****



***Driving Equity and Excellence***

**Improvement Report**

**Session 2022-23**

|  |  |
| --- | --- |
| **School:** | Bargeddie Primary School |
| **Cluster:** | Coatbridge High Cluster |
| **Head Teacher:** | Gillian Brady |
| **PEF Allocation:** | £25, 725 |

**Section 1: Establishment Details**

|  |
| --- |
| **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; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.* |
| **Bargeddie Primary School Vision and Values**To work in partnership with all members of our school community to encourage our pupils to maximise their potential. To ensure all pupils are safe, happy, achieving, nurtured, active, respected, responsible, included and valued.We pledge to undertake the following-1. Provide a happy, welcoming learning environment, where an ethos of trust and mutual respect is evident.
2. Provide engaging learning opportunities which challenge and support pupils, as appropriate and meet the needs of all learners.
3. Encourage the development of personal and social skills, which allow our pupils to become responsible citizens, who show tolerance and respect towards others.
4. Celebrate attainment, achievement and recognise the development of wider skills and talents.
5. Provide pupils with the knowledge and skills to make sensible, informed choices to remain safe, fit and healthy.

Bargeddie Primary School is a non – denominational school which serves the village of Bargeddie. The school occupies a joint campus with St Kevin’s Primary and currently has a roll of 122 pupils. At present the school consists of six classes, with all being of composite arrangement. The management team consists of a Head Teacher and one Principal Teacher. In Bargeddie Primary School we aim to create a nurturing ethos, where mutual trust and respect is evident. We strive to ensure all pupils reach their full potential by providing stimulating activities, which challenge or support, as appropriate. We also aim to develop wider skills and talents in a bid to raise achievement for all. Our aim is to provide our pupils with the necessary knowledge and skills to become responsible, confident citizens of the future, who are well equipped to successfully contribute to society.Bargeddie Primary has been identified as a school in an area of significant deprivation with 79% of pupils, living in SIMD deciles one - four. 21.6% of pupils are registered to receive free school meals with 22.4% of families registered for a school clothing grant. Therefore, one of our main aims is to close the poverty related attainment gap.At the start of session 2022/23, we were allocated a probationary teacher who was placed in P3/4 and a price matched teacher who was assigned to P2/3. A third member of staff was provided to cover a maternity leave and was placed in P4/5. This resulted in approximately half of our teaching complement being new to our school and so class allocations were carefully considered. Following the allocation of new staff members, our existing members of staff were distributed to the remaining stages and as a result, none remained in their previous stage. However, an experienced infant teacher was assigned the role of overseeing the work of the infant department, offering advice and support as required and mentoring the probationer. She provided infant non-class contact time, probationer non-class contact time and also assumed responsibility for providing nurture to those pupils who required extra support for emotional wellbeing. In the junior and upper stages a 0.6 member of staff covered non-class contact time and focused on the delivery of Spanish and P.E. We were assigned two full time Additional Support Needs Assistants, who worked alongside teaching staff to support identified pupils. Our temporary Senior Clerical Assistant remained in place, assuming full responsibility for the work of our school office. Staffing was boosted by a Literacy Support Teacher, until October and a weekly Cluster Support Teacher, both of whom worked with identified individuals and groups to enhance skills in Literacy. Unfortunately as the year progressed, significant staff absence adversely impacted on our plans for provision of additional, planned interventions.However, throughout the session we continued to liaise with partners such as our Educational Psychologist, Speech and Language Therapists, CAMHS, Social Work, Community Learning and Development etc. to address more specific needs. Our staffing was further enhanced by cluster provision of a specialist Additional Support for Learning Teacher. Our offering to pupils was supplemented through effective partnership working with our Active Schools’ Coordinator, who provided a variety of sporting opportunities for our pupils. North Lanarkshire Council’s Music Department provided Kodaly music to P5/6 pupils and musical instruction on a range of instruments to P6/7 pupils. Within our immediate community, partnership working with St Kevin’s Primary, Coatbridge High School and also our local community centre, the Safety Zone, continued.During the month of December we were selected for a full model inspection which resulted in the following grades being awarded1.3 – Leadership of Change – good2.3 – Learning, Teaching and Assessment – good3.1 – Ensuring Wellbeing, Equity and Inclusion – very good3.2 – Raising Attainment and Achievement – goodIn May we were then selected to be part of a national thematic inspection focusing on, ‘Inclusion and Promoting Positive Behaviour.’ Information gathered from this visit will be collated with evidence from other establishments to highlight aspects of good practice. |
| Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)Regular monitoring of attendance featured throughout the session. To ensure parents/carers were aware of attendance levels and any attendance concerns, letters were issued on a monthly basis. Furthermore, where pupils had been absent for some time, telephone calls were made to discuss pupil health and encourage a return to school, when well enough. Families were also alerted to, ‘exclusion criteria’ for specific health conditions to guide and support them and ensure an appropriate length of absence. Where pupil absence provided cause for concern, several home visits took place, with members of the management team visiting the family. Furthermore, Bargeddie Primary was part of a cluster initiative, whereby identified families were invited to attend attendance meetings. This was supported by a cluster Head Teacher. The families worked in partnership with staff from education to discuss barriers to attendance and related resources or strategies which could have a positive impact on pupil attendance. Working in partnership with a cluster Head Teacher colleague enabled the sharing of good practice and raised awareness of beneficial supports/services. This arrangement was then reciprocated with Bargeddie’s Head Teacher assisting with attendance meetings at the partner school. To further highlight the importance of regular attendance and the positive effect this has on attainment, visual displays, which link absence percentages to an equivalent number of missed school days, were added to school reports, attendance letters and to our school website. As a result of the above initiatives, attendance rates, as of 2/6/23 rose by 0.15%. There have been no exclusions in Bargeddie Primary since session 2016/17. |
| Details of consultation: Pupils/Parents/carers/staff/stakeholdersParents and Carers were consulted on our School Improvement Plan priorities via a Microsoft Form. This information was gathered during our recent Parents’ Night Meetings, when almost all families are in attendance. Those families unable to attend the Parents’ Meetings were issued with the link to ensure all families had the opportunity to contribute. Pupil awareness was raised at assemblies and their views collected for consideration. |

