

Progress Report – Keir Hardie Primary School and Nursery Class
North Lanarkshire Council
June 2023.

**Area for improvement 1 – As COVID-19 eases, increase the pace of change.
500 words**

How is the school doing? (What has improved since the last inspection?)

- The use of Pupil Equity Funding to increase staffing has enabled the Leadership Team to target the pace of change and improvements across the key curricular areas of literacy and numeracy.
- Devolved leadership has increased across the school this session. Most staff take on roles of additional responsibility supported by the school's management team. With the minority taking on increased leadership, positively impacting on the pace of change.
- The working time agreement (WTA) was further developed this session, to protect time for all staff to be part of the pace of change and had ownership in these changes.
- To further improve outcomes for children, staff within the early level classes have engaged with North Lanarkshire's pedagogy team to lead curricular change at those stages.
- The SLT within Keir Hardie have increased the use of data to inform improvement planning, which targets both the community and learning needs of children.
- A planned calendar of self-evaluation has been embedded with all staff. This has ensured the pace of change is managed and improvement planning and reporting is informed from this.
- Improvement is now being informed further by SLT observations and the reintroduction of peer observations. These have been used to inform curricular and pedagogical improvements.

How do you know? (What is the evidence of improvement?)

- Both Principal teachers have taken a lead one each of the curricular areas of literacy and numeracy. This has enabled them to track and monitor children's attainment and progression in learning. The data has also ensured that interventions are targeted to those who require it.
- The Principal Teachers taking forward key lead roles has developed the robustness of tracking conversations with staff.
- CfE level group discussions for staff were introduced to further develop breadth and depth to tracking conversations. This has enabled collaboration between to inform their professional judgements.
- The pace of change across the school has increased this session, through devolved leadership and staff responsibility the school gained a range of education learning and sports awards this session which have positively impacted on children's learning experiences
- Leadership opportunities have enabled peer teaching sessions and increased opportunities for Continuous Lifelong Professional Learning (CLPL) for all staff.
- There has been increased opportunities for collaboration and self-evaluation through strategic planning of the WTA. This has been evidenced in staff evaluations for the Improvement report and their enthusiasm to take part in CLPL.

- Learning and teaching observations within key early level classes have shown improvements in the quality of pedagogy. Learners have increased breadth depth challenge and pace in learning. This has been reflected in the mid-session professional judgments.
- Teacher professional confidence has increased through CLPL opportunities with the pedagogy team. This has been reflected though increased learner confidence.
- The Improvement plan has this session been a key document for the SLT and in particular the head teacher. This is being used strategically to inform next steps and discussions with the link Education and Families Manager.
- The Head Teacher has further developed tracking across the session. This is being used to target change priorities.
- Self-evaluation has focused staff discussions with peers and SLT. Staff are using evaluative language more regularly when engaging in school improvement activities. This has increased their ownership of change and confidence in identifying areas for further improvement.
- Staff are able to reflect on peer and SLT observations to develop their own practice, leading to improvements in learning.
- Next steps from observations inform continuous improvements for staff and their PRD.

What are they going to do now?

- The Head and SLT will ensure that all systems and practices are embedded across the school to meet the needs of a changing staff team.
- Increase children's ownership of the school's improvement planning process by involving them in self-evaluation and pupil friendly improvement plan.
- The Head Teacher will actively seek CLPL opportunities which develop her leadership to inform strategic planning.

Area for improvement 2 – Raise attainment in literacy and numeracy, focusing in the first instance on addressing the gaps in learning of children who are capable of achieving national milestones

Ensure increased pace and challenge in lessons

500 words

How is the school doing? (What has improved since the last inspection?)

- By targeting the PEF spend to enable additional staffing, class sizes have been reduced allowing for more in class support and increasing targeted interventions.
- The Head Teacher has identified further areas of targeted literacy intervention which have been supported through the Empowering cluster model
- Pupils are now more able and confident to discuss their learning and progress with their teacher and consistently self-assess identified pieces of work.
- Personalisation and choice have been increased across the school through the use of digital technologies within learning.
- Staff skills within the early levels of CfE have been further developed through cooperative working with the NLC Pedagogy teachers.
- Teachers use a wide range of appropriate evidence to demonstrate attainment within and between CfE levels.
- Digital technology is integrated in learning, both as planned learning activities and in support of individual learners.

- Almost all teachers are involving pupils in discussions about their learning and majority of pupils are now more aware of what they are learning and their own next steps. Pupils in the second level are now able to set their own appropriate learning targets.

Literacy

- Peer and SLT observations indicate a more consistent approach with pupils involved in setting Success Criteria in majority of literacy lessons.
- By introducing a standardized approach to writing throughout the year staff have been able to further evidence attainment and target interventions.
- Almost all teachers bundle E&Os in literacy, providing more depth and breadth of experience.

