transform the life chances of each and every learner, especially those most need of support.

There are close links with the associated secondary, St Luke's High School, and the primary schools and pre-five centre within the cluster, St John's Primary School, St Mark's Primary School and Arthurlie Family Centre. Most Primary 1 pupils transfer to St Thomas' from Madras Family Centre in Neilston. School staff liaise with Madras Family Centre through the Early Years Neighbourhood meetings and planned transition events throughout the year.

The school has excellent links with St Thomas' church. Pupils, staff and parents are well supported by the school chaplain, Fr Joe Balmer. The Parent Council and Parent Teacher Association are also very supportive of the school.

Around 14.5% of our children receive free school meals. 13% of children live in deciles 1-3 of the Scottish Index of Multiple Deprivation. 14% of our children have an Individual Wellbeing Plan.

Further information can be found in our school handbook .

<https://blogs.glowscotland.org.uk/er/StThomas/files/2018/01/Handbook-2018.pdf>

Improvement Plan Priorities 2019/2020**Leadership and Management**

Collaborative self-evaluation practices for self-improvement/ Collective professional learning which empowers staff

Learning Provision

Highest quality learning and teaching / Collective professional learning which empowers staff to improve outcomes for all

Success and Achievements

Develop rich evidence based universal and targeted support to improve the holistic wellbeing of learners and raise attainment

Method of Gathering Evidence

A range of evidence has been gathered through rigorous self-evaluation to evaluate the key work of the school in meeting the priorities outlined above. All staff have had an opportunity to become familiar with the increased expectations of illustrations 1.1 (Self-evaluation for self-improvement) and 2.2 (Curriculum) documented in HGIOS 4.

Evidence sources include:

- ERC Standards and Quality report
- peer learning visits
- learners' evaluations of their learning experiences;
- learning visits by members of the Senior Leadership Team
- monitoring of pupil work
- data collated by the Educational Psychologist
- records of PRD meetings and staff CLPL records
- minutes of whole school, weekly round-up, SLT and PSA meetings
- records of in-service programmes
- staff analysis of ongoing assessment, Baseline Assessments and Standardised Tests
- self-evaluation and audit by staff of the School Improvement Plan
- Audits using How Good is our School? 4 and Developing in Faith
- monitoring of the quality of wall displays and sampling of children's work
- dialogues with children during pupil discussion forums, and committees including the Pupil Council
- records of professional dialogue meetings on planning, tracking, learning visits, jotter monitoring and target setting
- minutes of pupil dialogue meetings
- feedback from partner agencies
- evaluations of the in-service programme
- records of cluster moderation meetings
- feedback from parents on blogs, e-portfolios, jotters and reporting
- benchmarking the quality of work with schools of similar characteristics through the use of our tracking database
- moderation at school, cluster, authority and inter-authority/national levels;
- Curriculum for Excellence Assessment Record
- assembly programme notes and records
- Parent Council minutes
- school website
- Education Department Questionnaire
- school twitter account
- Staged Intervention Plans and parent/pupil feedback
- data on incidents of bullying behaviour
- parent evaluations of curriculum events, Learning Assemblies and Learning showcases
- parental feedback shared on school website
- Local Authority Self-evaluation Transition Review.

How good is our leadership and approach to improvement?

(1.1, 1.2, 1.3)

