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***Driving Equity and Excellence***

**Improvement Checkpoints and Reports**

**Session 2021-22**

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| **School:** | Morningside Primary School |
| **Cluster:** | Clyde Valley High School |



**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.

The report should also be shared in an accessible way with all relevant stakeholders - pupils, parents, staff, etc.

***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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| **Cluster Improvement Report** | | | | | | |
| **Review of progress for previous session** *This section should evaluate the impact of the current Cluster Improvement Plan (CIP) priorities.*  *It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). 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. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.* | | | | | | |
| **Cluster priority :** | | | | | | |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** | |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | |

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| Evaluative Statement & Actual Impact/Evidence (October)  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  **NIF Priority 1: Improvement in attainment; particularly in literacy and numeracy**  Primary schools focus on interventions has been driven by the ACEL data at P4, currently those children in P5 across the cluster. This data has been used to ensure that the children who require additional support in this area are targeted and that the appropriate interventions are used to improve attainment in literacy and numeracy.  The input from the Cluster in this area is being provided to support these interventions where necessary.  RTIC  The Cluster Teacher is working in Orchard PS to support 5 pupils in P5 in RTIC, children identified from the ACEL data who would benefit from this intervention. YARC assessments were carried out at the beginning of the planned intervention and another assessment will be carried out shortly to assess impact.  The Cluster Support Teacher is working in Newmains PS to support 6 pupils in P5 in RTIC, those children identified from the ACEL data. Assessment of the impact will be carried out in December.  Number Box  The Cluster Support Teacher is working in Newmains PS to support 4 pupils in P5, identified from the ACEL data using CPA and Number Box. Benchmarking assessments have been done and will be used at the end of the intervention in December to assess impact.  Nat 3 Literacy & Numeracy  The Cluster Support Teacher is providing 1/1 literacy and numeracy support (Nat 3 level) for 4 hours per week for an S3 Clyde Valley High School pupil. The pupil is working towards individualised targets which has been identified from the benchmarking carried out in school and materials in both subject areas have been provided. The pupil has access to the schools’ digital provision and the CST will support the pupil when working across a range of curriculum areas. This pupil currently lives in SIMD 1 and is a vulnerable pupil. Weekly sessions have been very positive and engagement from the pupil in the activities has been excellent. The impact of these sessions is ongoing and the assessment of the individualised targets will be made ongoing and when he transitions to another establishment.  Assessment and Moderation – Numeracy  Assessment and Moderation Leads across the cluster have started the Assessment and Moderation cycle for Numeracy and they met in September to plan inset delivery in November, including input from Pedagogy team. The APT Maths from Clyde Valley will join the team and attend the event.  **NIF Priority 3 : Improvement in children's and young people's health and wellbeing**  Staff identified a desire to improve inclusive practice across the cluster and all staff are continuing to complete the professional learning module (secondary or primary) which has been designed to support equitable professional learning on inclusive practice for education practitioners in schools across Scotland. HWB Champions across the cluster have formed a group and input has already been provided from National Autism Implementation Team (NAIT) who were involved in the development of the primary and early years Circle Framework. HWB Champions were provided with a clearer understanding of the framework. A link to resources was also given and this will be used as we move forward with this practice.  Health and Wellbeing Interventions  The Cluster Support Teacher is providing interventions for 2 pupils at Wishaw Academy for health and wellbeing twice per week. These pupils have been identified as vulnerable children and the CST is working with staff to provide input on routines, anger management interventions and managing risky behaviour.  Next Steps: (What are we going to do now?)  **NIF Priority 1: Improvement in attainment; particularly in literacy and numeracy**  Schools will continue to provide interventions within their schools to improve attainment in literacy and numeracy for the current P5 targeted using the ACEL Data. The Cluster Support Teacher will continue to support this work by providing literacy and numeracy support for those current P5 children identified in the ACEL data in Netherton PS, Wishaw Academy and Berryhill PS from January 2022.  Assessment and Moderation – Numeracy  The Assessment and Moderation Leads across the cluster will decide on the approach moving forward. The timetable dictates that the A&M leads will meet in November, carry out the assessment and moderation activities between December and February and then meet again during the February inset.  **NIF Priority 3 : Improvement in children's and young people's health and wellbeing**  HWB Champions will be working through the Train the Trainer on the Circle Inclusive Classroom Scale. Staff will complete the case study and use this to introduce the resource to teaching staff in preparation for using the Circle Inclusive Classroom Scale in schools across the cluster from 2022 onwards. |
| Evaluative Statement & Actual Impact/Evidence (January)  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  Next Steps: (What are we going to do now?) |
| Evaluative Statement & Actual Impact/Evidence (May)  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  **NIF Priority 1: Improvement in attainment; particularly in literacy and numeracy**  Schools across the cluster are continuing to provide interventions (staff absence permitting) for those children targeted for additional support. Schools tracking of these interventions will be ongoing and benchmarking will take place as required. **Please refer to individual SIRs for specific final progress**. Cluster Interventions have ceased as the cluster has 2.2 CST vacancies and there is no CST in post.  **Assessment and Moderation – Numeracy**  Moderation activities were completed during the February Inset Day. Feedback from CTs and ELPs shows that 71% of staff that took part fell more confident in their professional judgments due to the moderation activities. Feedback also shows that 76% of staff found that the professional dialogue and sharing of evidence with stage partners in other schools to be useful and have a positive impact on their own practice and judgements.  **NIF Priority 3 : Improvement in children's and young people's health and wellbeing**  Up until the beginning of February 2022 the CST was working with 1 pupil from Muirhouse PS around health and wellbeing. Pupil engaged in the activities set and school reported that the pupil’s behaviour and effort in and around the school was more positive. School reported that longer-term intervention would have provided a more positive impact.  **Circle Framework** – Group continue to meet virtually on a monthly basis. By 21st February all CIRCLE scales were completed by staff which demonstrated a clear picture of the strengths and areas for developments of schools and cluster as a whole. Feedback from staff has shown that they are more confident in assessing the learning environment and evaluating strengths and areas for improvement relating to a more inclusive learning and teaching environment.  Next Steps: (What are we going to do now?)  **NIF Priority 1: Improvement in attainment; particularly in literacy and numeracy**  Schools will continue to use monitoring and tracking procedures to ensure high quality universal learning, teaching and assessment. Cluster support and intervention will be provided timeously and respond to the needs within the cluster through current data.    **Assessment and Moderation – Numeracy**  New cycle - CLPL x 2 continue to look at numeracy as a focus for A&M. Schools to work in trios pertaining to common development needs- to be arranged by A&M Practitioners. A&M Practitioners to lead work on joint planning of progression pathways for NaM across the Cluster.    **NIF Priority 3 : Improvement in children's and young people's health and wellbeing**  Wellbeing & Inclusion Champions to audit current practice and position within each school. HWB pathways to be shared and a common approach to be considered. HWB & Inclusion Champions to familiarise everyone with the Circle Participation Scale and to look at the strategies used to support children with language and communication needs. The group will also explore the materials for the Circle Effective Collaboration as pertaining to each school's individual journey.  Service providers procured from the C&YP Wellbeing Fund will focus on areas identified through cluster wide survey of all stakeholders. Targeted children and families will be identified through Cluster Wellbeing Meetings and self-referrals. |