**Section 2: What progress have you made in closing any poverty related attainment gap?**

|  |
| --- |
| **Equity Plan***Please write a brief summary of your approach to ensuring equity and the progress you have made.* *The following key questions could be considered:**Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty? What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process?* |
| The following approaches were utilised to ensure enhanced equity for pupils**Interventions for Equity****Early Intervention and Prevention** – Daily additional Literacy support provided to identified pupils, Story Sacks distributed fortnightly for home use, Active Literacy Workshops provided for parents/carers, updated Active Literacy training, monitoring and tracking progress, PASS and PIPS+ Baseline Assessments with appropriate follow up etc. Girfme Plans, ‘What I Think,’ conversations, differentiated programmes of work, Requests for Assistance, involvement of specialist services such as our Educational Psychologist, Speech and Language Therapists, specialist Additional Support for Learning Teacher etc.**Social and Emotional Wellbeing** - PASS Assessments administered to all pupils in September to measure, ‘Pupil Attitudes to Self and School.’ ‘What I Think,’ follow up discussions and appropriate interventions/supports for identified pupils, Mindfulness Club, Mental Health Ambassadors, fortnightly focus on Gold RRS activities, pupil  empowerment-surveys, roles of responsibility, presentations, house system in place, Anti-Bullying activities, Miracle Foundation Counselling Service utilised, enhanced nurture for identified pupils, Cluster Teacher providing social/emotional support for identified pupils, Community Learning and Development involvement with identified families, advice/support from our Educational Psychologist, enhanced transitions etc.**Promoting Healthy Lifestyles** – Healthy Schools' resource utilised in all stages with a monthly wellbeing focus, Childsmile initiative implemented, physical activity promoted via Active Schools’ Coordinator and after school clubs, CHS and St Ambrose Sports' Leaders, Daily Mile, Football/Hockey after school club, 2 hours of P.E. Cross Country Competition, Football Festivals, Disability Inclusion Training, P7 Strathclyde Park Activity Week, Bikeability, Health Week, Relationships, Sexual Health and Parenthood programme of study, Hitting the Bottle workshops, Unicef World Children’s Day online health workshop, pupil led healthy eating campaign etc.**Differentiated Support** – Differentiated programmes of work evident in all classes and detailed in Girfme Plans. Further differentiation through the use of identified programmes/interventions, as advised by partner agencies e.g. Sam Group, Educational Psychologist, CAMHS etc. Use of assistive technology e.g. coloured overlays, use of laptop to word process, spell checkers, Clicker 8, sensory resources, appropriate training e.g. Resilience, Trauma, LGBT Inclusive Education, The Promise, Literacy Interventions, Language Land etc.**Professional Learning and Leadership** - Extensive CLPL to improve knowledge and skills across a range of areas, including Digital, Numeracy, Literacy, Child Protection etc. Empowerment of staff via roles of responsibility e.g. Health and Wellbeing Co-ordinator, Digital Champion, Eco Champion, RRS Co-ordinator etc. with appropriate training, development linked to leadership programmes such as, Principal Teacher, M.Ed. etc.**Using Evidence and Data** -  Ongoing assessment information and professional dialogue, termly class ACEL evaluations using benchmarks to monitor progress, annual assessments such as PASS, Suffolk, CEM, MALT, SNSA compared to previous results to gauge progress and identify next steps and class configurations/groupings, interventions etc. Data linked to attendance and SIMD used to target support.**Employability and Skills Development** – Developing the Young Workforce activities across all stages e.g. Coding Workshops, Money Smart activities, HSBC visits to all classes, World of Work exploring skills and qualities, job roles discussed via Active Schools Coordinator workshop etc. pupil roles of responsibility, groups and committees, Christmas Fair pupil led enterprise, Apprentice Week discussions, STEAM activities etc.**Research and Evaluation to Monitor Impact** – Use of evidence-based practice/research/interventions to encourage /monitor impact e.g. Sutton Trust, Rowantree Trust, Making Learning Visible etc. |

**Section 3: Summary of Impact of Annual Improvement Plan Priorities**

|  |  |
| --- | --- |
| **Cluster Priority (Long Term Outcome)**: **Attainment in Literacy & Numeracy will show improvement through improving attendance rates by 5% across the Cluster average through the GIRFEC Pathway.** |  |
| **(Please insert the relevant information below)** |
| **NIF Priority: 1, 2, 3, 4, 5, 6** | **NIF Driver: 1, 2, 3, 4, 5, 6** |
| **NLC Priority: 2, 5** | **QI: 1.3, 2.2, 2.3, 2.4, 3.2** |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. |
| **RATIONALE**: As a result of post pandemic recovery, attendance rates have dropped across each establishment. Establishments in the cluster have P7 attendance rates of 90.4%, 89.7%, 84.7%, 88.2% below the Local Authority average of 90.7%.  Through analysis of the Cluster Attendance Survey data return last session it was identified there were a number of reasons for non-attendance highlighting resilience and coping skills as well as disengagement with the school curriculum as the key priority areas.   |
| **OUTCOMES:** See impact |
| **EXPECTED IMPACT:** Attendance levels would rise across the cluster, to meet the 5% target increase. |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)A draft ‘Guidance and Process Map for Supporting School Attendance through the GIRFEC Pathway at Establishment and Cluster Level,’ was provided to all schools and was utilised to guide decision making linked to improving levels of pupil attendance. On a monthly basis data relating to attendance was carefully monitored. To ensure parents/carers were aware of attendance concerns and their child’s attendance levels, letters were issued on a monthly basis. Furthermore, where pupils had been absent for some time, telephone calls were made to discuss pupil health and encourage a return to school, when well enough. Families were also alerted to, ‘exclusion criteria’ for specific health conditions to guide and support them and ensure an appropriate length of absence. Where pupil absence provided cause for concern, several home visits took place with members of the management team visiting the family. Furthermore, Bargeddie Primary was part of a cluster initiative whereby identified families were invited to attend attendance meetings. This was supported by a cluster Head Teacher. The families worked in partnership with staff from education to discuss possible supports/resources/suggestions which could have a positive impact on pupil attendance. Working in partnership with a cluster Head Teacher colleague enabled the sharing of good practice and raised awareness of beneficial supports/services. This arrangement was then reciprocated with Bargeddie’s Head Teacher assisting with attendance meetings at the partner school. To enable education staff to gain a better insight into factors which could adversely affect pupil attendance, a survey was issued to all cluster families. From the 292 responses, it emerged that feeling safe in school was a major factor in supporting pupil attendance. This was closely followed by, children engaging in enjoyable activities, having good relationships with friends and also having good relationships with staff. Moving forward this information will help staff to identify possible factors which may influence pupil attendance and work in partnership to address these. To help families understand the impact of absence on attainment, percentage absences were converted, to equate to a number of days lost from school, to highlight the adverse effect of pupil absence. This was communicated to families via, Twitter, our school website, the school Handbook, on absence monitoring letters which have been distributed to identified families and also on school reports to highlight the importance of regular attendance. **Impact****Attendance Statistics Over Time****2016/17 2017/18 2018/19 2019/20 2020/21 2021/22 2022/23****93.5% 93.8% 93.6% 92.3% 94.8% 93.6% 93.75% as of 2/6/23**From the above statistics relating to attendance over time, it can be seen that as at 2/6/23 attendance rates had increased from session 21/22 by 0.15%. Undoubtedly this will have had a positive impact on the learning of pupils but it is difficult to ascertain the impact on pupil progress, as a direct result of increased attendance and distinguish this from the contribution made by increased teacher time and attention, the positive, nurturing ethos, interventions and key initiatives etc.**Attendance linked to SIMD****Deciles Absence Rate**1. **3.96%**
2. **5.42%**
3. **6.58%**
4. **8.53%**

