

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

Area for improvement 1 – The leadership team should provide clear leadership and direction to the school and nursery to support staff and nursery practitioners to deliver consistent high-quality learning and teaching.

500 words

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

- The school's senior management team is providing clear leadership, which is strengthening strategic planning across key areas such as curriculum development and allocation of Pupil Equity Funding to improve outcomes for children and families.
- Improved self-evaluation processes are ensuring school staff understand the school's strengths and areas for improvement. This is further enhancing the teaching and learning across the school and nursery.
- In teaching and learning, children display high levels of engagement. Partnership working, with a range of external partners, is developing approaches to ensure all learners are engaged. Teaching experiences are enhanced through this effective partnership working.
- Effective lesson and learner guides are now embedded, within the school and nursery. This has led to consistent approaches to teaching and learning, across the school, and strengthened transition processes.
- Staff within the nursery and school have continued to engage in relevant professional development opportunities, linked to identified improvement priorities. This has increased staff knowledge and ability to plan effectively to ensure learners benefit from progressive learning which offers pace and challenge.
- Distributed leadership has been further strengthened across the school and nursery, with staff taking on additional responsibility and leadership roles. This is increasing the pace of change and supporting continued improvements in learning and teaching.
- Children have more opportunities to lead their learning and to contribute meaningfully to school self-evaluation processes. This is increasing their confidence and engagement. Increased opportunities for pupil leadership have further supported improvements.
- Opportunities for outdoor learning have increased across the school. These experiences are used well to engage and motivate learners experiencing challenges.

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

- The school's SLT regularly track and monitor attainment in literacy and numeracy. They work with the Cluster Attainment Teacher to ensure interventions are targeted appropriately and there are planned measures of impact.
- The school has developed a strategic approach to their school quality assurance processes. Classroom observations, pupil progress meetings and interrogation of a range of data helps staff to plan effectively to ensure learners make progress in their learning. The Head Teacher's strategic planning of staffing has enabled mentoring of class teachers to upskill staff and ensure consistency across the school.
- Observations of learning have highlighted improved pedagogical approaches to learning and teaching in almost all classes.
- Staff are using evaluative language more consistently when engaging in school improvement activities. This has increased their ownership of change and confidence in identifying areas for further improvement.

- Pupils have increased opportunities to participate in pupil leadership groups. These roles help children develop important leadership skills and allow them to engage meaningfully with the wider community.
- Staff regularly use collegiate time to share ideas, planning and assessments, providing support in class through formal and informal observations to ensure the children experience a range of learning opportunities.
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What are they going to do now?

- The Head Teacher and SLT will continue to ensure that all systems and practices are embedded across the school, ensuring consistency across the staff team.
- Continue to improve access to high quality outdoor learning experiences for all learners.
- Continued use of professional review and development discussions to support staff to continue to develop their knowledge and practice. This will ensure learners continue to benefit from high quality learning experiences.
- To embed and plan for progressive outdoor learning experiences.

Area for improvement 2 – Across the school and nursery, staff should continue to develop approaches to tracking children’s progress and monitoring the work of the school. In doing this, they should ensure an increased focus on identifying gaps in children’s learning and raising their attainment as a matter of urgency.

500 words

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

- Strategic planning led by the SLT has ensured that interventions are targeted to meet the needs of learners. This is developing bespoke progression pathways for specific learners.
- Almost all teachers are involving pupils in discussions about their learning and the majority of pupils are now more aware of the purpose of learning and how they can improve.
- Most pupils are provided with opportunities to be involved in self-assessment of their learning. As a result, they have a positive attitude towards their learning and state that they are proud of the work they do.
- When planning, teachers ensure experiences and outcomes are linked within and across curricular areas. This provides both breadth and depth for learners and helps learners to apply their learning in different contexts.
- Teachers give clear instructions and share the purpose of learning with learners. Senior pupils are becoming more confident in working with their class teacher to identify how they can be successful in their learning.
- Digital technology is used effectively within literacy and numeracy lessons to support individual learners to access to learning experiences.
- Data is being used well to plan health and wellbeing experiences.
- Data is now being used more effectively to track progress and support planning and interventions to raise attainment.
- Monthly attendance is reviewed by all staff to provide support and timely targeted support and interventions. This is impacting positively on attendance levels.

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

- Overall, the school's data shows that the majority of learners in P1, P4 and P7 are on track to achieve expected CfE levels in literacy and numeracy by June 2024. This is based on November 2023 tracking of attainment.
- Attainment over time indicates that most pupils have made good progress in their learning. A minority of P4 pupils are expected to achieve first level earlier, moving onto second level experiences in January 2024. In literacy, the majority of learners in P7 are now on track to attain the national expected level. This compares to only a minority attaining national expected levels when in P4.
- Attainment discussions have a clear focus on ensuring pace and challenge for all learners. Effective use of data has strengthened the targeting of interventions to improve attainment.
- The Head Teacher tracks and monitors the attainment gap to remove barriers and ensure all children are supported in their learning. In November 2023, the overall learning gap in literacy had reduced.
- Working collaboratively with the NLC Digital Pedagogy Team has increased staff confidence and ability to use digital technologies to improve teaching and learning. Observations indicate better use of digital technologies to enhance experiences and develop skills in the majority of classes.
- Planning of high-quality assessments is being done in the majority of classes. This, alongside increased use of national benchmarks, is improving the accuracy of teacher professional judgements.
- Average school attendance, at the time of writing is 92.24% which is just above the authority average of 91.08% This is an increase over the last two academic sessions.