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| **School Improvement Report** |
| **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; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.* |
| Morningside Primary serves a diverse catchment on the outskirts of Wishaw/Newmains.  Built in 1874 it is still regarded in the community as a small village school but with an ever growing roll, this is no longer the case.  Current roll is 221. 125% Capacity.  Adaptations were made to the school a few years ago. Storage, kitchen area, boys toilets, office, PE cupboard, modular unit.  In order to accommodate increased roll, the support base has been adapted to make a classroom with all the storage taken out.  **Staff**  **Teaching**  11.66 entitlement.  9 class teachers, 1 NCCT Teacher, 1 flex working teacher who delivers numeracy interventions, 1 PT, 1 Acting PT Equity, 1 HT.  1 probationer.  **Support**  1 classroom assistant  4 ASNa’s – 25 hours each  2 clerical assistants  1 Janitor  2 Cleaners  3 Catering Assistants  **Data**  **17.6% SIMD 1-2 (39/221 children)**  56.4% identified as having additional support needs/at risk of not attaining (22/39)  9.9% of the whole school (22/221)  **P1: 15.3% (4/26) – 25% (1/4) children receive additional support**  **P2: 24% (6/25) – 66.6% (4/6) children receive additional support**  **P3: 21.4% (6/28) – 83.3% (5/6) children receive additional support**  **P4: 14.2% (5/35) - 80% (4/5) children receive additional support**  **P5: 15% (6/40) - 50% (3/6) children receive additional support**  **P6: 12.5% (4/32) - 50% (2/4) children receive additional support**  **P7 22.8% (8/35) – 62.5% (5/8) children receive additional support**  **ASN/Staged Intervention**  Universal: 93  Additional: 0  Intensive:2  **35% currently receive literacy interventions**  **19% currently receive numeracy interventions**  **GIRFME Plans**  23 children  **Care Experienced**  10 care experienced children  1 looked after at home  1 looked after away from home  8 previously looked after  **8/10, 80% receive additional support**  **Free School Meals**  12%, 27 children have free school meal entitlement.  P1-4: 14 children  P5-7: 13 children  **24/27, 88.9% receive additional support**  **Attendance**  School average attendance for W/E 13.5.22 – 94.49%  Of the **71 children** currently not achieving expected levels, **13** have been identified with some attendance concerns. **(18.3%, 5.8% of whole school)**  **3 children** have significant attendance concerns.  Letters, phonecalls and meetings with parents.  **PEF Allocation and Spend**  2021/22 Allocation - £45, 087  Majority of this has been spent on staff.  1FTE class teacher from April – August allowed us to release staff from class to provide interventions for Literacy and Numeracy.  Acting PEF PT  Various resources and training to support Literacy, Numeracy and Health and Wellbeing interventions.  **Attainment**  **Morningside Primary School**  **Achievement of a Level: Teacher Professional Judgements**  **Data Analysis – Last 7 Years.**  **Primary 1: All**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Session** | **Pupils** | **Numeracy** | **Reading** | **Writing** | **T & L** | | **2021/22** | **26** | **80.7%** | **80.7%** | **84.6%** | **92.3%** | | 2020/21 | 25 | 88% | 64% | 64% | 96% | | March 2020 | 29 | 81.5% | 79.3% | 68.9% | 93.1% | | 2018/19 | 37 | 92% | 76% | 76% | 92% | | 2017/18 | 40 | 80% | 70% | 70% | 80% | | 2016/17 | 35 | 91% | 91% | 91% | 94% | | 2015/16 | 34 | 76% | 53% | 62% | 97% |   **Primary 4: All**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Session** | **Pupils** | **Numeracy** | **Reading** | **Writing** | **T & L** | | **2021/22** | **35** | **91.4%** | **85.7%** | **80%** | **94.2%** | | 2020/21 | 43 | 72% | 70% | 65% | 93% | | March 2020 | 32 | 78.1% | 81.2% | 71.8% | 87.5% | | 2018/19 | 34 | 88% | 88% | 74% | 91% | | 2017/18 | 35 | 74% | 71% | 54% | 86% | | 2016/17 | 26 | 85% | 96% | 77% | 92% | | 2015/16 | 28 | 49% | 39% | 36% | 64% |   **Primary 7: All**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Session** | **Pupils** | **Numeracy** | **Reading** | **Writing** | **T & L** | | **2021/22** | **35** | **97.1%** | **94.2%** | **80%** | **97.1%** | | 2020/21 | 33 | 73% | 88% | 82% | 91% | | March 2020 | 24 | 83.3% | 87.5% | 91.6% | 95.8% | | 2018/19 | 24 | 71% | 83% | 71% | 92% | | 2017/18 | 32 | 53% | 62% | 47% | 56% | | 2016/17 | 16 | 62% | 75% | 62% | 87% | | 2015/16 | 25 | 24% | 40% | 28% | 52% |   **Morningside Primary School**  **Achievement of a Level: Teacher Professional Judgements**  **TPJ’s June 2022 attainment meetings**  **% Children on track to achieve**  **(Including comparison to same stage previous year)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **No. of Children** | **T & L** | **Reading** | **Writing** | **Numeracy** | | P1 - Early | 26 | 92.3%  (-3.7%) | 80.7% (+16.7%) | 84.6% (+20.7%) | 80.7%  (-7.3% | | P2 - First | 25 | 92%  (-4%) | 56%  (-24%) | 48%  (-22%) | 84%  (-9%) | | P3 - First | 29 | 86%  (-5%) | 78%  (-7%) | 64%  (-9%) | 61%  (-30%) | | P4 - First | 35 | 94.2% (+1.2%) | 85.7% (+15.7%) | 80%  (+15%) | 91.4% (+19.4%) | | P5 - Second | 41 | 95%  (-2%) | 65%  (-20%) | 60%  (-13%) | 70%  (-15%) | | P6 - Second | 32 | 96.8%  (-3.2%) | 94% | 84.3% (+17.3%) | 96.8% (+10.8%) | | P7 - Second | 36 | 97.1% (+6.1%) | 94.2% (+6.2%) | 80%  (-2%) | 97.1% (+24.1%) |   Analysis of this highlights the following:   * Slight increase in attainment over time in all areas at P4 * Increase in attainment over time in all areas at P7 compared to their P4 results * Greatest dips in attainment across all areas are at P2, P3 and P5. These cohorts have all received various literacy and numeracy interventions but there are still significant gaps in learning. These cohorts will still receive support next session. * Specific targets next session will be: P2 Numeracy, P3 Reading and Writing, P4 Writing and Numeracy and P6 Reading, Writing and Numeracy.   **Morningside Primary School**  **Achievement of a Level: Teacher Professional Judgements**  **TPJ’s June 2022 attainment meetings**  **% Children on track to achieve**  **(Including cohort comparison from previous year)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **No. of Children** | **T & L** | **Reading** | **Writing** | **Numeracy** | | P1 - Early | 26 | 92.3% | 80.7% | 84.6% | 80.7% | | P2 - First | 25 | 92%  (-4%) | 56%  (-8%) | 48%  (-12%) | 84%  (-4%) | | P3 - First | 29 | 86%  (-10%) | 78%  (-2%) | 64%  (-6%) | 61%  (-28%) | | P4 - First | 35 | 94.2% (+3.2%) | 85.7% (+0.7%) | 80%  (+7%) | 91.4%  (=%) | | P5 - Second | 41 | 95%  (+2%) | 65%  (-5%) | 60%  (-5%) | 70%  (-2%) | | P6 - Second | 32 | 96.8%  (=%) | 94%  (+9%) | 84.3% (+11.3%) | 96.8% (+11.8%) | | P7 - Second | 36 | 97.1%  (-2.9%) | 94.2% (=%) | 80%  (+13%) | 97.1% (+11.1%) |   Analysis of this when comparing same cohort with their previous data highlights the following:   * Significant dip in attainment in P2 writing * Significant dip in attainment in P3 numeracy * These cohorts will receive support in these areas next session. |
| **Review of progress for previous session** *This section should evaluate the impact of the current School Improvement Plan (SIP) priorities.*  *It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). 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. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.* |
| **School priority 1: To raise attainment in literacy and numeracy through high quality pedagogy, ensuring equity for all learners and close the attainment gap.**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** | | **1. Improvement in attainment; particularly in literacy and numeracy** | **1. School Leadership** | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | |
| Evaluative Statement & Actual Impact/Evidence (October)  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  **Refreshed Curriculum Rationale which reflects updated assessment and curriculum advice to provide all learners with a broad general education across four contexts of learning**   * Members of this group will take part in West Partnership sessions with the Robert Owen Centre to complete a collaborative action research project in relation to the refreshed curriculum narrative. This will ensure we are refreshing our curriculum in line with OECD recommendations and ensure our curriculum supports and is relevant to all learners within our context.   **Embed effective pedagogy in literacy and numeracy across all stages to ensure consistency of practice and shared understanding of standards**   * **Term 1 monitoring and tracking cycle completed which has included collegiate planning, class visits, jotter sampling, attainment meetings and learner conversations. This has given us a baseline in terms of consistency of practice for this session.** * **Most staff planning is good, is progressive and differentiated and supports the needs of learners, identifying what needs to be learned and assessed and ensuring appropriate challenge.** * *Termly attainment meetings and monthly evaluations, highlight pupil progress and inform next steps in planning.* * *Planning pathways have been developed in the majority of curricular areas to ensure progression and depth of learning.* * *Collegiate planning using the moderation cycle self-evaluation materials, ensures consistency of standards and progression* * *All staff plan using the E’s and O’s and assess using the benchmarks* * **Across the school the quality of teaching of most staff is consistently good with elements of very good practice from some staff.** * *Class visits show a wide range of pedagogy to engage and support pupils in their learning* * *Self-evaluation of engagement with learners’ element of the moderation cycle shows that 75% of these elements are green or purple based on the evidence provided by staff* * **High quality feedback in most classes and across the majority of curricular areas, ensures pupils are fully aware of their achievements and next steps in learning** * *Support visits show that formative assessment is embedded in most classes* * *Most children can discuss their learning and are aware of their achievements and next steps* * *Self and peer assessment are used in most classes* * *Consistent approach used by all staff to support pupils to recognise and achievements and next steps* * *All pupils with GIRfMe plans are involved in setting and reviewing their termly targets* * **Most pupils understand the purpose of learning. Effective questioning which promote higher order thinking is evident in most classes** * *Class visits show that most pupils understand their learning intentions and, in most classes, pupils are involved in creating success criteria* * *Class visits show that in most classes, questioning is promoting HOTS*   **Identify gaps in learning across all stages and increase the number of learners on track to attain expected levels in literacy and numeracy**   * **Robust assessment approaches are in place to support teacher judgement and identify gaps in learning** * *A wide range of formative, standardised and diagnostic assessments are used by all staff to support professional judgements* * *Data from these is discussed at termly attainment meetings to ensure progression and timeous interventions* * ***30%*** *of children have been identified as needing interventions in literacy* * ***23%*** *of children have been identified as needing interventions in numeracy* * *All staff are involved in moderation activities in school and across the cluster to support their shared understanding of standards*   **Identified gaps addressed through range of universal, additional and intensive support and interventions**   * **Identified children from P1, P4 and P7 are receiving interventions in literacy and numeracy from the cluster Building Back Better Teacher to help close the identified gaps** * *15% of P1’s receiving numeracy support* * *11% of P4’s receiving literacy support* * *11% of P7’s receiving literacy support* * *14% of P7’s receiving numeracy support* * **Identified children from all other stages are receiving interventions in literacy and numeracy** * *23% of children receiving literacy support* * *14% of children receiving numeracy support*   **Embed a more rigorous approach to tracking pupil progress across literacy and numeracy**   * **Increasingly robust methods of tracking and monitoring, including the impact of interventions, inform planning and measure the attainment across literacy and numeracy** * *All staff use Seemis Progress and Achievement App to track pupil progress* * *All staff complete monthly evaluations to highlight progress in attainment* * *All staff complete termly attainment meetings with SLT to discuss progress in attainment* * *New whole school tracking document is being developed to track attainment over time* * *Staged intervention tracking process ensures support and interventions are in places for pupils who require this*   Next Steps: (What are we going to do now?)  **Refreshed Curriculum Rationale which reflects updated assessment and curriculum advice to provide all learners with a broad general education across four contexts of learning**   * Consultation with all stakeholders will take place before Christmas and feedback from this will be used in the CAR project.   **Embed effective pedagogy in literacy and numeracy across all stages to ensure consistency of practice and shared understanding of standards**   * Continue to develop robust approaches to moderation of planning and assessment * Through the use of How Good is OUR School, staff will have regular dialogues with pupils around planning and their learning * Ensure that good practice is shared across the school and complete the moderation cycle self-evaluation on LI and SC and learning, leaching and assessment to help plan next steps * Current learning, teaching and assessment policy is being reviewed to reflect developments in pedagogy * All staff will complete an Open University module on Inclusive Pedagogy by the end of the session * Ensure all staff are using our AiFL progression pathway to ensure all formative assessment strategies are used * Further support and training for staff in using self and peer assessment effectively * Ensure all staff are linking feedback to learning intention and success criteria * Staff complete self-evaluation on feedback * Provide further training for staff on involving pupils in creating SC * Share good practice of effective questioning   **Identify gaps in learning across all stages and increase the number of learners on track to attain expected levels in literacy and numeracy**   * Ensure evidence of planned assessments and further develop moderation of assessment evidence to support professional judgements and shared standards * A&M practitioner to support staff in writing high quality assessments for numeracy and maths * Cluster moderation event planned for November inset   **Identified gaps addressed through range of universal, additional and intensive support and interventions**   * Progress measured at end of intervention and data updated accordingly   **Embed a more rigorous approach to tracking pupil progress across literacy and numeracy**   * Continue to build staff confidence and capacity in interrogating data to inform professional judgements, improve outcomes and ensure equity for all pupils |
| Evaluative Statement & Actual Impact/Evidence (January)  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  **Refreshed Curriculum Rationale which reflects updated assessment and curriculum advice to provide all learners with a broad general education across four contexts of learning**   * PT and a class teacher have completed training from West Partnership and ROC to support the implementation of a CAR project. This will focus on developing skills across learning which will in turn feed into our refreshed curriculum rationale and narrative. The research will be carried out with a group of children in P7/6 and then rolled out across the other stages.   **Embed effective pedagogy in literacy and numeracy across all stages to ensure consistency of practice and shared understanding of standards**   * **Term 2 monitoring and tracking cycle completed which has included collegiate planning, peer class visits and jotter sampling with a Numeracy and Maths focus, attainment meetings and learner conversations. This allows us to continue to gather evidence in terms of consistency of practice for this session.** * **Most staff planning is good, is progressive and differentiated and supports the needs of learners, identifying what needs to be learned and assessed and ensuring appropriate challenge.** * *Termly attainment meetings and monthly evaluations, highlight pupil progress and inform next steps in planning.* * *Planning pathways have been developed in the majority of curricular areas to ensure progression and depth of learning, however we continue to develop these, especially in Numeracy and Maths. We have introduced some outdoor learning progression planning this term.* * *Collegiate planning using the moderation cycle self-evaluation materials, ensures consistency of standards and progression* * *All staff plan using the E’s and O’s and assess using the benchmarks* * **Across the school the quality of teaching of most staff is consistently good with elements of very good practice from some staff.** * *Class visits show a wide range of pedagogy to engage and support pupils in their learning* * *Self-evaluation of aspects of pedagogy within monthly evaluations, show that staff are engaged in improving practice in feedback, effective questioning and Li’s and SC.* * **High quality feedback in most classes and across the majority of curricular areas, ensures pupils are fully aware of their achievements and next steps in learning** * *Peer Support visits show that formative assessment is embedded in most classes* * *Staff found these visits really helpful in sharing effective practice with each other and using this in their own classes.* * *Most children can discuss their learning and are aware of their achievements and next steps* * *Self and peer assessment are used in most classes* * *Consistent approach used by all staff to support pupils to recognise achievements and next steps* * *All pupils with GIRfMe plans are involved in setting and reviewing their termly targets* * **Most pupils understand the purpose of learning. Effective questioning which promote higher order thinking is evident in most classes** * *Peer Class visits show that most pupils understand their learning intentions and, in most classes, pupils are involved in creating success criteria*   **Identify gaps in learning across all stages and increase the number of learners on track to attain expected levels in literacy and numeracy**   * **Robust assessment approaches are in place to support teacher judgement and identify gaps in learning** * *A wide range of formative, standardised and diagnostic assessments are used by all staff to support professional judgements* * *Data from these is discussed at termly attainment meetings to ensure progression and timeous interventions* * **December attainment meetings have been used to plan further interventions this term** * ***35%*** *of children have been identified as needing interventions in literacy* * ***19%*** *of children have been identified as needing interventions in numeracy* * *All staff are involved in moderation activities in school and across the cluster to support their shared understanding of standards*   **Identified gaps addressed through range of universal, additional and intensive support and interventions**   * **Identified children from P1, P4 and P7 are receiving interventions in literacy and numeracy from the cluster Building Back Better Teacher to help close the identified gaps** * *27% of P1’s receiving literacy support* * *17% of P4’s receiving literacy support* * *25% of P7’s receiving literacy support* * *14% of P7’s receiving numeracy support* * **Identified children from all other stages are receiving interventions in literacy and numeracy** * *21% of children receiving literacy support* * *15% of children receiving numeracy support* * Data from intervention assessments show that almost all children are making progress with these, with a few children not making progress * Layers of data are being developed and shared with staff to ensure they understand where the gaps in progress are.   Next Steps: (What are we going to do now?)  **Refreshed Curriculum Rationale which reflects updated assessment and curriculum advice to provide all learners with a broad general education across four contexts of learning**   * CAR project will be implemented and data gathered.   **Embed effective pedagogy in literacy and numeracy across all stages to ensure consistency of practice and shared understanding of standards**   * All staff will participate in cluster moderation event in February to moderate HQA * Ensure that good practice is shared across the school and complete the moderation cycle self-evaluation on LI and SC and learning, leaching and assessment to help plan next steps * Current learning, teaching and assessment policy is being reviewed to reflect developments in pedagogy * As part of the Circle Framework, all staff will complete a self-evaluation on their class environment to focus on embedding inclusive pedagogy. * Further support for all staff in using AiFL progression pathway to ensure all formative assessment strategies are used * Ensure all staff are linking feedback to learning intention and success criteria * Provide further training for staff on involving pupils in creating SC * Share good practice on effective questioning   **Identify gaps in learning across all stages and increase the number of learners on track to attain expected levels in literacy and numeracy**   * Continue to ensure evidence of planned assessments and further develop moderation of assessment evidence to support professional judgements and shared standards, particularly at P4 * HQA being implemented for Time * Cluster moderation event planned for February inset   **Identified gaps addressed through range of universal, additional and intensive support and interventions**   * Progress measured at end of intervention and data updated accordingly   **Embed a more rigorous approach to tracking pupil progress across literacy and numeracy**   * Continue to build staff confidence and capacity in interrogating data to inform professional judgements, improve outcomes and ensure equity for all pupils |
| Evaluative Statement & Actual Impact/Evidence (May)  Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)  **Refreshed Curriculum Rationale which reflects updated assessment and curriculum advice to provide all learners with a broad general education across four contexts of learning**  CAR project implemented with targeted group. Baseline assessments completed.  **Embed effective pedagogy in literacy and numeracy across all stages to ensure consistency of practice and shared understanding of standards**  All staff participated in cluster moderation event in February to moderate HQA.  All staff completed self-evaluation of LI and SC, and learning, teaching and assessment within monthly evaluations.  All staff completed Circle Framework on classroom environments and planned improvements based on shared good practice.  SIP group developing resources to embed Meta skills through a progressive planner to be implemented throughout P1-7.  All parents have been issued a questionnaire to gather views on our curriculum.  Tracking and monitoring of jotters competed to ensure staff are linking feedback to SC.    **Identify gaps in learning across all stages and increase the number of learners on track to attain expected levels in literacy and numeracy**    All staff plan assessments in forward plans and have participated in cluster moderation event.  Attainment meetings taken place each term and Progress and Achievement app updated.  Most children receiving targeted support are showing improvement in attainment.    **Identified gaps addressed through range of universal, additional and intensive support and interventions**  Interventions for numeracy, literacy and HWB continued throughout the term.      **Embed a more rigorous approach to tracking pupil progress across literacy and numeracy**  Staff encouraged to use benchmarks regularly to track pupil progress across literacy and numeracy.  Attainment meetings and collection of ACEL data based on benchmarks, assessment data and professional judgements.    **Embed a more rigorous approach to tracking pupil progress across literacy and numeracy**  Continue to build staff confidence and capacity in interrogating data to inform professional judgements, improve outcomes and ensure equity for all pupils.  Further in-school moderation to ensure progression and shared expectations.    Next Steps: (What are we going to do now?)  **Refreshed Curriculum Rationale which reflects updated assessment and curriculum advice to provide all learners with a broad general education across four contexts of learning**  Complete CAR project and end assessments to analyse data and impact.    **Embed effective pedagogy in literacy and numeracy across all stages to ensure consistency of practice and shared understanding of standards**  Staff will continue Circle framework with a focus on inclusive practice with targeted pupils.  Complete Meta skills, ‘I can’ display packs for Early, First and Second level.  Analyse data from parent questionnaire and follow up on results.  All pupils to complete a curriculum questionnaire before the end of May.  Provide further training for staff on involving children in creating SC.  Data on monitoring will be analysed.    **Identify gaps in learning across all stages and increase the number of learners on track to attain expected levels in literacy and numeracy**  Use data to inform future classes and groupings to maximise support implemented to reduce gaps in learning.    **Identified gaps addressed through range of universal, additional and intensive support and interventions**  Progress measured at end of intervention and data updated accordingly. |