**7 10.21%****8 0.6%** **9 3.86%**It is interesting to note that pupil absence rates were lower in the higher deciles, with deciles 2-4 showing increasing rates of absence. The high absence rate in decile 7 can be attributed mainly to a specific, isolated case, which staff were aware of and worked in partnership to resolve. Based on this evidence, an increased focus will be placed on attendance within deciles 1-4, moving forward. |
|  |  |
| **Priority 1 (Long Term Outcome)**: **Literacy attainment in reading and writing will be increased, as detailed within the attachment, by June 2023, via an increased focus on pupils within the junior stages, a reintroduction of NLC’s Active Literacy Writing practices, through further emphasis on spelling and grammar skills and through involvement in the Scottish Book Trust, ‘Reading School Initiative.’** |  |
| **(Please insert the relevant information below)** |
| **NIF Priority: 1, 3, 4, 5** | **NIF Driver: 2, 3, 4, 5, 6** |
| **NLC Priority: 1, 2, 4, 5** | **Q.I. 1.2, 2.2, 2.3, 2.4, 3.2** |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.* Increased staffing via probationer and price match funded teacher - £27327
* ICT hardware purchased to facilitate more individualised programmes of work and to allow identified pupils to word process more of their tasks - £7953.40
* Shirley Clark Staff CLPL focusing on Assessment - £1000
 |
| **RATIONALE:** To ensure high standards of literacy it was agreed that a focus should continue on the key areas of reading and writing, in particular. It was noted that levels of attainment in P1 were not always maintained as pupils moved into the junior department and so for this reason, an increased emphasis was placed on this cohort e.g. intervention groups, Read, Write, Inc. Literacy Support Teacher, Cluster Support staff etc. It was also noted that the quality of basic grammar skills was adversely affecting pupils’ ability to create accurate pieces of writing and therefore the decision was taken to reintroduce weekly grammar lessons for pupils in P4-7. Furthermore, it was recognised that reading more for pleasure would serve to widen pupils’ vocabulary, which could in turn, be used to enhance pieces of writing and so an increased emphasis was placed on daily reading for pleasure within all classes and also initiatives to promote a love of reading e.g. book fairs, infant story sacks, creation of a lending library, up to date class libraries etc. |
| **OUTCOMES:** See Impact |
| **EXPECTED IMPACT:** As a result of the planned processes, as detailed within our School Improvement Plan, it was anticipated that levels of attainment in reading and writing across all stages would rise to meet our targets in P1, P4 and P7. |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)**Developing Pupils’ Language Capabilities**Staff awareness of ‘Language Land’ was raised through demonstrations provided by Speech and Language Therapists. This partnership working enabled staff to then implement this intervention with identified pupils to enhance vocabulary. An increased focus was placed on talking and listening activities with staff implementing a programme of listening activities within all stages. Pupil confidence in talking was further developed through delivery of a range of Power Point presentations and Sways, in junior and senior classes and at assemblies. Senior pupils also participated in Coatbridge High School’s Public Speaking Competition. Bargeddie Primary continued to engage with partners in health, such as Speech and Language Therapists and implement their suggested strategies and advice to benefit our pupils’ language development. Furthermore reading for pleasure was widely promoted through biannual book fairs, engagement in several ‘Authors’ Live’ events and through daily reading of class novels and infant stories etc. This has served to encourage more pupils to read for pleasure, as evidenced by our book fair sales.**Supporting Pupils to Develop as Fluent, Capable Readers**Initial class configurations were carefully considered, to ensure staff were able to deliver appropriate support or challenge to identified groups and individuals, in a bid to raise attainment. Pips+ Baseline Assessments were administered to Primary One pupils at an early point, to determine pupils’ levels of ability and to ensure appropriate support or challenge. Other identified pupils were assessed using the Yarc assessment resource to determine their starting point in Literacy. From these assessment results, pupils were selected for additional support and appropriate interventions. ‘Tales on a Tuesday’ was introduced, which enabled senior pupils to practise their fluency when reading aloud to infant pupils, while infant pupils also benefited by having texts modelled to them. Both NLC Cluster Support staff and Literacy Support staff were deployed to work with specific groups and individuals to further develop basic Literacy skills. The ‘Read, Write, Inc.’ resource was implemented four times per week, from August to October, with pupil improvements monitored and tracked. All pupils within this group demonstrated progress through increased reading scores, following the intervention block. Within classes, differentiated programmes of work were in place to ensure pupil needs were appropriately met. Girfme Plans were created and regularly updated to detail areas for development and next steps in learning. Furthermore, Requests for Assistance were submitted to partner agencies for additional input, support and advice. In addition, several infant, literacy based workshops were provided for parents and carers to encourage replication of practice at home. A literacy transition meeting was also provided for families of pupils beginning in August 2023, to stress the importance of literacy and to highlight school expectations.**Ensuring Knowledge of Comprehension Strategies**We aimed to further develop pupils’ fluency and comprehension across all stages and therefore comprehension strategies were revisited to ensure all pupils were aware of these and could use the range of strategies appropriately to help them better understand their reading. Weekly comprehension activities were provided in P4-7 to further consolidate this skill. Reciprocal reading featured in P4-7 classes, with pupils allocated specific roles, to enhance their engagement and comprehension. The importance of quality questioning was reiterated, with a focus on Blooms Taxonomy. All staff were provided with question starters to help them formulate questions with appropriate degrees of challenge to ensure differentiation. **Promoting a Reading Culture**Bargeddie Primary is registered with the Scottish Book Trust’s, ‘Reading School,’ initiative and is keen to promote reading for pleasure. Therefore, book fairs are held biannually. The commission from these fairs, ensures that class libraries are regularly updated with current literature. This session, fortnightly Story Sacks were issued to all pupils in Primary One to ensure equal access to appropriate reading material at home. All pupils participated in World Book Day with enjoyable, related activities undertaken in classes. To encourage more pupils to engage in reading for pleasure, a book display was created, highlighting book recommendations. Furthermore being cognizant of NLC’s ‘Poverty Proofing Policy’, a new pupil led lending library was established to ensure all pupils had access to home reading material.**Modelling and Support Related to Writing Strategies**North Lanarkshire’s Active Literacy writing programme was reintroduced following a staff evaluation of Bargeddie’s previous writing programme. In addition, it was agreed that in all stages, starter tasks would have a writing focus, to reinforce and consolidate basic literacy skills. During taught writing lessons, targeted support was initially directed to identified pupils. Furthermore, a children’s author visited senior pupils, to discuss his processes for writing, with the aim of inspiring pupils to write more for enjoyment.**Further Development of Pupils’ Transcription and Sentence Construction**To enable pupils to focus more on the content of their pieces of writing, a renewed focus was directed towards improving essential, basic skills. From P4-7 weekly stand-alone lessons focusing on grammar and handwriting were reintroduced, using Nelson programmes of study. The Active Literacy programme continued to be implemented across all stages, following the set timetable. Additional literacy resources, including digital programmes, were used to supplement this e.g. Touchtronics, Education City, Clicker 8 etc.