Numeracy.

- Development of numeracy approaches to teaching and learning have been further enhanced through planned PEF spend.
- Staff moderated planners to link with the skills approach to numeracy ensuring these met learning needs and progression.
- Numeracy Champion took the lead in aligning Numeracy/Maths Es&Os to ensure concepts are not being taught in isolation but together, highlighting the links between skills

How do you know? (What is the evidence of improvement?)

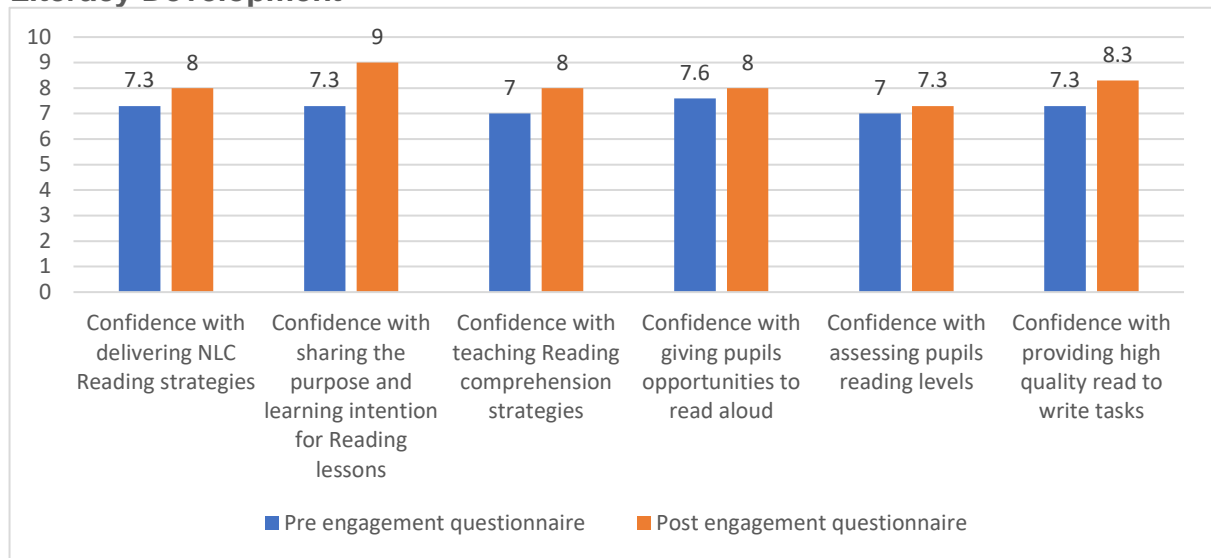
- Led by the Head Teacher, staff have developed robust Teacher Professional Judgement, which indicates that across P1, P4 and P7 pupils attained higher levels than last session.
- Attainment over time data indicates that most pupils have made good progress in their learning with the majority of learners achieving expected levels.

	Primary 1 2021-22	Primary 1 2022-23	NLC average 21-22	Primary 4 2021-22	Primary 4 2022-23	NLC average 21-22	Primary 7 2021-22	Primary 7 2022-23	NLC average 21-22
Numeracy	61.50%	77%	84.60%	58.10%	63.30%	76.80%	50%	61.90%	77.10%
Listening & Talking	42.30%	81.80%	85.70%	54.80%	76.70%	83.70%	63.20%	81%	85%
Writing	61.50%	79%	76.50%	41.90%	70%	70.90%	60.50%	61.90%	75.70%
Reading	50%	79.60%	77.60%	54.80%	80%	75.30%	55.30%	71.40%	80.90%