Evaluation: Good

<p>NIF Priority</p> <ul style="list-style-type: none"> 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; and Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>School Priorities</p> <p>To improve leadership and approaches to self-evaluation</p> <ul style="list-style-type: none"> Collaborative self-evaluation practices for self-improvement Collective professional learning which empowers staff
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	<p>Local Improvement Plan – Expected Outcome / Impact</p> <ul style="list-style-type: none"> A culture of Professional enquiry Culture of Self-Evaluation and continuous improvement in all
<p>Progress, Impact and Outcomes</p> <p>Staff engaged well with ongoing self-evaluation activities using HIGIOS 4. Staff are able to use HIGIOS 4 to reflect and plan for school improvement. Using the challenge questions and other associated materials staff understand what a 'level 5' illustration looks like. The structure of self-evaluation activities has ensured that a range of approaches and methods of consultation and participation are employed and that these drive continuous improvement. Using a process of self-evaluation staff have developed a Good Practice Guide to plan for high quality lessons.</p> <p>The school has developed self-evaluation systems and processes, in which stakeholders engage, to drive school improvement. Stakeholder's views are sought throughout the year on a range of issues, including wider achievements, learning through play and the curriculum. Staff are committed to improvement and are beginning to see themselves as being able to lead change; they understand that self-evaluation is a key feature of success. Staff have benefited from more regular opportunities to be involved in reviewing school improvement priorities with a clearer focus on activity linked to improving children's attainment and closing the gap.</p> <p>In questionnaires, all teaching staff (100%) feel actively involved in the school's on-going self-evaluation and most (82%) indicated that they have opportunities to be involved in agreeing priorities for the school. All teachers (100%) indicated that that they are encouraged to learn and share practice with colleagues from other schools. The senior leadership has encouraged more meaningful outward-looking engagement in relation to best practice at cluster, local authority and regional levels, and some staff are pursuing further qualifications where appropriate</p> <p>Peer evaluation, including lesson study, has taken place with a focus on learning and teaching, however, due to school closure, it is not clear of the impact on improved practice.</p> <p>The leadership team and all staff have developed effective communication systems and there is a strong and much improved sense of relational trust, which has impacted positively on children's wellbeing. The majority of staff indicated through questionnaires that they feel a valued part of the school's community and almost all have a strong understanding of the social, economic and cultural context of the school and use this to support school improvement.</p> <p>Almost all teaching staff are involved with a range of curricular and pedagogical development and with professional learning activities underpinning successful progress. Extended opportunities for teachers to learn collaboratively from one another, through CLPL experiences and through evidence-based research and professional inquiry has further supported some of these developments.</p>	

The school is committed to developing effective partnerships with parents. Across the school year, parents have a range of opportunities to see what and how their children have been learning. This has ensured that almost all (97%) parents feel comfortable communicating with and approaching the school. Most parents indicated that they felt the school was well led and managed. The staff and Senior Leadership Team are committed to further developing these partnerships in order to improve experiences for all children.

All staff are involved in moderation as part of the local authority programme and further opportunities for moderation take place within the cluster. Staff have further developed their approach to moderation at school level, both within and across stages. Staff have been involved in collaboratively work to evaluate and improve teaching practice across the school. Moderation and self-evaluation opportunities have allowed staff to work across stages and with other schools in the cluster. Staff are very open to sharing practice. This has been evident in the ways in which staff have taken part in peer observations collectively and together discussed strengths and next steps.

Through termly professional dialogue sessions with the HT, staff are encouraged to look inward and are becoming increasingly confident in reflecting and identifying their own next steps. Staff have visited other establishments both at cluster, authority and regional collaborative level to look outward, share practice and improve their own.

Staff use data to good effect to plan for improvements within the classroom. Data is used to plan interventions. The school is data rich and the head teacher builds this into professional dialogue sessions with teaching staff. Teachers are given attainment targets and are asked to make attainment predictions, reflect on progress and have professional discussions about how to raise attainment and improve outcomes.

Staff are keen to engage in the data provided from SNSA and Standardised assessments. This information is used to confirm judgements or indeed challenge them. Staff are able to use this information to plan for improvements. Professional dialogue with the HT and teachers assist with analysing the data in depth. This rich information along with wide ranging formative assessment evidence is passed on to the next class teacher.

Opportunities are built in to staff collegiate time to share professional learning across the school year. One member of staff was part of the School Improvement Partnership Project with two other primary schools. Children from Primary 6 who performed in the lowest 20% in writing were selected to participate in the professional enquiry. Developing personalisation and choice, children were able to write with more accuracy and at increased length.

Quality assurance processes are used to ensure progress and that high quality rich tasks are taking place within the classroom. Local authority planning frameworks are helping to ensure progress, breadth and depth. Progress is closely monitored by the management team.

