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**Guidance on completing the School/Centre Improvement Report**

Schools and Centres must provide an annual school improvement report (SIR) as a record of the progress made with the annual improvement plan. The SIR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. This self-evaluation should be informed by How Good is our School? 4th edition (HGIOS?4) and/or How Good is our Early Learning and Childcare? (HGIOELC?). It should give a clear indication of where the school is now in relation to its process of continuous improvement.

It should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and North Lanarkshire Council’s priorities for Education and Families.

The report should be written using evaluative language.

A copy of the completed SIR must be submitted to the authority by no later than Monday 26th August 2019. The report should also be shared in an accessible way with all relevant stakeholders - pupils, parents, staff, etc.

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***The National Improvement Framework’s 4 key priorities*** *are****:***

*- Improvement in attainment, particularly in literacy and numeracy;*

*- Closing the attainment gap between the most and least disadvantaged children;*

*- Improvement in children's and young people’s health and wellbeing; and*

*- Improvement in employability skills and sustained, positive school leaver destinations*

*for all young people*

***The 6 key drivers of improvement identified by the NIF*** *are:*

*- School leadership*

*- Teacher professionalism*

*- Parental engagement*

*- Assessment of children’s progress*

*- School improvement*

*- Performance information*

***North Lanarkshire’s Education and Families’ priorities*** *are:*

*- Attainment and Achievement: improvement in attainment, particularly in literacy and numeracy*

*- Equity: closing the attainment gap between the most and least disadvantaged children and young people*

*- Health and Wellbeing: Improvement in children’s and young people’s health and wellbeing with a focus on mental health and wellbeing*

*- Developing the Young Workforce: Improvement in employability skills and sustained , positive school-leaver destinations for all young people*

*- Vulnerable Groups: Improved outcomes for vulnerable groups*

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| **Firpark Primary School Improvement Report 2018-19** | |
| **Context of the school:**  *This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school roll etc. It should also include some or all of the following: the school’s vision, values and aims; local contextual issues; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.* | |
| Firpark Primary School relocated to a shared campus in Milton St., Motherwell in August 2011. We are co-located with Our Lady of Good Aid Cathedral Primary School and Daisy Park Community Centre. The school is within walking distance of the main shopping precinct and local amenities and has good public transport links.  The school was purpose built to accommodate pupils with additional support needs. It has excellent access facilities for persons with mobility needs and all the rooms are situated at ground level. Within our school building there are twelve classrooms, a medical room, soft play room, teaching kitchen, swimming pool, physiotherapy room and multi-purpose room which is currently used as a classroom for some of our more complex learners. The shared facilities include library, dining room and gym halls. We have access to outdoor playing fields and 12 classes open out to external teaching areas. We also have a courtyard with raised beds and separate play areas.  Firpark is a school for Primary aged children with a wide range of additional support needs. The school serves Bellshill, Shotts, Motherwell and Wishaw districts of North Lanarkshire.  Firpark Primary offers all children an experiential style of learning which enables them to become confident individuals, responsible citizens, effective contributors and successful learners. Mutual respect and support is displayed by all, valuing every individual’s contribution and celebrating their success. We strive to create a warm, welcoming, safe and secure environment where all members of the school and wider community, practice a shared vision in working towards excellence.  The current roll of the school is 120. Staffing is in line with authority guidelines, currently 21.1 full time equivalent teachers including the Head Teacher, Depute Head Teacher, two Principal Teachers and 17.4 full time equivalent ASN Assistants. The Health Board provides the visiting services of school nurse, doctor, dentist, hygienists, physiotherapists and occupational therapists. NHS Lanarkshire and NLC Education & Families jointly fund Speech and Language therapy sessions.  The school has undertaken a range of very successful joint initiatives with Cathedral Primary and continue to build on strengthening this partnership. We also have links with Daisy Park Community Centre and the local community.  The school encourages positive links with parents and has a strong Parent Council. The school is an integral part of the community, both educationally and socially.  Firpark Primary were awarded £52,800 from the Pupil Equity Fund in Session 17-18, £61,200 in 18-19 and £55,080 in 19-20. We have 41.3% pupils in SIMD 1&2. In addition to the free meals currently accessed by P1-3 we have 47% pupils (P4-7) currently in receipt of free school meals.  Staffing has been more settled than the previous 2 years and vacant posts have been advertised and filled in a more manageable timeline.  The school was selected for a 2 day Validated Self-Evaluation Visit (VSE) in June, the results of which (verbal & written) were extremely positive and referenced how engaged pupils are in their learning both in and out of the classroom and that strong leadership is apparent at all levels.  During this year the ASN sector has been the subject of some negative reporting both in the press and local media. The impact of this has been unsettling for some parents and staff. | |
| **Review of progress for previous session** *This section should evaluate the impact of the current School Improvement Plan (SIP) priorities. The links to the NIF priorities and drivers and the authority’s priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. Additionally, there should be clearly defined next steps which may inform future priorities.* | |
| **School priority 1:** To implement and embed learners’ participation in the development of the school. | |
| NIF Priority: 1,3  NIF Driver 3,5 | HGIOS?4 Qis: 1.1, 1.2, 1.3  NLC Priority: 1,3 |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  This Priority has been successful so far in that through the SIP Groups all staff engaged with the pupil HGIOS Document and familiarised themselves with each of the 5 themes. Each group then created an assembly for their theme and provided appropriate, differentiated resources for follow up activities. The information, assemblies and associated activities are ready for implementation in the new Session with each theme being allocated a time slot on the Annual Planner.  Next Steps: (What are we going to do now?)  The first Theme – Our Relationships will be delivered and worked on in Sept. ’19 with the other 4 following thereafter across the school session. Following implementation pupil views together with those of all other stakeholders, will be incorporated into a formalised statement of “Visions and Values”. | |