**Target Setting and Accurate Assessment of Pupil Needs**Due to changes in staffing it was decided that a renewed focus on assessment was required. Throughout the year, all staff engaged in regular, training sessions, from Shirley Clark, which they then utilised to further improve their practice. Most pupils engaged in peer and self-assessment and all pupils created targets in Numeracy, Literacy and Health and Wellbeing, which they worked towards. These were updated as appropriate throughout the session. Furthermore, pupils recognised that they could improve their own learning by being more proactive and from this, ‘Learning Powers’ were created e.g. being attentive, resilient and persevering when tasks were challenging etc. These served to promote increased pupil responsibility towards their learning, which in turn, lead to improved engagement. Class visits by members of SMT, jotter monitoring and termly discussions linked to pupil progress/ACEL data ensured all staff were aware of pupil progress and development needs. Regular, periodic assessments such as Suffolk, CEM, YARC and Benchmarking, informal daily assessments and professional dialogue ensured appropriate levels of challenge or support were provided to pupils throughout the course of the year.**Impact** **Achievement of a Level** **Listening and Talking Reading Writing Numeracy** **2021 ‘22 ‘23 2021 ‘22 ‘23 2021 ‘22 ‘23 2021 ‘22 ‘23****P1 77.8% 80% 94.1% 77.8% 70% 82.3% 66.7% 65% 82.3% 88.9% 75% 88.2%****P4 73.3% 76.7% 73.3% 66.7% 63.3% 60% 60% 60% 53.3% 46.7% 73.3% 66.6%****P7 91.7% 81.3% 91.6% 87.5% 100% 83.3% 83.3% 68.8% 83.3% 70.8% 87.5% 83.3%**Attainment has been significantly raised in Listening and Talking, Reading and Writing in Primary One, which would suggest early intervention and current methodology has had a positive impact. In Primary Seven, attainment has been raised significantly by 10.3% in Listening and Talking and in Writing by 14.5%, however, there has been a drop of 16.7% in reading, which equates to two pupils. In Primary Four, achievement has dropped across all aspects of Literacy. The lower percentage rates may in part, be as a result of the much smaller cohort, with each child equating to 6.6% and warranting double the percentage weighting, as compared to last session’s Primary Four group. Nevertheless, the junior department will continue to be an area of focus next session. |
| **Next Steps:** (What are we going to do now?)Based on the above data, school based assessment results and professional dialogue, consolidation of this year’s planned strategies for improvement will continue, to embed good practice and further enhance teaching and learning. e.g.* Reciprocal reading embedded
* Clicker 8 fully utilised
* Colourful Sematics implemented
* Literacy Box implemented
* Involvement of pedagogy team to enhance teacher knowledge and in turn, pupil skills in writing.
* Renewed emphasis on formative assessment strategies and techniques to improve teaching and learning.
* Renewed focus on assessment and moderation activity within Bargeddie and beyond.
 |
|  |  |
| **Priority 2 (Long Term Outcome)**: The curriculum will be further improved and made more relevant, through an increased focus on sustainability, which will impact positively on pupils, by developing responsible, compassionate attitudes linked to a range of current issues, thereby encouraging global citizenship. |  |
| **(Please insert the relevant information below)** |
| **NIF Priority: 1, 2, 3, 4** | **NIF Driver: 1, 2, 4, 5** |
| **NLC Priority: 2, 3, 4, 5** | **Q.I. 1.2, 1.3, 2.2, 2.3, 2.7** |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.* Senior pupil outdoor activity week – Strathclyde Park - £1332
* Outdoor Learning CLPL – ‘Love Outdoor Learning’ - £1047.80
* ‘Clyde in the Classroom’ initiative to repopulate the River Clyde - £500
* ‘Tartan and Tweed’ workshop linked to Scottish culture - £112
 |
| **RATIONALE**: Following the Covid pandemic it was widely recognised that being outdoors had positive benefits to both physical and mental health and that learning could be enhanced by incorporating more outdoor learning activities into lessons, to promote greater pupil engagement. Staff confidence in this type of delivery of lessons was low and so staff training linked to outdoor learning was accessed at the end of session 21/22 and then again at the beginning of session 22/23.Following on from our Silver Rights’ Respecting School Award, it was essential that ongoing lessons linked to children’s rights continued in all stages, to ensure children were at the centre of our practice and to ensure adherence to our action plan for a Gold Award.We also aimed to continue our focus on equality and diversity to ensure our learners continued to develop as compassionate, respectful citizens of the future, through a range of initiatives. |
| **OUTCOMES:** See impact |
| **EXPECTED IMPACT:** It was anticipated that as a result of the provision of a wide range of curricular activities linked to the promotion of tolerance, equity and diversity that pupils would develop increased respect for others and that this, in turn, would have a positive impact on behaviour, on the general ethos within our school, while also encouraging responsible pupil attitudes. Also, through increased pupil empowerment, linked with activities relating to, ‘Developing the Young Workforce,’ we hoped that pupil voice would be increased and from this, positive developments would result. Furthermore, following COP 26 and 27 we aimed to maintain a focus on environmental issues and raise pupil awareness through IDL, Eco and Outdoor Learning. |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)**Outdoor Learning**Staff received training linked to outdoor learning via the company ‘Love Outdoor Learning,’ on the second in service day in August. This was in addition to previous training which was provided at the end of session 2021/22. The knowledge gained from this training equipped staff with the necessary skills to provide a range of purposeful learning opportunities, in an outdoor setting, which served to enhance class based learning. This training also greatly boosted staff confidence in the delivery of this type of lesson. Outdoor learning is now a regular feature of many class lessons, across the curriculum. All pupils participate in one hour of outdoor P.E. each week and several after school activities were offered, which also took place outdoors e.g. football, cross country etc. Primary Seven pupils spent a week enjoying outdoor learning, via North Lanarkshire’s Outdoor Activity Week at Strathclyde Park. Furthermore, our annual Health Week in June provided an extensive range of outdoor learning opportunities for pupils. Our Twitter account provides a record of many of the outdoor learning opportunities, provided this session.**Children’s Rights**The embedding of children’s rights continued to be a major focus this session. School policies were adapted to ensure children’s rights are at the centre of our practice. Every fortnight, all stages focused on a selected right from the UN Convention on the Rights of the Child, to raise pupil awareness and ensure adherence. Children’s rights were also regularly reiterated at assemblies. Through such activities, increased empathy, respectful attitudes and consideration towards others has become evident. This was highlighted as a strength by HMIe Inspectors during both our full inspection and during the thematic inspection. Furthermore, junior and senior pupils engaged in Unicef’s World Children’s Day online workshop and from this, a pupil led health campaign linked to healthy eating was implemented and resulted in positive developments. Through planned learning experiences, pupils now have an increased awareness of issues linked to diversity and discrimination. Furthermore, throughout the year anti-bullying activities have featured regularly.**Anti-Bullying Activities*** Anti-Bullying annual focus via Respect Me
* Respect Me class workshops
* Hope Anti-Bullying performance
* Assembly stories/discussions
* Internet Acceptable User Agreements
* Cyber Bullying activities/information
* ‘Speak Out, Stay Safe’ Campaign – Childline/ NSPCC
* Circle Time
* Healthy Schools programme – SHANARRI monthly focus