Almost all children speak enthusiastically of the positive impact that the House System is creating, for example House Captains' involvement in recent changes to playground activities. Children were also very keen to further engage in, learn through and lead school groups and committees such as the Pupil Council.

Teachers have responsibility for leading aspects of curriculum development. Staff across the school take on additional responsibilities, such as leading clubs, cluster standing committees and school curriculum development groups, from which children benefit. Most pupils indicated that they have opportunities to take part in school committees and the majority participate in school clubs.

Children benefit from a range of regular extra-curricular clubs and activities and speak very positively about their experiences at those they attend. Almost all children within Pupil Focus Groups highlighted the significance of celebrating achievement across the school, including celebratory time with the Head Teacher.

Children are polite, confident and very well behaved. They are engaged in their learning and most children are motivated to learn. Almost all pupils in focus groups and in questionnaires felt safe in school and reported that they had someone they would approach to share concerns. They agreed that staff and pupils treat each other fairly and with respect and that school was contributing to them becoming healthier and being more confident. Most staff are sensitive and responsive to the wellbeing of children, resulting in most children feeling included in the life of the school.

There are well-planned programmes of transition in place from Nursery to Primary and from Primary to Secondary. Most staff and parents are very positive about the arrangements in place and parents are appreciative of the enhanced and extended transition arrangements for some of the children.

Next Steps

All staff will continue to use the *How good is our school?* (4th edition) to plan and review their practice and to make improvements.

Develop a more streamlined, coherent approach to whole school improvement planning of developments, in order to deliver more progressive and consistent experiences for all children.

The head teacher and staff should further develop approaches to planning, implementing and delivering consistent, high quality learning and teaching. All staff should be provided with further opportunity to engage in moderation and professional learning activities to develop a deeper understanding of successful, evidence-based pedagogy and practice.

The head teacher should continue to support staff to develop their knowledge and understanding of high quality approaches to assessment which will ensure a greater focus on breadth, challenge and application of learning in new and unfamiliar contexts.

Recovery Specific Planning

Strategic / Operational Planning in line with government guidance for recovery from COVID-19 closure

Blended Learning Curriculum – Develop a shared understanding and implementation of what a blended learning model looks like

How good is the quality of care and education we offer? (2.2, 2.3, 2.4)		Evaluation: Good
NIF Priority <ul style="list-style-type: none"> 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; and Improvement in employability skills and sustained, positive school leaver destinations for all young people 	School Priorities To improve the quality of experiences on offer for all learners <ul style="list-style-type: none"> Highest quality learning and teaching Collective professional learning which empowers staff to improve outcomes for all 	
NIF Driver(s) <p>School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information</p>	Local Improvement Plan – Expected Outcome / Impact LIP-Expected Outcome/Impact Curriculum which enables all children to be successful, confident, responsible and effective, Learners' experiences support them to develop their personalities, talents etc, Improved reading, writing and mathematics attainment, Resources which lead to improvements, Higher levels of parental engagement	
Progress, Impact and Outcomes		
<p>Engaging with Visible Learning has supported the school community to develop a shared language of learning. Our 5 learning dispositions run through the heart of learning in the school. Children have been encouraged to develop the dispositions of creativity, resilience, independence, curiosity and bravery during the learning process and the school has celebrated successes that are as a result of these. Staff and pupils are improving the ability to use feedback to support progress.</p> <p>Formative assessment has become more embedded across the school. In the best examples, children are consulted during lessons to co-construct success criteria and to help shape and plan learning activities. Learners are becoming more confident at providing feedback, specifically linked to the success criteria. Plenaries are used to reinforce learning, assess progress and to ensure learners are central to learning process. In jotters, feedback is consistently linked to the success criteria and learning.</p> <p>Children are polite, engaged, respectful and very well-behaved. They are proud of their school, eager to learn and relationships between staff and pupils are very positive.</p> <p>Digital technology is used to support learning, including audio texts. Children's use of digital technology to enhance learning is used across the school. Staff are working to enhance children's outdoor learning experiences making best use of the very good school grounds.</p> <p>There is an inclusive ethos and culture within the school which is underpinned by a commitment to children's rights. Children across the school demonstrate warm, caring and considerate behaviour towards one another and they are both enthusiastic about their learning and proud of their school. Pupils interact well with one another and with teachers during lessons and strong relationships between children and teachers are promoting engagement in learning. Class Charters and other agreements regarding shared values are used to promote positive behaviour and approaches to learning.</p> <p>The quality of learning and teaching is supported well by the positive relationships between children and adults which exists throughout the school. The majority of lessons are well structured. Learning intentions and success criteria are shared with pupils and are effectively used to monitor learning. Staff have improved differentiation of learning experiences to meet the needs of a range of children. There is scope for staff to build greater consistency in successful differentiation</p>		