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| **School priority 2:** To build local partnerships and implement ‘Developing a Young Workforce’ sustainably within the life of the school. | | |
| NIF Priority: 1,2,3,4  NIF Driver: 4,5 | | HGIOS?4 Qis: 3.3  NLC Priority: 1,2,3,4 |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  This has been an exceptionally successful priority and has featured across the whole school community. Pupils have benefitted from real work experience opportunities both in and out of school. Placements have included Windmills Café, Keen on Green Gardening and Costa Coffee. Work experiences also took place in Motherwell Concert Hall and partnerships have been made with the Royal Conservatoire of Scotland. In-school work experiences have included running a weekly café, recycling work, construction and office work. In addition to the valuable experiences and positive feedback gained by our pupils, parents have been delighted by the impact these experiences have had on the children and in many cases, now see how their child may be able to move into work after school where previously they thought this unlikely.  Next Steps: (What are we going to do now?)  Continue to provide the above experiences and look to expand the range and number of participants while introducing new experiences. | | |
| **School priority 3:** To extend the implementation of the GIRFEC agenda to include GIRFMe Plans. | | |
| NIF Priority: 1,3  NIF Driver: 1,2,3,4,5,6 | HGIOS?4 Qis: 3.1  NLC Priority: 1,3 | |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  All pupils now have a GIRFMe Plan which has replaced the ASP. The individualised plans are relevant and incorporate the SHANARRI indicators while linking directly with Teacher Forward Plans. Targets set within the plans identify specific areas (often around HWB and PSD) without duplicating planned learning from termly planners. In addition to being meaningful working documents, they are accessed via Glow which helps specialist teachers and management access them. The new GIRFMe Plans have been particularly beneficial at transition this year, from stage to stage and also from P7 – S1.  Next Steps: (What are we going to do now?)  Continue with full implementation for all pupils and standardise some terminology and format within the plans. | | |

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| **Pupil Equity Fund**  *There should be a brief statement on how the Pupil Equity Fund (PEF), if appropriate, has been used and its impact on closing the attainment gap.* |
| **PEF Award Session 18-19: £61,200**  Allocation and impact:  As an Additional Support Needs School, all pupils have a degree of Learning Disability / Difficulty and as a result the Attainment Gap they experience will never be fully closed or in some cases reduced, even with significant financial interventions and resourcing.  During this school session we have extended the scope of previously effective interventions in addition to placing a significant emphasis on developing Literacy, Numeracy and Health & Wellbeing through outdoor play in a variety of settings. The impact of our Community Learning Development worker (0.4 FTE) continues to be significant in relation to the impact on parental engagement, support for our Youth Club and the many courses run which have been well received and attended.  A new minibus with powered tail lift was part funded by The Variety Club and has enabled pupils to access their local area and some destinations further afield.  Health and Wellbeing in relation to physical and sensory play has been enhanced by a refit of the soft play room which now includes sensory play areas and activities. New equipment was also added to the playgrounds and has included a swing which is accessible to all including wheelchair users.  The previous success of interventions such as Ponies Help Children, Shining Stars Theatre Group and Play Therapy have resulted in more pupils now accessing these with staff and parents commenting on the visible positive impact they have had both in school and at home.  Some of the fund was allocated to assist in the roll out of a Summer Programme which had been piloted last year. It was a huge success with 71 children accessing sessions over a three week period of the summer holiday. The aim is to provide some summer activities and social opportunities for pupils and therefor respite for parents, as very few of the summer activities on offer are suitable or appropriate for our young people.  The impact of the interventions have again been extremely positive on our learners both at targeted and universal levels. Many pupils have been given experiences which they previously had no access to and staff have noticed and commented on how in particular, pupil confidence, engagement and self-esteem has significantly improved.  Next Steps: Consultation with stakeholders is underway however we intend to use CLD input to support a continued Summer / Holiday Programme as well as introduce further parental training opportunities and help to those parents who are in most need. Continued access to Shining Stars Theatre Group and Ponies Help Children is planned. Play Therapy and Bal-A-Vis will be extended and a range of new experiential Health & Wellbeing opportunities are also planned. |