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| **School priority 2: Support the mental, emotional and physical health of all children, families and staff**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** | | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | |
| Evaluative Statement & Actual Impact/Evidence (October)  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  **Analysis of HGIOS 4-3.1 self-evaluation audit has informed elements of this priority and identified appropriate staff CLPL**   * **All staff are familiar with the GIRFEC principles and received training from PT** * *Most staff use this effectively in their daily practice and planning for pupils* * *PT has supported all staff with ensuring the core elements are embedded across the school* * *All staff are using the Resilience Toolkit and SDQ to help create GIRfMe targets with their pupils* * **Majority of staff are trauma informed and are trained in Solihull and Resilience** * *Most staff are Solihull trained* * *There is a consistency of nurturing and trauma informed language used across the school* * *Positive Relationships Policy reflects this practice*   **Data from SDQ has been analysed to plan for children’s wellbeing and identified areas will be addressed**   * *Some staff have been trained in SDQ analysis* * *HWB champion is supporting staff in analysis and interpretation of data* * *SDQ support materials used to identify appropriate interventions at universal, additional or intensive levels* * *SDQ data used to support staff in writing GIRfMe targets*   **Introduction and use of Seemis wellbeing app**   * *HT and PT starting to use this with increased confidence* * *A few children’s information and plans have been added so far*   **Learners will benefit from universal support for wellbeing through the integration of progressive programs including Healthy Schools**   * *All staff plan HWB lessons using Healthy Schools* * *Most staff use Emotionworks during HWB lessons and in other curricular areas* * *HWB champion provides updates to staff regarding universal programs* * *Almost all learners engage well in HWB lessons*   **Becoming a Gold Rights Respecting School and embed a child rights approach into all aspects of school life**   * *Class, playground and school charters all created and being followed consistently* * *Positive Relationships Policy is based on UNCRC and used consistently* * *All children complete a Rights of the Child booklet which will progress with them throughout Primary school* * *Gold Action Plan written*   **Strong links with other services, partner agencies, third sector are firmly established to support pupils in their HWB recovery**   * *HWB champion engages with appropriate partners to support wellbeing in school*   Next Steps: (What are we going to do now?)  **Analysis of HGIOS 4-3.1 self-evaluation audit has informed elements of this priority and identified appropriate staff CLPL**   * Solihull training for staff who have not been trained * All staff will receive training in executive functioning and managing children’s anxiety from Psychological Services   **Data from SDQ has been analysed to plan for children’s wellbeing and identified areas will be addressed**   * Training for more staff required in interrogation of this data   **Introduction and use of Seemis wellbeing app**   * Further capacity building in the use of this app is required * More children’s plans and assessments will be added next term   **Learners will benefit from universal support for wellbeing through the integration of progressive programs including Healthy Schools**   * Introduce class visits to gather more evidence around engagement in HWB programs   **Becoming a Gold Rights Respecting School and embed a child rights approach into all aspects of school life**   * All stakeholders involved in working on action plan and evidence gathered   **Strong links with other services, partner agencies, third sector are firmly established to support pupils in their HWB recovery**   * This will continue to be developed further as Covid restrictions are less and more partnership working can return in school |
| Evaluative Statement & Actual Impact/Evidence (January)  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  **Analysis of HGIOS 4-3.1 self-evaluation audit has informed elements of this priority and identified appropriate staff CLPL**   * **All staff are familiar with the GIRFEC principles and received training from PT** * *Most staff use this effectively in their daily practice and planning for pupils* * *PT has supported all staff with ensuring the core elements are embedded across the school* * *All staff are using the Resilience Toolkit and SDQ to help create GIRfMe targets with their pupils* * HT and PT attended GIRFEC refresh training which is helping support implementation of new pathway * **Majority of staff are trauma informed and are trained in Solihull and Resilience** * *Most staff are Solihull trained* * *There is a consistency of nurturing and trauma informed language used across the school* * *Positive Relationships Policy reflects this practice* * All staff trained in using Anxiety materials produced by Psychological Services.   **Data from SDQ has been analysed to plan for children’s wellbeing and identified areas will be addressed**   * *Some staff have been trained in SDQ analysis* * *HWB champion is supporting staff in analysis and interpretation of data* * *SDQ support materials used to identify appropriate interventions at universal, additional or intensive levels* * *SDQ data used to support staff in writing GIRfMe targets* * *Anxiety materials being used to support children identified with specific anxiety needs* * *Relax Kids materials are being used in some classrooms with all parents receiving information about this and materials for them to try at home* * *2 children receive Drawing and Talking therapy from PT. This is helping to support their emotional literacy and engagement in learning*   **Introduction and use of Seemis wellbeing app**   * *HT and PT continuing to use this with increased confidence* * *A few children’s information and plans have been added so far*   **Learners will benefit from universal support for wellbeing through the integration of progressive programs including Healthy Schools**   * *All staff plan HWB lessons using Healthy Schools* * *Most staff use Emotionworks during HWB lessons and in other curricular areas* * *HWB champion provides updates to staff regarding universal programs* * *Almost all learners engage well in HWB lessons* * *Progressive PE program has been developed and implemented this term*   **Becoming a Gold Rights Respecting School and embed a child rights approach into all aspects of school life**   * *Class, playground and school charters all created and being followed consistently* * *Positive Relationships Policy is based on UNCRC and used consistently* * *All children complete a Rights of the Child booklet which will progress with them throughout Primary school* * *Gold Action Plan written* * *RRS assemblies which highlight the work of the whole school*   **Strong links with other services, partner agencies, third sector are firmly established to support pupils in their HWB recovery**   * *HWB champion continues to engage with appropriate partners to support wellbeing in school* * *Outlet Play support Forest School sessions* * *Active Schools providing Bikeability traing for all P7’s*   Next Steps: (What are we going to do now?)  **Analysis of HGIOS 4-3.1 self-evaluation audit has informed elements of this priority and identified appropriate staff CLPL**   * Solihull training for staff who have not been trained * All staff will receive training in executive functioning from Psychological Services * All staff will complete inclusive pedagogy self-evaluation and form an action plan to support improved practice   **Data from SDQ has been analysed to plan for children’s wellbeing and identified areas will be addressed**   * Continue to use this data to plan appropriate interventions * 4 children will attend a block of Forest School. We are hoping this will support their emotional and social development and engagement in learning   **Introduction and use of Seemis wellbeing app**   * Further capacity building in the use of this app is required * More children’s plans and assessments will be added next term   **Learners will benefit from universal support for wellbeing through the integration of progressive programs including Healthy Schools**   * Class visits this term will focus on engagement in HWB lessons   **Becoming a Gold Rights Respecting School and embed a child rights approach into all aspects of school life**   * All stakeholders continue to be involved in working on action plan and evidence gathered   **Strong links with other services, partner agencies, third sector are firmly established to support pupils in their HWB recovery**   * This will continue to be developed further as Covid restrictions are less and more partnership working can return in school |
| Evaluative Statement & Actual Impact/Evidence (May)  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  **Analysis of HGIOS 4-3.1 self-evaluation audit has informed elements of this priority and identified appropriate staff CLPL**   * Solihull training for staff who have not been trained has still to be carried out. All staff who have been trained use the approach in their daily practice to support all children. * All staff have received follow up training in use of Anxiety Materials from Psychological Services. All staff reported a positive impact on the children. Using the materials for a few months they report that most of the children responded well to the lessons and were showing good understanding of the strategies. Almost all staff also reported a calmer classroom environment. * All staff have completed inclusive pedagogy self-evaluation and formed an action plan to support improved practice. They have reported that by changing a few things in their classroom environment has resulted in a positive impact on most of the targeted children.   **Introduction and use of Seemis wellbeing app**   * Further capacity building in the use of this app is still required. * A few children’s plans and assessments have been added however we still need to become more confident in doing this.   **Data from SDQ has been analysed to plan for children’s wellbeing and identified areas will be addressed**   * 6 children have benefitted from Drawing and Talking therapy. Evaluations show that 83% of these children have benefitted from this intervention with staff noting a positive impact. * 4 children have attended a block of Forest School. Evaluations have shown that all children have benefitted from this intervention saying they all feel happier and more relaxed. Staff have reported that most, 75% of children, are more focused and able to concentrate for longer periods of time as a result of this.   **Learners will benefit from universal support for wellbeing through the integration of progressive programs including Healthy Schools**   * Class visits and monthly evaluations show that all staff have embedded the programme and use the materials successfully throughout the year. Evaluations show that almost all children have a very good understanding of the health and wellbeing indicators.   **Strong links with other services, partner agencies, third sector are firmly established to support pupils in their HWB recovery**   * This has been further strengthened with the reintroduction of our Health Week where partner and third sector agencies have presented a programme of events and activities to support mental, social, emotional and physical health. Evaluations from this show that almost all children enjoyed the activities. Most children feel their wellbeing has benefitted from most of the activities.   Next Steps: (What are we going to do now?)  **Analysis of HGIOS 4-3.1 self-evaluation audit has informed elements of this priority and identified appropriate staff CLPL**   * Solihull training for staff who have not been trained * All staff will receive training in executive functioning from Psychological Services   **Introduction and use of Seemis wellbeing app**   * Continue to use this more effectively in our planning for children on the GIRFEC pathway   **Becoming a Gold Rights Respecting School and embed a child rights approach into all aspects of school life**   * All stakeholders continue to be involved in working on action plan and evidence gathered |