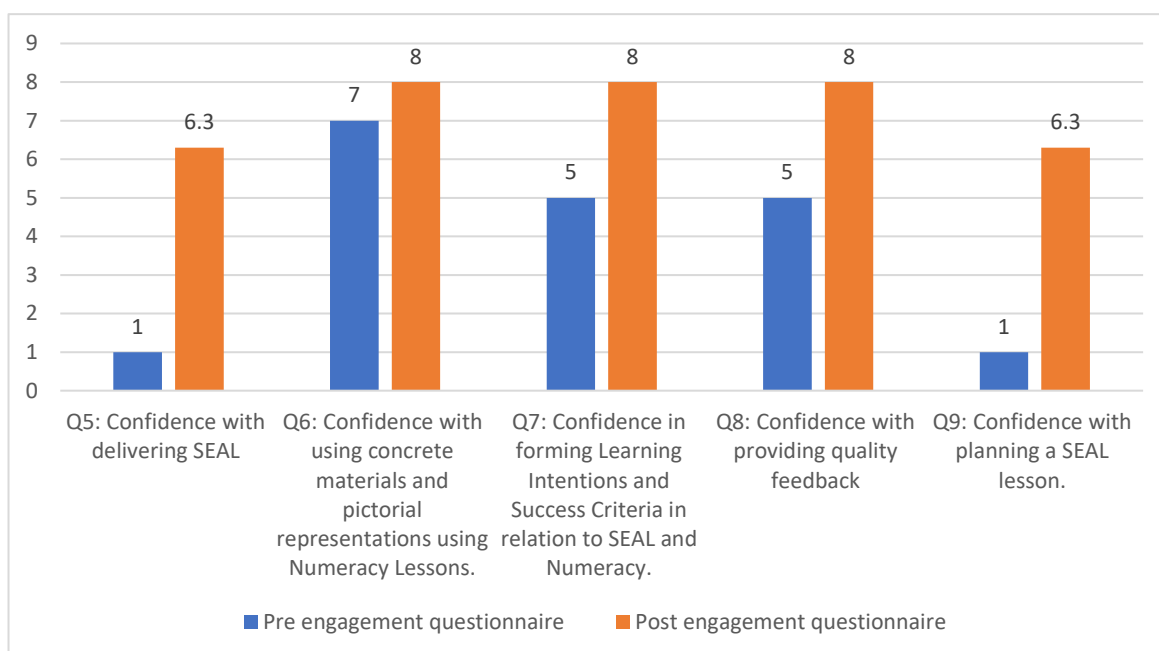
- There has been progress in all measures for P1, 4, and 7 this session. This has reduced the gap between school and average NLC attainment levels.
- In literacy 88% of P2 are now on track to attain the national expected level. This compares to 50% at the end of P1.

- In numeracy 92% of P2 are now on track to attain the national expected level. This compares to 61.5% at the end of P1.
- Targeted interventions have through their tracking and monitoring shown an increase in levels of attainment for pupils.
- The smaller class sizes have benefitted all classes in term of raising attainment across literacy and numeracy across all stages.
- Learning observations have shown that most pupils engage confidently and cooperatively, actively participating in their learning.
- Working collaboratively with the NL pedagogy team increased staff confidence in both literacy and numeracy and was shown to positively impact on TPJ in the areas developed.

Literacy Development



Numeracy Development



What are they going to do now?
<ul style="list-style-type: none"> • Looking to embed Concrete Pictorial, Abstract (CPA) and SEAL across all stages in the school, Training scheduled for start of next session. • Continue to focus on bundling concepts together and creating high quality assessments tasks. • Extend moderation activities to work with schools in cluster and family group. This is planned as part of the annual improvement plan.

<p>Area for improvement 3 – Continue to focus all quality assurance activities on raising children’s attainment.</p> <p>Continue to develop staff professional judgement through making good use of the National Benchmarks</p> <p>500 words</p>
How is the school doing? (What has improved since the last inspection?)
<ul style="list-style-type: none"> • A clear assessment calendar shared with all staff manages expectations of assessment, tracking and monitoring across the school. • Assessment has become more integral to planning and is used effectively in discussions with peers and SLT to plan for learners progress and inform next steps. • The SLT tracking of planned PEF spending is enabling more effective use of targeted interventions and impacting positively on the poverty related attainment gap. • There is a robust system in place to identify learning needs and resulting support which is evaluated termly. • Teachers work collaboratively within and between stages in professional discussions and through these dialogues have further developed their understanding of the national attainment standards • Knowledge and confidence of staff in TPJ and assessment was increased by teachers participating in arranged training. • There has been planned increased use of the national benchmarks in planning and assessing learning and pupil’s progress. • By increasing pupil participation in planning, learning is more effectively linked to individual needs and interests. • All additional support is closely planned with the SLT and teachers. This is regularly reviewed and discussed at pupil progress meetings making it more effective. • Termly tracking meetings have enabled teachers to develop their use of assessment data to inform their planning.
How do you know? (What is the evidence of improvement?)
<ul style="list-style-type: none"> • For all staff planning is more manageable and better informs the links between learning experiences and assessments. • SLT have established approaches to track pupils’ learning and have regular meetings with teachers to review progress.

- As a result of interventions in place, staff can evidence improvement for individuals and cohorts of learners in numeracy and literacy.
- Compared to last session, there has been a reduction in the attainment gap between most disadvantaged and least disadvantaged.

97 pupils	30pupils	67pupils		95 pupils	39 pupils	56 pupils	
Session 21-22	Most Deprived	Least Deprived	Gap	session 22-23	Most Deprived	Least Deprived	Gap
Reading	48.70%	62.50%	13.80 %	Reading	29 (74%)	45 (80%)	-6%
Writing	53.80%	50.00%	- 3.80 %	Writing	27 (69%)	39 (69%)	
Listening & Talking	48.70%	62.50%	13.80 %	Listening & Talking	30 (76%)	43 (76%)	
Numeracy	56.40%	62.50%	6.10 %	Numeracy	26 (66.6%)	40 (71%)	-4.4%

- SLT observations have shown there is a more consistent approach to planning and assessment which has led to an increase of pace in lessons with almost all classes providing appropriate challenge and support to suit the needs of all learners.
- Teacher Professional Judgements (TPJ) are in line with SNSA results, indicating that TPJ is much more robust and consistent.