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| **Key priorities for improvement planning next session**  *This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).* |
| **Priority 1:** To formalise further self-evaluation practice at all levels throughout the school and in the wider achievements of the school  **Priority 2:** To enhance the wider understanding of Safeguarding and Child Protection policies & processes: National/ Local/ School and ASN specific.  **Priority 3:** To embed transition processes within the school and in working with other establishments and partners. |
| **What is our capacity for continuous improvement?** *This section should focus on the school’s capacity for continuous improvement through self-evaluation, should address Q.I. 1.1 and should describe:*   * *how the school/centre demonstrates the quality of its commitment to effective self-evaluation for continuous improvement* * *staff, pupils, parents and other stakeholders’ effective engagement in the self-evaluation process* * *the effectiveness of arrangements to monitor and track progress using a range of data and information* * *evidence of the impact of improvement planning on learners’ successes and achievements* |
| Within the school there continues to be a strong focus on self-evaluation with staff being encouraged and supported to develop their professional dialogue with stage and departmental partners. There is a strong commitment to on-going professional development through a robust PRD process. Both Support and Clerical staff have an annual PRD meeting with either the Head Teacher or Depute Head, training requests are collated and a training programme, based on requests and improvement priorities is arranged for the next school session. The Moving and Handling Trainer Programme has been completed by the DHT and a Support Assistant who support staff with relevant training, updates and troubleshooting. A range of meaningful training opportunities continue to be provided as a result of requests made via PRDs.  All Teaching staff fully engage in Professional Update and maintain a meaningful CPD record which takes into account both national, local, school and personal priorities.  All staff continue to contribute to whole school self-evaluation through a dedicated meeting during which the HGIOS 4 resource is used and time is spent both reflecting on strengths and considering areas for development. The results of the feedback form the basis of the new School Improvement Plan.  Pupils and parents continue to be consulted on a range of issues from the School Improvement Plan Priorities and wider school environment. A combination of more traditional and ICT based surveys have been conducted, collated and shared with all stakeholders including the active Parent Council and Youth Club management committee.  Learning and teaching across the school continues to be monitored using a variety of approaches, including observing learning and sampling pupil work. Forward Plan professional dialogue sessions continue to be effective in monitoring the planning around learning and teaching. This has been extremely successful and allows for robust professional dialogue between class teachers and SLT, giving both parties a clearer understanding of the progress made and planned learning for the following term. Pupil work is also sampled to help ensure continuity and moderation across departments and the wider school. As a result, SLT have a clear understanding of the school’s strengths and areas for improvement. Classroom visits by HT & DHT continue to clearly highlight areas of good practice and areas for development and staff readily participate in discussions about the learning and teaching which is taking place in their classes. Staff discussions at a whole-school level have a focus on improving approaches to learning and teaching. Peer support and stage partner working are strengths across the school where new staff are supported to settle in and encouraged to share their ideas and approaches. This type of professional sharing is helping staff develop their understanding of high-quality teaching for effective learning as well as sharing good practice. The cross sector working with other establishments has also had an impact on classroom practices. Staff have continued to visit other establishments to ensure good, effective transitions. Pupil transitions at all stages are carefully planned and well managed to ensure that they are as seamless as possible and that information is collated and shared appropriately with both our school staff and those in the receiving schools.  Introduction of GIRFMe Plans together with a bespoke tracking system across the school, while proving initially challenging, has given a more in-depth view of pupil progress and next steps. Pupils benefit from individualised and well differentiated learning and teaching experiences which are delivered by staff skilled in a range of styles and interventions.  This year pupils have benefitted from a significant number of opportunities to develop their skills for learning, life and work. This has been possible through the Developing Young Workforce Priority which delivered sustainable new partnerships with both internal and external bodies.  In June the school was selected for a Validated Self Evaluation (VSE) visit by members of NLC Education & Families. It was a very positive experience for both the visiting team and the school population. The subsequent report highlighted that “children were clearly engaged in learning” and that “Teachers are highly skilled and aware of individual needs and able to plan accordingly”. The diversity of learner was also commented on and that “the curriculum provides innovative ways of addressing needs”. The wider achievements of pupils and their families was also recognised through a variety of successful strategies and events. |

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| **Assigning levels using quality indicators**  *School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.*  NIF quality indicators | | |
| Quality indicator | School self-evaluation | HMIE Inspection evaluation *(if appropriate)* |
| 1.3 Leadership of change | **4** |  |
| 2.3 Learning, teaching and assessment | **4** |  |
| 3.1 Ensuring wellbeing, equity and inclusion | **4** |  |
| 3.2 Raising attainment and achievement | **4** |  |
| **Additional Quality Indicator**  *It is anticipated that schools will follow the advice of How good is our school? 4th edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.* | | |

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| Quality indicator | School self-evaluation |
| 2.7 Partnerships | **5** |