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| **School Priority 3: Develop digital pedagogy across all stages which engages learners and delivers a high quality learning experience for all children.**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** | | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | |
| Evaluative Statement & Actual Impact/Evidence (October)  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  **Ensure all children have access to a device which enables them to engage with digital learning at home**   * *Communication with families has identified that all children now have access to a device to enable them to access remote learning* * *30 devices have been issued to children through the device deployment scheme* * *This has ensured that most children have been engaging in homework activities and also in remote learning activities during any periods of isolation they may have had*   **Ensure all children have ease of access to digital learning platforms which help develop curricular needs**   * *All user details have been reissued along with updated learning overviews to ensure ease of access to digital learning platforms*   **Review and update communication strategy which ensures all stakeholders know expectations of remote and flipped learning**   * *Parents Portal has been launched again to encourage all parents to sign up to this* * *Communication strategy review has taken place and new communication strategy will be written as a result, ensuring that all stakeholders understand our digital learning processes*   **Through developed contingency and online learning plans, children experience continued and progressive learning both in school and remotely**   * *Covid recovery contingency plan has been updated to reflect the changing situation* * *Plans in place for children who are isolating and include use of Digital School/Virtual Classroom* * *Most children who have been isolating this session have accessed the remote learning offer*   **Embed approaches to digital pedagogy to develop and enhance effective learning and teaching**  **Children experience progressive digital skills within and across the curriculum**   * *Review undertaken of current pathway and progression planners* * *Audit of digital skills progression to ensure all pupils are experiencing a progression in skills across all stages*   Next Steps: (What are we going to do now?)  **Ensure all children have access to a device which enables then to engage with digital learning at home**   * Regular communication with parents to keep track of device access   **Ensure all children have ease of access to digital learning platforms which help develop curricular needs**   * Strategic overview of digital learning pathway will be developed   **Review and update communication strategy which ensures all stakeholders know expectations of remote and flipped learning**   * New communication strategy being written * Digital lead to be trained in using Parents Portal which will help support parents accessing this more easily   **Through developed contingency and online learning plans, children experience continued and progressive learning both in school and remotely**   * Ensure online learning plans and digital offer is updated accordingly * Ensure engagement of children who are self-isolating is tracked and monitored routinely   **Embed approaches to digital pedagogy to develop and enhance effective learning and teaching**  **Children experience progressive digital skills within and across the curriculum**   * Class visits will be arranged to monitor pedagogy as part of the review of the new progression planners |
| Evaluative Statement & Actual Impact/Evidence (January)  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  **Ensure all children have access to a device which enables them to engage with digital learning at home**   * *All children identified as not having access to tablet or laptop at home have now been allocated a device.* * *A total of 30 laptops and 4 Wifi dongles have now been issued to families who were identified as not having access to a device/internet.*   **Ensure all children have ease of access to digital learning platforms which help develop curricular needs**   * *P1 children have now ALL been provided with login details for Teams, ActiveLearn and Sumdog.* * *P1 children and parents have been provided with guidance on how homework will be accessed moving forward – including guides on how to login, access tasks and upload pictures of work.*   **Review and update communication strategy which ensures all stakeholders know expectations of remote and flipped learning**   * *Parents Portal training undertaken by Mr Stathis to help facilitate the implementation of Parents Portal as the main form of communication.* * *Digital area on school website has been updated to reflect most up to date guidance and support for remote learning access.*   **Through developed contingency and online learning plans, children experience continued and progressive learning both in school and remotely**   * *All isolating children have been provided with access to NL Digital School/VIrtual Classroom as part of remote learning offer.* * *Most children have accessed home learning offer when isolating.*   **Embed approaches to digital pedagogy to develop and enhance effective learning and teaching**  **Children experience progressive digital skills within and across the curriculum**   * *Digital learning and teaching policy has been updated in line with NLC Digital Guidance and has been shared via the school website.* * *Moderation of current learning and teaching offer of Digital Skills has concluded.*   Next Steps: (What are we going to do now?)  **Ensure all children have access to a device which enables then to engage with digital learning at home**   * Continued regular communication with parents to keep track of device access   **Ensure all children have ease of access to digital learning platforms which help develop curricular needs**   * Strategic overview of digital learning pathway will be developed   **Review and update communication strategy which ensures all stakeholders know expectations of remote and flipped learning**   * New communication strategy being written   **Through developed contingency and online learning plans, children experience continued and progressive learning both in school and remotely**   * Ensure online learning plans and digital offer is updated accordingly * Ensure engagement of children who are self-isolating is tracked and monitored routinely   **Embed approaches to digital pedagogy to develop and enhance effective learning and teaching**  **Children experience progressive digital skills within and across the curriculum**   * Class visits will be arranged to monitor pedagogy as part of the review of the new progression planners |
| Evaluative Statement & Actual Impact/Evidence (May)  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  **Ensure all children have access to a device which enables them to engage with digital learning at home**   * All children in the school have access to a Digital device at home. In the last year 30 children who did not have access to a digital device have been given a device. Less than half (40%) of children who have been given a device use this device to access homework.   **Ensure all children have ease of access to digital learning platforms which help develop curricular needs**   * All children have access to various learning platforms such as; Sumdog, ActiveLearn, Microsoft Teams. * Most children who have an IDL account access this 3 times per week, * All classes have access to a limited number (at least 5) laptops.   **Review and update communication strategy which ensures all stakeholders know expectations of remote and flipped learning**   * The majority (58%) of families have now signed up to our main communication platform of Parents Portal. This is up from 7% of families who were signed up at the end of the previous academic year. * All parents were informed of the transition to our new communication strategy in a systematic way over a four week period.   **Through developed contingency and online learning plans, children experience continued and progressive learning both in school and remotely**   * Contingency and online learning plans have been continually (and will continue) to be reviewed alongside updated authority and national guidance. All children and families have been kept up to date and given access to remote learning during times of isolation and absence.   **Embed approaches to digital pedagogy to develop and enhance effective learning and teaching**  **Children experience progressive digital skills within and across the curriculum**  Updated approaches to digital pedagogy are currently under review and will be embedded across all classes when finalized in partnership with the Digital School.  Next Steps: (What are we going to do now?)  **Ensure all children have access to a device which enables then to engage with digital learning at home**   * To support children and families that have been issued with devices, who are not engaging with homework, to ensure a Majority (70%) use them to complete home learning tasks.   **Ensure all children have ease of access to digital learning platforms which help develop curricular needs**   * Continue to offer All children access to various learning platforms across the curriculum.   **Review and update communication strategy which ensures all stakeholders know expectations of remote and flipped learning**   * To have ALL parents signed up to use Parents Portal by September 2022.   **Through developed contingency and online learning plans, children experience continued and progressive learning both in school and remotely**   * To review contingency planning in August 2022 in line with local authority and national guidance.   **Embed approaches to digital pedagogy to develop and enhance effective learning and teaching**  **Children experience progressive digital skills within and across the curriculum**   * Embed new progression planner across all stages by October 2022. |