of learning activities across the school, in order to more fully meet the needs of all children and to ensure high aspirations for what all children are able to achieve.

The majority of staff make use of a range of assessment strategies and use observations to assess children's learning. The majority of children receive regular feedback on their progress and pupils report that the feedback that they receive helps them to improve their learning.

A range of learning and teaching approaches are used and explanations and instructions are usually clear and relevant. Teachers use skilled questioning to promote independence and higher order thinking skills in learners. A variety of approaches are used successfully to engage and motivate children, including individual, paired and group activities

Teachers across the school use curriculum maps/frameworks which are skills based. In most cases, this supports progressive experiences for learners and consistency across the staff team in terms of planning.

The school is continuing to develop a curriculum rationale based on the cluster model. It takes account of learners' entitlements and the four contexts for learning. The staff have benefited from further engagement in its development to ensure they can articulate the uniqueness of their setting and that it is shaped by shared values and how the design of the curriculum supports positive outcomes for learners.

All our learners are involved in celebrating their achievements through a Class Learning Assembly, which is well attended by families. Achievements in and out of school are tracked using an achievement database. Achievements in and out of school are shared through our monthly digital newsletter, our popular twitter page and every fortnight at assembly. Learners understand how achievements help them develop knowledge and skills for learning, work and life.

A wide range of learning experiences has resulted in high levels of pupil enjoyment of school. Digital technology continues to be used well in almost every class. *Wall displays are purposeful and are used to support and share learning in most classes.* Every learner has the opportunity for personalisation and choice. All classes are able to choose their own learning themes. Staff have a sound knowledge of using Inter Disciplinary Learning to develop knowledge and skills across the curriculum. A variety of teaching methods are used across the school to deliver the curriculum. There is evidence of higher order learning activities taking place across the school.

Teachers are encouraged to use Outdoor Learning in the wider community. This session we have continued to work with the Neilston Development Trust to improve our school grounds. Some classes have worked together to build dens in the nearby green space.

We enjoy extremely close and supportive links with the parish community and Priest. We regularly attend Mass Celebrations at St Thomas' Church and each stage celebrated a Mass in their own classroom over the course of the session. This has allowed us to develop our understanding of the Gospel values which permeate school life and support our School Values.

Across the school class novels have been used extremely successfully to engage learners and develop skills in reading. Our primary 6 class have developed their entrepreneurial skills and global citizenship by taking part in the Micro-Tyco training programme.

Next Steps

The school will continue to raise attainment and achievement by developing approaches to differentiation ensuring that learning activities, at all stages, support and challenge all learners.

A more rigorous and systematic approach to assessment and to tracking the needs of children will be developed to ensure that all children are challenged to learn at the appropriate pace.

Staff team should aim to develop effective profiling practices to support the children's own articulation of their learning, including their personal achievements, strengths and next steps.

The staff team should now aim to develop more consistent, progressive practices and pedagogy

to develop engaging and challenging learner experiences across the school.

Staff should continue to explore ways to meaningfully involve children in the planning of their own learning and to further develop personalisation and choice.