**Equality and Diversity**To promote equality and inclusion, pupils have become more aware of protected characteristics, through a range of activities and opportunities, as detailed below. This has encouraged the development of compassion, tolerance, respect and kindness towards others.**Race*** Show Racism the Red Card Visit
* Show Racism the Red Card annual art and design competition
* Inclusive selection of reading material – class novels, short stories
* Scotland One Nation Annual Workshop – Culture NL

**Age*** Liaison with Lochside Manor Care Home
* Scottish Afternoon for senior citizens in the Safety Zone

**Religion*** Inter-Denominational Activities/Partnership Working with St Kevin’s Primary– see below
	+ Joint Campus Choir
	+ Joint Campus Choir Performances - Glasgow Choir Festival, NLC concert
	+ Joint Campus Musical Instruction – Rock Initiative
	+ Shared lunchbreaks and intervals
	+ Joint Campus Christmas Carol Singing
	+ Joint Campus activities e.g. performances, shows
	+ Joint Campus staff training/liaison
	+ Summer Fun Day – whole community
	+ Parent Council Partnership Working
* Divided City novel study P6/7
* R.E Programme of Study – Other World Religions
* Celebration of Related Festivals – Chinese New Year etc.

**Sex*** LGBTQ workshops P5-7
* LGBTQ staff training levels 1 and 2
* Relationships, Sexual Health and Parenthood programme

**Disability*** Autism Presentation and visit to Parents’ Meetings
* Disability Awareness Training linked to sport via our Active Schools Coordinator
* Sign Language Club
* Paralympian Visit – Johnny Paterson

**Pregnancy/Maternity*** Breast Feeding Award
* Relationships, Sexual Health and Parenthood programme

**Poverty** * Poverty Proofing Policy and related activities
* Lanarkshire Health and Food Partnership collections
* Promotion of ‘pre-loved uniform’
* Promotion of grants/ funding/free school meals
* Promotion of Club 365

**Other*** St Andrew’s Hospice activities/Wear Yellow Walk
* Remembrance Day assembly/ Poppy Appeal
* Holocaust Remembrance Day
* Ukraine Appeal collection
* Paul Dix – Positive Noticing Day with a focus on kindness