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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 planning 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).* |
| Priorities for next session are still being formulated but the following will be part of these:   * Increase a P3 target group’s attainment in reading by at least 8% by the end of May 2023 * Increase a P3 target group’s attainment in writing by at least 12% by the end of May 2023 * Increase a P4 target group’s attainment in numeracy by at least 28% by the end of May 2023 * Increase a P6 target group’s attainment in reading by at least 20% by the end of May 2023 * Increase a P6 targets group’s attainment in writing by least 13% by the end of May 2023 * Increase a P6 target group’s attainment in numeracy by at least 15% by the end of May 2023 |
| **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* |
| Self-evaluation is integral to how we work and an ongoing feature of school life. This session we have taken part in a number of self-evaluation activities which has given us a great understanding of our capacity for improvement. All staff are involved in improving the work of the school and we have a shared understanding of the strengths and improvement needs. Their participation in the process leads to ownership of priorities being undertaken and increased motivation.  This session we have continued in our approaches to involving pupils, parents and the wider community. Through the work of various focus groups, pupils have their voice heard on a wide variety of improvement initiatives. Due to the impact of the pandemic, we paused our work on Wee HGIOS and the use of the 7 Golden Rules for Participation, but we have plans to reintroduce this next session. Progress of improvement priorities are regularly shared with the Parent Council and a summary of this progress is shared with the whole parent body. Parents’ views are sought through a variety of methods including questionnaires and feedback responses and these continued regularly throughout remote learning.  Our regular and planned monitoring and tracking activities ensure we are evaluating learning and teaching and children’s achievements, and taking improvements forward. SLT and teaching staff are involved in class support visits, monitoring of children’s work and collegiate planning discussions in order to ensure consistency of practice across the school. Staff evaluate the effectiveness of their teaching in supporting children’s learning on a monthly basis. This allows SLT to have regular, focused discussions about progress and ensure support is given as needed. We are beginning to track wider achievements more regularly and look at any gaps we can fill in terms of participation in after school clubs etc. All teaching staff are involved in school improvement priority groups tasked with taking improvements forward.  Staff work extremely effectively as a team. There is a strong ethos of sharing practice and of peer support and challenge.  Staff take lead roles in aspects of school improvement and we continue to improve our involvement of pupils, parents and members of the wider community taking lead roles in this.  All staff value and undertake continuous professional learning to update their knowledge and skills of identified areas for improvement. This is implemented in their class practice to respond to learners’ needs. Teaching staff demonstrate a continued commitment to their own professional learning and are engaged in the process of self-evaluation against the revised Standards for Full Registration. Support staff work very effectively with teachers to support further improvement.  Teachers use a range for different assessments to measure children’s progress across the curriculum. These assessments are carefully planned at the planning stage. Assessment results are used to measure progress. Staff have continued to develop their understanding in using benchmarks to help form their professional judgments on achievement of a level. This session we have had four formal tracking discussions to track children’s achievements and have had formal and informal sessions to moderate standards. We will continue to improve our work on moderation and the process will be further extended next session across the learning community.  Most of the pupils are engaged in reviewing their own learning. Through learning conversations with their teachers and SMT, most pupils can confidently discuss the successes and next steps in their learning. Some pupils still need support with this and we need to find a more effective way of recording this information.  We have made a lot of progress in terms of self-evaluation and feel we are well placed to ensure we have a strong capacity for improvement. |