Continue to revisit our vision, values and aims to ensure they are embedded and children and staff can confidently articulate how they reflect the unique context of the school

Recovery Specific Planning Next Steps

Focus on:

- Literacy and English
- Numeracy and Mathematics
- Health & Wellbeing
 - Assess and review current levels of attainment- identify gaps.
 - Having assessed and reviewed current levels of attainment, maintain consistent and effective approaches to knowledge and skills development;
 - Continued focus on nurture and holistic wellbeing to support learners and staff as they return from school closure period.
 - Plan, prepare and assess pupil engagement with distance learning and align this with direct teaching using Evidence for Learning Planning Framework.

How good are we at ensuring the best possible outcomes for all our children / learners?	
	(3.1, 3.2) Evaluation: Satisfactory
NIF Priority <ul style="list-style-type: none"> 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; and Improvement in employability skills and sustained, positive school leaver destinations for all young people 	School Priorities Develop rich evidence based universal and targeted support to improve the holistic wellbeing of learners and raise attainment
NIF Driver(s) School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information	Local Improvement Plan – Expected Outcome / Impact Higher levels of parental engagement An ethos of high expectation and achievement, A culture based on GIRFEC, A positive culture in HWB,
<p>Progress, Impact and Outcomes</p> <p>Staff are sensitive and responsive to the wellbeing of each individual child. A positive and nurturing culture is developing in St Thomas' Primary School. Staff are committed to achieving the best outcomes for children.</p> <p>Staff are developing a whole-school culture which is caring, nurturing and inclusive. The school ethos is built upon respectful and trusting relationships between children and staff, as evidenced in focus groups and questionnaires. The school's values of love, faith and understanding are demonstrated by children across the school. Children are polite and respectful to each other and to visitors to the school. Older children are kind and caring to younger children.</p> <p>Staff engage in professional dialogue around the analysis of data through target setting meetings with the head teacher linked to CfE teacher judgements and predictions for learners' progress. Teachers increasingly use robust assessment evidence to support and identify next steps for learners.</p> <p>Achievements are celebrated at assemblies, through the monthly digital newsletter, Twitter, the 'Value Vouchers' display in the school and at the 'Celebrate Me' event. Questionnaire data indicated that almost all pupils felt that the school recognises and celebrates their personal achievements. Parents are also asked to provide the school with information relating to achievements from home to ensure all achievements, in and out of school, are celebrated.</p> <p>The school utilises the ERC tracking database to record and monitor learner achievements; senior staff regularly intervene early to support key individuals. The school has partnerships to support the development of Dynamic Youth and Pope Francis awards.</p> <p>The school has a clear overview of those children who require additional support to overcome barriers to their learning. Senior leaders and staff have a good knowledge of individual children within the school and have a clear focus on improving equity for all. Staff know the individual needs of children and promote and support their wellbeing. Staff make effective use of targeted interventions and wellbeing plans are in place for pupils who require additional support. Almost all outcomes are clear, specific and individual to the learner and capture strengths and needs well. Pupils and parents are involved in the process and their views are sought and taken into account. Strong relationships with families and parents are supported by the effective communication from the Support for Pupils staff team and parents report very positively upon these relationships.</p> <p>The Support for Pupils staff team and partners work effectively together to meet the needs of learners through joint planning and the sharing of some specialist resources. There are examples of well-planned interventions leading to positive experiences for children with additional support</p>	

needs. A range of strategies are in place for support and intervention, including programmes such as Toe by Toe and Reading Recovery based strategies. Under the leadership of the Head Teacher, a nurturing approach to supporting children's needs is also being implemented and this should continue to be developed in order to further enhance children's experiences.

The school has continued to work extremely closely with Active Schools to deliver an effective range of curricular and extra-curricular sport activities. The active schools coordinator also targets and works with children in Primary 5, 6 and 7 to improve fitness, self-esteem and to use sport as a vehicle to access the curriculum. Children have been supported in developing skills of team work, resilience, leadership and compromise during these targeted sessions.