**Eco**This session IDL topics were specially selected to tie in with our focus on Eco and sustainability, to reiterate key messages e.g. From Farm to Fork, Water Aid, Renewal Future, Global Goals etc. Almost all pupils engaged in online workshops linked to learning for sustainability, biodiversity and climate emergencies. All pupils were encouraged to engage in active travel to school via walking, scootering and cycling. Senior pupils engaged in Bikeability lessons to ensure high standards of cycling safety awareness. Furthermore, all pupils participated in Sustrans’ annual travel survey. Parents/carers were also encouraged to participate in and promote active travel. Most senior pupils wrote letters to B and Q and local supermarkets to obtain resources to enhance our school garden. Furthermore, pupils regularly engaged in litter picking activity within our school grounds. Our Eco Committee met regularly to discuss aspects of practice which could be further improved e.g. reducing plastic waste in packed lunches etc.**Developing the Young Workforce**Pupils were encouraged to undertake jobs within their classrooms and senior pupils were encouraged to assume increased responsibilities such as Buddies for Primary One pupils, Leaders of Playground Games, Librarians etc. They also applied for other roles such as House Captain, Digital Leader, Sports’ Leader etc. For the important role of House Captain, an application form was submitted and pupils attended a formal interview. Senior pupils also organised and ran our Christmas Fair and attended our Parents’ Meetings to welcome families, supervise our Book Fair and issue questionnaires. Many younger pupils became actively involved in our committees, such as Rights Respecting Schools, Eco etc. Through involvement in these activities pupils have brought about positive change and received recognition in school and through external validation/awards e.g. Eco green flag, RRS Silver Award etc. In turn this has served to boost levels of self-confidence, which we believe has positively impacted on other aspects of our pupils’ development. Many senior pupils prepared presentations via Power Point, Sway etc. and presented to their peers in classes and at assemblies. Some participated in Coatbridge High School’s Public Speaking Competition. They also engaged with the World of Work resource and considered future career prospects.**Pupil Empowerment**In all classes, pupils established Class Charters at the beginning of the session, which clearly stated the agreed expectations to ensure productive, happy classes. Pupils were encouraged to undertake jobs, as detailed above. On a regular basis pupil views on a range of subjects, were gathered during assemblies by House Captains or via surveys e.g. After School Club survey, Pupil Attitudes to Self and School Survey(PASS), Improvement Plan discussion etc. Furthermore, to identify specific, individualised needs, many pupils engaged in ‘What I Think,’ discussions with staff, relating to their social and emotional wellbeing. During the creation of GIRFME Plans, pupil views were included. Through involvement in committees, pupils have brought about positive developments. During a national thematic inspection it was reported that in Bargeddie Primary, pupils feel that their views are valued and respected. They feel included in decisions which affect them and believe that they are treated fairly.**Impact**Pupil knowledge linked to environmental issues has been further developed through engagement in various IDL topics, as detailed previously. Through pupil involvement in Unicef’s online workshops, most pupils are aware of global issues such as lack of medical care, limited access to education, global warming and related issues etc. Almost all pupils demonstrate improved standards of behaviour and show respect towards others, as evidenced in our HMIe report and pupil surveys. Also awareness has been raised of the protected characteristics.  |
| **Next Steps:** (What are we going to do now?)* Continued development of our pupil offering linked to raising awareness of protected characteristics.
* Sustained focus on Rights’ Respecting School activities, leading to submission for our Gold Award.
* Increased emphasis on activities to promote ‘Developing the Young Work Force’ e.g. careers event, partnership involvement with local businesses etc.
* Enhanced monitoring and tracking of wider pupil achievements.
* Increased use of ‘How Good is OUR School’ – pupil evaluation tool
 |
|  |  |
| **Priority 3 (Long Term Outcome)**: |  |
| **(Please insert the relevant information below)** |
| **NIF Priority:**  | **NIF Driver:** |
| **NLC Priority:** | **QI:** |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. |
| RATIONALE: |
| OUTCOMES: |
| EXPECTED IMPACT: |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?) |
| **Next Steps:** (What are we going to do now?) |

**Section 4: Key strengths/successes linked to Quality Indicators**

(Please note: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered during through ongoing self-evaluation processes, including discussions in attainment trios, please outline briefly key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.) When making specific reference to a NIF driver please highlight this is bold for example:

**Teacher Professionalism**: CLPL has impacted positively on staff confidence levels and understanding of best pedagogical practice, in writing. ACEL data (P4 and P7) has increased by 5% and 10 % respectively. (QI: 1.3, 2.3 and 3.2)

**NIF– Key Drivers**

School and ELC Leadership

Teacher and Practitioner Professionalism

Parent/Carer Involvement and Engagement

Curriculum and Assessment

School and ELC Improvement

Performance Information

**How good is our leadership and approach to improvement?**

|  |
| --- |
| **QI 1.3 Leadership of change** |
| Developing a shared vision, values and aims relevant to the school and its community | Strategic planning for continuous improvement | Implementing improvement and change |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.** |
| **NIF Priority: 1, 2, 3, 5** |
| **NIF Driver: 1, 2, 3, 5, 6** |
| **UNCRC: 3, 12, 13, 19, 24, 28, 29** |
| **RECR (if appropriate)** |
| **Linked SIP/PEF Priority: cluster, 1, 2** |
| **How well are you doing? What’s working well for your learners?** |
| * Our ‘Vision, Values and Aims’ were created in partnership with members of our school community and are embedded into the life of the school, ensuring a positive ethos.
* Staff members have a clear understanding of the social, economic and cultural context of the school and consider these factors when implementing change.
* Knowledge gained from CPD, is shared with colleagues to ensure best pedagogical practice and benefit to pupils.
* Leadership at all levels is both encouraged and supported, with staff strengths and interests utilised to ensure maximum benefit to pupils and our school.
* Almost all staff engage in collaborative training with partners from our joint campus and cluster schools.
* Most teaching staff have reflected on, engaged with and shown commitment to the updated GTCs standards, at their particular level.