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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** | 4 |
| 3.1 Ensuring wellbeing, equity and inclusion | **5** |  |
| 3.2 Raising attainment and achievement | **4** | 4 |
| **Empowerment**  *Choose an aspect of empowerment (curriculum, improvement activities, parental and community engagement, pupil participation) and write a statement about how this has developed over the course of this session.*  **Empowering Teachers and Practitioners**  Following the period of disruption due to Covid, we decided to refocus our attention on this aspect of empowerment. Despite having a strong culture of collaboration and collegiality with our shared vision and values, we felt we needed to ensure that all staff were, yet again, agents of change. All teaching staff have leadership roles within the school. We have literacy and numeracy coaches, a health and wellbeing lead practitioner, an assessment and moderation lead, teaching and support staff help our pupil participation leaders lead our pupil voice groups. Each school improvement priority group is led by a member of teaching staff.  In Morningside, capacity building is key to continuous improvement and we try to empower staff to continually develop their personal and professional attributes to build capacity in themselves and each other. We encourage and develop different types of capital to build this capacity.  We encourage Intellectual Capitalthrough our PRD and tracking and monitoring processes, developing knowledge and skills and addressing gaps in learning. Creating a learner and learning centred culture and environment by providing CLPL opportunities for staff etc, learning together in a community of practice. This session, staff have attended literacy and numeracy courses, worked with ROC and West Partnership on a CAR project based on curriculum, attended science seminars and digital literacy training. Staff have all been involved in cluster working around assessment and moderation and the Circle Framework. All of this in turn has had a positive impact on their practice and outcomes for the children.  Social Capital has been achieved through creating the right collaborative and collegiate structures which are based on mutual respect and trust. Where staff are encouraged to take risks without fear of failure. As highlighted above, all staff have opportunities to lead aspects of school improvement and they understand and appreciate that their voices are heard and included.  This all contributes to building staff confidence and competence in areas where they feel they need to improve, therefore leading to less resistance to change and greater feeling of being empowered.  We plan to extend this further with support staff next session. | | |