What are they going to do now?

- Continue to focus on developing high-quality assessments linked to the benchmarks to strengthen assessment processes.
- Further develop approaches to assessments, particularly in numeracy.
- Through the curriculum rationale, continue to develop breadth and depth across all areas of the curriculum. This will include tracking for wider aspects of the curriculum.

Area for improvement 3 – Develop the curriculum across the school and nursery to help children build on their prior learning as they move stages. In doing this, staff should use the National Benchmarks to help them make accurate judgements on children's progress in learning as they move through the school.

500 words

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

- Progression pathways in literacy and numeracy, have been further developed to ensure the universal learning offer meets the needs of almost all children. They support teachers to plan effectively to ensure appropriate pace and challenge. Approaches to differentiation are improving. All staff have been trained in numeracy approaches. This has embedded consistency of learning experience across all stages.
- Teachers continue to work collaboratively within and between stages in professional discussions to develop their understanding of the national attainment standards. Staff

are working collaboratively, planning together and discussing the benchmarks, and this is providing a consistent approach across the school.

- By reviewing and creating a new curriculum rationale the school has strengthened its ability to refine learning pathways to meet the expectations of all stakeholders.
- Pupil learning experiences have been further enhanced through a review of home learning. This was done in consultation with parents, pupils and staff.
- Staff have adopted a strategic approach to reviewing and refining planning processes for literacy and numeracy to ensure the needs of all pupils are met. Specific planning meetings for literacy and numeracy are in place to ensure pace, challenge and breadth for all children. The creation of the Continuous Provision Policy in early years has ensured resources support children's learning and has developed a shared vision for all practitioners on how resources support the development of skills.

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

- Colleagues participate in formal and informal observations, followed by professional dialogue to enhance their teaching practice.
- 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 almost all learners.
- Children's views are captured well through wellbeing assessments. This information is used to inform planning.
- Staff use data effectively to provide targeted support for groups and individuals, to improve outcomes.
- Partnerships with industry and the community are being further developed to enhance learning experiences across the curriculum.

What are they going to do now?

- Further develop professional judgments in numeracy to ensure robustness of data.
- Continue to review and analyse attendance data monthly to support improved attendance rates.
- Explore and develop NL virtual classroom making more use of this across the school to support effective teaching and learning.

Area for improvement 4 – Review approaches to how the school and nursery support children with additional support needs. Parents, staff and children should be fully involved in setting and reviewing targets. Staff need to improve how they track progress.

500 words

- All children in the school and nursery with identified additional support needs have GIRFme plans. Plans are reviewed with staff and parents to meet the needs of the learner. Children's progress is tracked to ensure the right level of support.
- Play experiences within the early years are planned and adapted to meet the needs of children through practitioner collaboration. As a result, most children engage appropriately with the resources and learning experiences.
- Daily routines and transitions were reviewed to support and maximise opportunities for children to engage in free flow play in the nursery. Skills trackers have been

developed. These support staff to identify children's progress and to plan next steps effectively.

- In the nursery, planning and learning journals evidence progress in learning and identify clear next steps to support further progress, for children. Increased engagement from parents through Learning Journals and Stay and Play have resulted in stronger partnerships from home to nursery.
- Enhanced cluster working is ensuring that children with ASN are regularly reviewed and tracked to support progress in learning.
- The SLT have increased the use of data to strategically inform improvement planning, which supports the needs of the child and their family.

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

- In the nursery, learning observations highlight higher level of engagement with the resources and the environment from most children. Children are observed to independently interact with resources and play experiences.
- Positive feedback through parental questionnaires, learning journals and informal meetings demonstrate highly effective relationships between nursery staff and families.
- Almost all nursery parents attended the Stay and Play event and found this beneficial in helping them understand how and what their child is learning.
- Children's progress in the nursery is tracked across learning. There is a quality assurance calendar in place to ensure children's needs are being met. Tracking identifies suitable interventions and supports when required.

What are they going to do now?

- Continue to develop the use of skilled questioning to support children's learning and the role of staff in supporting children's play.
- Further develop consistency and quality of staff's ability to identify next steps in learning and procedures to record and track progress.
- Planned work with the cluster to improve health and wellbeing approaches to support families with attendance and engagement in school.
- Provide opportunities for the children to talk about their learning through greater involvement with their GIRFme planning, Learning Journals and area floor books.