A range of data and ongoing self-evaluation is used to inform improvement planning.  |
| **How do you know? What evidence do you have of positive impact on learners?** |
| * All pupils are provided with a wide range of learning opportunities across the four contexts of learning in line with our Vision, Values and Aims. Through our focus on wellbeing and RRS, most pupils possess a good sense of wellbeing as evidenced by PASS questionnaires, Strengths and Difficulties assessments and via ‘What I Think’ discussions.
* SIMD information and data from various sources is utilised to inform decision making e.g. identification of the poverty related attainment gap, allocation of additional support, ensuring equality of opportunity etc. Most identified pupils have benefited from interventions, appropriate allocation of digital devices and financial benefits have also been awarded to a few families, as a result.
* Training linked to Number Talks, Clicker 8, Language Land, Mindfulness etc. has been cascaded to staff and has been implemented as a result.
* Awarded RRS Silver status, led by Lynsey Hayworth 2021

Awarded Eco green flag, led by Sharon Bennett 2021John Muir Awards gained by pupils, led by Lorraine FisherDigital audit/ developments led by Danielle Millar and Jennifer Morrison Mindfulness/wellbeing promoted across the school led by Caitlin McFadden Numeracy developments led by Lynn LoganDeveloping the Young Workforce developments led by Lorraine FisherAwarded Gold Sport Scotland status, led by Lynn LoganPupils have greatly benefited from involvement in all of the above.* Sharing good practice and professional dialogue with an extended range of partners has ensured benefits to pupils e.g. Introduction of PASS, training relating to Outdoor Education and ‘Transforming Learning via Formative Assessment’, Solihull, moderation of writing, absence management pilot etc.
* Staff completed the self-evaluation wheel to identify areas for further development.
* Self-evaluation has been regularly undertaken to enhance aspects of our practice. Various sources of data further inform our decision making e.g. Suffolk, SNSA, CEM etc.
 |
| **What are you going to do now? What are your improvement priorities in this area?** |
| * Continue to seek out new and exciting opportunities for pupils to further enhance their knowledge, skills, wellbeing, confidence and self-esteem.
* Continue to be mindful of our school context and provide continued support to pupils and their families, as appropriate. Further develop our Poverty Proofing Policy, raise awareness of support services and promote avenues for accessing funding.
* Facilitate more opportunities for staff to learn from colleagues.
* Continue to encourage empowerment of all stakeholders and seek out opportunities which inspire all parties to become more actively involved in the life, work and success of our school.
* Continue to work in partnership to share good practice and reduce costs. Following the relaxation of Covid restrictions, renew our range of joint partnership initiatives.
* Continue to promote and uphold levels of professionalism as reflected in the revised GTCs standards, to ensure maximum benefit to pupils.
* Further develop skills in data analysis.
 |

**How good is the quality of care and education we offer?**

|  |
| --- |
| **QI 2.3 Learning, teaching and assessment** |
| Learning and engagement | Quality of teaching | Effective use of assessment | Planning, tracking and monitoring |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.** |
| **NIF Priority: 1, 3, 4, 5** |
| **NIF Driver: 1, 2, 3, 4, 5, 6** |
| **UNCRC: 3, 4, 5, 6, 28, 29** |
| **RECR (if appropriate)** |
| **Linked SIP/PEF Priority: cluster, 1, 2** |
| **How well are you doing? What’s working well for your learners?**  |
| * The ethos and culture of our school and our focus on UNCRC ensures a positive learning environment for all pupils.
* In all classes a variety of formative and summative approaches are used to monitor and report on pupil progress in learning.
* All pupils benefit from differentiated or individualised programmes of work, to ensure appropriate challenge or support.
* In all classes Digital technology is a feature of our practice and is utilised daily to enhance the teaching and learning.
* Structured transition programmes from nursery to primary and primary to secondary are provided for all pupils, thereby ensuring continuity and progression.
* Pupil’s progress and achievements in literacy, numeracy and health and wellbeing are tracked and monitored through professional dialogue between staff and SLT, to ensure appropriate challenge or support.
* Teaching and Learning is enhanced through the use of a newly created digital planning tool.
 |
| **How do you know? What evidence do you have of positive impact on learners?**  |
| * Most pupils are aware of a variety of children’s rights which are integrated into day to day practice and into updated school policies. This has impacted positively on behaviour and almost all pupils are well behaved, mannerly and respectful.
* Class visits and jotter monitoring, provide evidence of formative assessment strategies in use, the benefits of which are evidence based. Periodic assessments ensure that a focus is maintained on pupil attainment. Results are analysed and appropriate decisions made to ensure continued progress e.g. appropriate class groupings, reading levels, more challenge required, appropriate interventions etc.
* Forward Plans, groupings, Girfme Plans all evidence differentiated and individualised programmes to ensure appropriate support or challenge for pupils and therefore, continuous development.
* A range of digital programmes are used to enhance areas of the curriculum, to reinforce concepts and further develop skills, whilst motivating and engaging pupils. Digital skills are further developed via the Coding Club and participation in regular Code-a-longs and other digital opportunities e.g. Design an App competition.
* Professional dialogue, regular meetings, provision of a wide range of opportunities including enhanced opportunities, ensure all stakeholders are prepared and fully informed at key points of transition.
* ACEL data is updated and annotated termly, following joint discussions with HT, PT and class teacher. Also, termly Planning Meetings provide an opportunity for professional dialogue, the sharing of information for Pastoral Notes and discussions around support for learning, Requests for Assistance and involvement of other agencies.
* Digital planning which more effectively supports quality teaching and learning, is implemented across all stages.
 |
| **What are you going to do now? What are your improvement priorities in this area?** |
| * Following the lifting of Covid restrictions, continue to reintroduce activities, events etc. which encourage parental/partner involvement in the life and work of the school e.g. Summer Fair, class assemblies and presentations, joint campus activities etc.
* Develop capacity for more pupils to create success criteria and identify next steps in learning.
* Ensure differentiated and individualised programmes are suitably challenging to facilitate continued progress.
* Continue to seek out digital CPD and also new programmes and developments. Further develop the role of Digital Champions.
* Continue to reassess our current transition offering and consider ways in which it can be enhanced and further improved.
* Continue to build attainment over time data to further strengthen evidence based decision making.
* Continue to evaluate and further adapt, as required
 |

How good are we at improving outcomes for all our learners?