**SAC/PEF CHECKPOINT 1: JANUARY 2022**

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| **Intervention** | **Impact**  Please include the following: Update on SAC/PEF allocation/distribution, impact to date (initial observations & assessments) | **Evidence**  If possible, please outline any evidence you may have gathered which indicates impact/progress. |
| **Numeracy and closing the poverty related attainment gap.**   * SEAL and Developing Number Frameworks * Catch Up Numeracy   **Costs**  **Acting Principal Teacher post**  **(Apr 2021 – March 2022 £5923)**  **1FTE Class Teacher (Apr – Aug 21 £19,816)**  **Staff pay award costs (£2574)**  **MALT Assessments (£304)**  **Literacy and closing the poverty related attainment gap.**   * Fresh Start * Rapid Reading and Phonics * Wave 3   **Costs**  **Staff pay award costs (£2574)**  **Literacy training**  **(£100)**  **YARC Assessments**  **Active Learn (£115.49)**  **IDL Cloud (£199)**  **Write from the Start** | **A targeted group of Primary 5 pupils need support to achieve number, money and measure benchmarks for first level by December 2021.**  **To increase the number of children working towards second level numeracy by 2% by December 2021**.   * 29% of P5 children have been receiving a numeracy intervention from Acting PEF PT or Numeracy Coach * All children receive SEAL intervention * 7 of them also receive Catch Up Numeracy Intervention * Assessments and evaluations to date show that most children (66.6%) are making good progress and have now achieved first level. * 4 of the children (33.3%) are still not making expected progress with these interventions. * Most of the targeted group have now achieved first level. (4/5 children, 80%)   **A targeted group of Primary 2 pupils need support to achieve Tools for Reading benchmarks for early level by June 2022.**  **To increase the number of children working towards first level reading by 2.5% by June 2022.**   * 28% of P2 children are currently receiving literacy interventions from PT and BBBT * All children receive phonics support * 3 children will begin Wave 3 intervention * Too soon to measure these interventions so far but a few children are making some progress. Most children are still not making expected progress * Targeted group are still working towards early level   **A targeted group of Primary 5 pupils need support to achieve Tools for Reading benchmarks for first level by December 2021.**  **To increase the number of children working towards second level reading by 2% by December 2021.**   * 58% of P5 children have been receiving a literacy intervention from PT or Class Teacher * All children receive IDL intervention * 10 of them receive Fresh Start Intervention * Assessments and evaluations to date show that almost all children (90%) are making good progress and have now achieved first level Reading * Most all of the targeted group have now achieved first level. (5/6 children, 83%)   **A targeted group of Primary 2 pupils need support to achieve Tools for Writing benchmarks for early level by June 2022.**  **To increase the number of children working towards first level writing by 2.5% by June 2022.**   * This is still a significant work in progress. Children are being supported but struggle with understanding of letters, sounds and words and sentence construction.   **A targeted group of Primary 5 pupils need support to achieve Tools for Writing benchmarks for first level by December 2021.**  **To increase the number of children working towards second level writing by 2% by December 2021**.   * 16 children complete IDL intervention to support Tools for Writing and assessments show some children have increased spelling and reading ages * 10 children receive Fresh Start Intervention from PT to support Tools for Writing * 10 children also receive support from PT during taught writing time. * Significant work still needs to be done on grammar, spelling and sentence construction in order for progress to be made. * This target has not yet been achieved by any of the targeted children | * Termly attainment meetings * MALT and CEM assessments * SEAL pathways show good progress * Catch-up Numeracy learners Profiles show good progress * Sumdog assessments * Increased confidence and engagement in numeracy and maths from observations * Growth Mindset In Maths project is currently being implemented. Evidence will be gathered once completed. * Termly attainment meetings * Ongoing active literacy assessments and benchmarking * Wave 3 assessments highlight significant gaps * Termly attainment meetings * Ongoing active literacy assessments and benchmarking * IDL spelling and reading assessments show good progress and increase in spelling and reading ages * YARC assessments show reading comprehension and accuracy rates * Fresh Start assessments show all children increasing by 2 modules * Termly attainment meetings * Ongoing active literacy assessments and benchmarking * Termly attainment meetings * Ongoing active literacy assessments and benchmarking * IDL spelling and reading assessments show good progress and increase in spelling and reading ages * Fresh Start assessments show all children increasing by 2 modules |

**SAC/ PEF CHECKPOINT 2: MAY 2022**

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| **Intervention** | **Impact**  Please include the following information: Use of SAC/PEF allocation over the session and any variances from initial plan; impact using evaluative language. | **Evidence**  Please indicate what evidence you have collected |
| **Numeracy and closing the poverty related attainment gap.**   * SEAL and Developing Number Frameworks * Catch Up Numeracy   **Costs**  **Acting Principal Teacher post**  **(Apr 2021 – March 2022 £5923)**  **1FTE Class Teacher (Apr – Aug 21 £19,816)**  **Staff pay award costs (£2574)**  **MALT Assessments (£304)**  **Literacy and closing the poverty related attainment gap.**   * Fresh Start * Rapid Reading and Phonics * Wave 3   **Costs**  **Staff pay award costs (£2574)**  **Literacy training**  **(£100)**  **YARC Assessments**  **Active Learn (£115.49)**  **IDL Cloud (£199)**  **Write from the Start** | **A targeted group of Primary 5 pupils need support to achieve number, money and measure benchmarks for first level by December 2021.**  **To increase the number of children working towards second level numeracy by 2% by December 2021**.   * All of this targeted group have received SEAL or Catch-Up Numeracy or both interventions. * All of this targeted group have now achieved first level outcomes and are working on second level outcomes. * MALT data shows that all children have improved their standardized scores and gained in their maths ages. * This data also shows that 25% of the targeted group have increased their maths age to above their chronological age * 50% of the targeted group are only a few months behind their chronological age * 25% of the targeted group are more than 6 months behind their chronological age and will require further support next session   **A targeted group of Primary 2 pupils need support to achieve Tools for Reading benchmarks for early level by June 2022.**  **To increase the number of children working towards first level reading by 2.5% by June 2022.**   * 28% of P2 children have received reading interventions however this ended at Easter due to staffing issues * All children receive phonics support * 5 children began Wave 3 intervention * This intervention has resulted in all of the children in the targeted group now achieving early level outcomes * YARC assessments show that 60% of the children in the targeted group increased their reading age by a few months however not significantly enough. * This group will continue to receive this intervention next session   **A targeted group of Primary 5 pupils need support to achieve Tools for Reading benchmarks for first level by December 2021.**  **To increase the number of children working towards second level reading by 2% by December 2021.**   * Targeted group have received Fresh Start Intervention * YARC Assessments show that all children are making good progress and have now achieved first level Reading * YARC assessments show that all children have made improvements in their comprehension, reading rate and accuracy.   **A targeted group of Primary 2 pupils need support to achieve Tools for Writing benchmarks for early level by June 2022.**  **To increase the number of children working towards first level writing by 2.5% by June 2022.**   * This is still a significant work in progress. Children are being supported but struggle with understanding of letters, sounds and words and sentence construction. * This group of children will continue to need Wave 3 next session   **A targeted group of Primary 5 pupils need support to achieve Tools for Writing benchmarks for first level by December 2021.**  **To increase the number of children working towards second level writing by 2% by December 2021**.   * All children complete IDL intervention to support Tools for Writing and assessments show some children have increased spelling and reading ages * All children receive Fresh Start Intervention from PT to support Tools for Writing * All children also receive support from PT during taught writing time. * Significant work still needs to be done on grammar, spelling and sentence construction in order for progress to be made. * Writing assessments show that some children in the targeted group are becoming more accurate with their spelling but still not on track. * This group will continue with their interventions next session. | * Termly attainment meetings give updates about progress * MALT assessments (see impact statements) * SEAL pathways show all children in targeted group have made good progress and increased their standardized scores * Catch-up Numeracy learners Profiles show good progress * Increased confidence and engagement in numeracy and maths from observations * Evidence from Growth Mindset In Maths project shows that almost all of the targeted group have better engagement with and confidence in numeracy and maths * Termly attainment meetings * Ongoing active literacy assessments and benchmarking are showing slight improvements for most of these children from their baseline * Wave 3 assessments still highlight significant gaps in the tools for reading outcomes * Termly attainment meetings * Ongoing active literacy assessments and benchmarking show improvements for most children * IDL spelling and reading assessments show good progress and increase in spelling and reading ages for most children * YARC assessments show reading comprehension and accuracy rates * Fresh Start assessments show all children increasing by 7 modules * Termly attainment meetings * Ongoing active literacy assessments and benchmarking are still not showing any significant improvement for all the children in this targeted group |

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| In order to incorporate as much information as possible into the final report to Scottish Government it would be helpful if you could share any learning on the following: |
| What has worked well in your overall strategy to achieve impact?  We value the additional staffing we have had this year. This provided us with flexibility and the opportunity to provide a wide variety of universal, additional and targeted interventions for groups of identified learners. Our data shows that the SEAL approach and Catch up Numeracy sessions are making a positive impact on attainment, particularly at First and Second Level. |
| What has worked less well or could be improved?  Impact of writing interventions has been less successful and too many children in P2, P3 and P5 are still not achieving expected outcomes in this area. This will be a focus of our PEF plan next session. |