What are they going to do now?

- Further embed current systems to develop tracking of learners' progress in wider curricular areas.
- Planned work with cluster to improve health and wellbeing approaches to support families with attendance and engagement in school.
- Further develop work started this session on high quality assessments linked to the benchmarks, which will include working with another school in North Lanarkshire.

Area for improvement 4 – Make better use of the National Benchmarks for assessing progress through the CfE level to inform planning for individuals, groups and cohorts. Develop the planning of learning and teaching approaches to ensure they are more inclusive of all individual needs.

500 words

How is the school doing? (What has improved since the last inspection?)

- Planning approaches are child centered and responsive to the children's interests. The newly created planning document ensures high quality learning experiences are linked to skills and knowledge and demonstrate a balance of planned and spontaneous play experiences.

- All staff have an improved understanding of where the children are within early level and how best to support them through the calendar of planning, tracking and assessment.
- The needs of individual children are met through planned learning and partnership working. These are shared and discussed across the team.
- Weekly colligate meetings have provided staff with the opportunity to engage in professional dialogue about children's learning.
- All staff are leading an identified area of the curriculum linked to the nursery improvement plan and their own professional development.
- To further improve outcomes for children, staff have engaged in a range of training opportunities.
- Staff capacity and confidence has increased through the staff mentoring programme.
- A quality assurance calendar has been established and is impacting positively on outcomes for children and families.
- Children's independence skills are well promoted throughout the nursery day and staff planned learning experiences.
- The nursery environment, in particular the outdoors is well resourced and promotes child-initiated play and risky play.
- All staff know their children and families very well and have effective methods of communication with parents/ carers. Almost all parents are engaging in the online learning journals on a regular basis and have attended two stay and play events this session.

How do you know? (What is the evidence of improvement?)

- Planning documents demonstrate a balance of planned experiences and are responsive to the children's needs and interests. Whole staff evaluations at the end of the block of learning informs the next planning block. Learning contexts have been removed and planning is more focused on skills. This has increased opportunities for children to lead their own learning
- Tracking and monitoring procedures are in place to measure children's progress and demonstrate that 75% of children are on track to achieve early level, within national expected levels. Of those children not on track, 21% have additional support needs and are being appropriately supported and tracked.
- Children who require additional support have wellbeing assessments and/or GIRFME plans in place with clear strategies in place to support them.
- Through the use of literacy intervention groups all children have made progress with their confidence, attention and listening.
- Staff training and professional development has been valuable and effective in developing the knowledge and skills of our staff This is evidenced in a recent staff questionnaire where 100% staff stated they felt the training was very beneficial in developing their own professional practice.
- Target setting is embedded within the practice of the key workers. Regular meetings with parents to set and review targets and are responsive to the needs of the children.
- All staff have been involved in self-evaluation including loving lunches, pace of the day and interaction. They have fully engaged in the process and recognise their role within continuous improvement. This has ensured improvements impact positively on outcomes for learners.

- Parental feedback and engagement is very good and almost all are engaged with their child's learning. This is evidenced in a recent parental survey where 57% of families responded (26/45). All parents stated that their children's experience is positive, they are making good progress and that they are well-supported by nursery staff.
- Children's engagement with resources and the environment is consistently positive due to the high-quality learning experiences being provided. Formal/informal observations demonstrate they can access resources independently, can follow routines and engage in child-initiated activities both indoors and out.
- Monthly monitoring of learning journals by Principal Teacher demonstrates greater consistency in the number of observations, and they are now linked to the planning and significant learning taking place.
- Principal Leads have taken on the role of mentors for different staff members, and this has been beneficial in supporting individuals and providing individualized support. All stated that this was an effective way of supporting staff and helped them to develop in their roles as key workers.
- The nursery improvement plan priority has been a key document in evaluating progress and identify next steps for improvement.

What are they going to do now?

- Continue to ensure children have access to high quality natural open-ended resources that support creativity and curiosity indoors.
- Continue to review and adapt the nursery environment to ensure it is enabling children to engage in purposeful play and learning.
- Provide further training opportunities for staff to develop their use of skilled questioning to support children's learning and their role in supporting children's play.
- Continue to review the observation, assessment and planning cycle to ensure that all staff evaluate children's learning effectively.
- Develop consistency with all staff to identify next steps for learning within learning observations and planning documents.