All stakeholders help children prepare for the sacraments of the church. Each class hosts a class Mass inviting parents and families to celebrate together as a school community. All assemblies help children deepen their spiritual understanding through prayer, hymns, celebration of feast days and readings from the bible. Over the course of this session we have celebrated Catholic Education Week together with our cluster schools, further strengthening partnerships across the cluster community.

By providing rich opportunities for open ended and developmental learning, children have built extremely positive relationships with their peers. Skills are transferred into the school playground during breaks and lunch. Within each class, teachers have high expectations of pupil behavior which results in purposeful learning environments in classes.

Collective learning opportunities has resulted in a refreshed Relationship and Behaviour Policy based on nurturing principles and positive supportive relationships. Pupils and staff have benefited from developing this Behaviour Policy together. The school has continued to use its house system to allow pupils to earn house points for displaying school values.

Attainment

Most pupils in 2018-19 at P1, P4 and P7 combined achieved the expected Curriculum for Excellence levels in reading (88%), writing (85%), talking and listening (90%) and numeracy (84%); notably, the performance of the same P1, P4 and P7 cohorts in Scottish National Standardised Assessments compared very favourably with ERC averages.

Over the last three year period (2017-19), the proportion of pupils at P1, P4 and P7 combined achieving expected levels in each curricular area with the exception of numeracy has increased; following year one of the newly defined ACEL targets for 2018-19 to 2020-21, the school is currently on track to attain its targets across all literacy measures, but is not currently on track to achieve this in numeracy.

The proportion of pupils attaining expected levels in each curricular area in 2017-19 by the end of P7 was in line with or better than predicted as defined be the BGE Benchmarking Tool; performance was slightly below expectation, but not statistically significant, in Reading at P4 and Listening and Talking at P1.

Pupils generally made good progress from their prior levels of attainment when assessed at the key stages (P3, P5 and P7); notably, very good progress was evident in reading for P3 boys, P6 and P7 Girls whilst P3 boys and P5 demonstrated very good progress in mathematics.

Across the school session, clear focus was given to children who are in the lower deciles of SIMD and those who receive free school meals or are 'looked after'.

Standardised Test Scores

Year	Mathematics			Reading		
	All	Boys	Girls	All	Boys	Girls
2016-17	97	100	96	98	98	99
2017-18	93	95	91	97	98	97
2018 - 19	93	93	94	95	93	96
2019 - 20						

This information is used to assist us in identifying next steps to meet learners' needs. In-depth analysis of standardised test components has taken place in order to identify areas for focus.

Curriculum for Excellence Levels

The table below shows the percentage of pupils achieving the expected Curriculum for Excellence attainment levels in reading, writing and mathematics over the last 3 years in P1, 4 and 7.

	2016-17	2017-18	2018 - 19	Target 2018 - 21	Actual 2016-2019
CfE Attainment – Reading	84%	79%	86%	85%	83%
CfE Attainment – Writing	80%	78%	85%	82%	81%
CfE Attainment - Maths	86%	79%	84%	86%	83%

Attainment in terms of CfE levels has increased following a dip in the previous session.

Through tracking meetings with staff and monitoring of pupil work and learning experiences, it is evident that teachers are becoming more accurate in terms of their professional judgements.

Other information

Prior to school closure attendance was 95% for session 2019/2020.

Next Steps

Build upon a growing culture of achievement across the entire school.

Develop pupil leadership of their own learning.

Support children to recognise and understand the skills for life, learning and work that they are developing through their achievements in order for them to take increasing responsibility for their own learning.

Recovery Specific Planning Next Steps

- Attainment Data Analysis – Develop and utilize an Assessment Framework to identify gaps
- Review attainment data in-line with recovery curriculum
- Pupil and Staff Wellbeing – Reconnecting / Resilience

PEF

PEF allocation of £27,600 was spent on a variety of initiatives/interventions as detailed below. Further detail has been provided in each of the relevant sections above.

Intervention/initiative	Impact to date	Cost
Visible Learning	Supporting every learner, particularly those most in need, through developing a shared language of learning between pupils and staff. Children can articulate their learning better. Children and staff can describe the characteristics of good learning. Improved relational trust ensuring quality relationships between all has supported the holistic wellbeing of pupils and staff.	£2000
Targeted additional PSA hours (LIT/NUM/HWB)	Improving CfE level attainment in Reading, writing and numeracy. Enhanced support for targeted children across the school. PSA has worked alongside SfL teacher and ASN coordinator to support literacy and numeracy progress with children in SIMD 1-2 and other equity groups.	£15000
Nurturing Schools /Family Connects/ Nurture Groups / Training	BOXALL scores have improved as a result of targeted nurture based interventions- pre and post intervention. Increase in staff confidence and understanding of nurturing approaches.	£4000
Enhanced targeted Support Package Reading / Writing / Numeracy	Allowed families and children to engage with learning from home. Bespoke and responsive support packages to meet learner's needs.	£6000
CLPL linked to raising attainment / closing the gap	Supporting the holistic wellbeing of our learners. Supporting staff to identify and remove social and emotional barriers to learning. Developing trauma informed practice.	£600

What is our capacity for continuous improvement?

Further funding from the authority to support the lowest performing 20% will be in place from August to March ensuring the pupils requiring the most support continue to benefit. There will be a particular focus on Recovery Planning to support progress in: Numeracy and Mathematics, Literacy and English and Health and Wellbeing

Pupil Equity Funding will support interventions for identified pupils in order to raise attainment.

All staff have been fully involved in evaluating the progress and impact of the School Improvement Plan for session 2019/20. Our collegiate time agreement ensures we use our time effectively to focus on identified priorities of improvement. As Head Teacher, I am committed to ensuring that the recommendations outlined in the 'Tackling Bureaucracy' report are kept to the forefront of our minds at all times and assist us in moving forward. As a staff we are focused on delivering the very best learning experiences for our pupils and through reflection and seeking feedback from learners themselves we strive to achieve excellence. We have an exciting opportunity next session with 5 new members of staff joining the school.

The Parent Council continue to be very supportive and are committed to supporting the school on its continuous journey of improvement.

Staff for next session are committed and eager to take on leadership roles.

Under the leadership of the head teacher, supported by the Education Department, there is strong capacity for the school to improve

National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Good	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Securing children's progress / Raising attainment and achievement	Good	

School Improvement Priorities 2019-2020
<p>To improve leadership and approaches to self-evaluation:</p> <p>All staff will continue to use the How good is our school? (4th edition) to plan and review their practice and to make improvements.</p> <p>Further review and develop approaches to planning, implementing and delivering consistent, high quality learning and teaching.</p> <p>Further opportunity to engage in moderation and professional learning activities to develop a deeper understanding of successful, evidence-based pedagogy and practice.</p> <p>Support staff to develop their knowledge and understanding of high quality approaches to assessment which will ensure a greater focus on breadth, challenge and application of learning in new and unfamiliar contexts.</p> <p>Coherent approach to whole school improvement planning, in order to deliver more progressive and consistent experiences for all children.</p>
<p>To improve the quality of experiences for all learners:</p> <p>Develop approaches to differentiation ensuring that learning activities, at all stages, support and challenge all learners.</p> <p>A more rigorous and systematic approach to assessment and to tracking the needs of all children will be developed to ensure that all children are challenged to learn at the appropriate pace.</p> <p>Staff team should aim to develop effective profiling practices to support the children's own articulation of their learning, including their personal achievements, strengths and next steps.</p> <p>Aim to develop more consistent, progressive practices and pedagogy to develop engaging and challenging learner experiences across the school.</p> <p>Involve children in the planning of their own learning and to further develop personalisation and choice.</p>

Revisit their vision, values and aims to ensure they are embedded and children and staff can confidently articulate how they reflect the unique context of the school

To improve outcomes for all learners:

Build upon a growing culture of achievement across the entire school.

Develop pupil *leadership of their own learning*.

Support children to recognise and understand the skills for life, learning and work that they are developing through their achievements in order for them to take increasing responsibility for their own learning.

Increase attainment for all.

Reduce the poverty related attainment gap.