|  |
| --- |
| **QI 3.1 Ensuring wellbeing, equality and inclusion** |
| Wellbeing | Fulfilment of statutory duties | Inclusion and equality |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.** |
| **NIF Priority: 1, 2, 3, 5** |
| **NIF Driver: 2, 3, 4, 5** |
| **UNCRC: 3, 6, 12, 13, 14, 16, 19, 24, 28, 29** |
| **RECR (if appropriate)** |
| **Linked SIP/PEF Priority: cluster, 1, 2** |
| **How well are you doing? What’s working well for your learners?**  |
| * Almost all pupils have an awareness of the wellbeing indicators and can suggest ways in which wellbeing can be promoted.
* All pupils benefit from two hours of P.E. which is supplemented by a wide range of physical activity.
* Identified pupil needs are effectively supported via Girfme plans, which detail individualised interventions.
* Pupil thoughts and feelings are regularly captured to ensure a high level of wellbeing.
* Extensive training linked to the area of Health and Wellbeing has ensured positive benefits for all pupils.
* Diversity is valued and celebrated by our focus on other world religions, religious festivals and through involvement in a range of other initiatives.
* Pupil wellbeing is effectively addressed via a range of multi-agency and cluster based support.
* All staff members engage in annual Child/Adult Protection training, to ensure appropriate safeguarding of our school community
 |
| **How do you know? What evidence do you have of positive impact on learners?**  |
| * The Healthy Schools resource is used across all stages to ensure coverage of CfE experiences and outcomes, with a different wellbeing indicator as a monthly focus. Pupils are able to discuss wellbeing and show an awareness of what wellbeing entails. Classwork and wall displays evidence related pupil knowledge.
* Participation in P.E, sporting festivals and after school clubs, an annual 12 week swimming programme for P6 and P7 pupils and an annual Health Week all contribute to increased levels of physical fitness. Promotion of local sports clubs also features. Pupil surveys linked to OHSL highlight areas of special interest and club registers evidence levels of participation.
* Girfme Plans, created in partnership with pupils and parents/carers, are implemented to ensure continued pupil progress. Staged intervention is evident and tracking and monitoring procedures ensure a continued focus on attainment. Furthermore both formal and informal assessment procedures and pupil classwork evidence pupil development.
* Surveys, questionnaires, PASS Assessments, ‘What I Think,’ dialogue and class Worry Boxes all allow pupil feelings/attitudes to be captured and appropriate support provided.
* Staff have engaged in training linked to Outcome Star, Seemis Wellbeing App, Nurture, health conditions such as asthma, diabetes, first aid, The Promise etc. Two fully trained First Aiders have been appointed.
* LGBT training has been undertaken by all members of staff to ensure pupil needs are appropriately met. Scotland One Nation workshop has visited to further promote equality and activities linked to Show Racism the Red card feature annually.
* Effective partnership working supports pupil health and wellbeing e.g. Educational Psychologist, CAMHS, Speech and Language, Social Work, Occupational Therapists, Counselling etc.
* Staff engage in annual training, which includes PREVENT, FGM, Forced Marriage, Concussion in Sport etc. This is consolidated by further online training and other relevant courses e.g. Lifelines, Critical Incidents etc.
 |
| **What are you going to do now? What are your improvement priorities in this area?** |
| * Encourage pupils to lead a health campaign, following on from World Children’s Day.
* Continue to provide all senior pupils with the opportunity to learn to swim.
* Continue to monitor plans and evaluate targets.
* Begin implementation of the Outcome Star resource and establish appropriate groupings for ‘Seasons for Growth,’ intervention.
* Ensure staff training remains up to date and is implemented as appropriate.
* LGBT level 2 training will be undertaken by all staff and presentation by pupil Equality and Diversity monitors will feature at school assemblies.
* Finalise access to counselling for identified pupils.
* Continue to access relevant training, as available.
 |

How good are we at improving outcomes for all our learners?

|  |
| --- |
| **QI 3.2 Raising attainment and achievement** |
| Attainment in literacy and numeracy | Attainment over time | Overall quality of learners’ achievement | Equity for all learners |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.** |
| **NIF Priority: 1, 3, 4, 5** |
| **NIF Driver: 1, 2, 3, 4, 5, 6** |
| **UNCRC: 3, 5, 6, 12, 13, 24, 28, 29 31** |
| **RECR (if appropriate)** |
| **Linked SIP/PEF Priority: cluster, 1, 2** |
| **How well are you doing? What’s working well for your learners?**  |
| * Literacy intervention groups feature regularly with almost all identified pupils having improved their skills and level of confidence, as a result.
* Digital programmes are used to cater for the needs of identified pupils and laptops are allocated for completion of daily tasks, where appropriate.
* Interventions for equity have been carefully considered and implemented, as appropriate to the benefit of identified pupils.
* Staff update ACEL data termly to ensure a continued focus on raising attainment and providing interventions.
* Pupil attendance is monitored on a monthly basis to raise levels of attendance, thereby ensuring all pupils are able to benefit from the education we provide.
* All pupils are provided with a wide range of opportunities to develop increased confidence, self-esteem and achieve success.
* Bargeddie Primary is registered with the Scottish Book Trust’s ‘Reading School’ initiative and is working towards achieving this status.
 |
| **How do you know? What evidence do you have of positive impact on learners?**  |
| * Follow up Yarc assessments and Benchmarking have evidenced progress for almost all pupils.
* Pupils have responded positively to digital programmes to boost literacy. Word processing pieces of work has led to increased confidence and improved work rate for identified pupils.
* Careful consideration of individuals/groupings and interventions has enabled learners to make improvements to their literacy.
* Professional dialogue between SMT and teachers ensures all parties are fully informed to make decisions on next steps and access appropriate support.
* Regular attendance monitoring in line with our cluster SIP priority and home visits, where appropriate aim to ensure continuity of learning and contribute to our focus on raising attainment.
* Opportunities to achieve success across a range of areas, are provided in a bid to develop increased pupil confidence, which in turn impacts positively on aspects of classwork. Bargeddie encourages pupils to develop a positive mindset towards challenge e.g. Maths Mindset CPD
* ‘Reading School’ status will validate our commitment to the promotion of reading and this commitment will be an example for pupils to follow.
 |
| **What are you going to do now? What are your improvement priorities in this area?** |
| * Monitor the progress of the groups and provide further intervention, if appropriate.
* Facilitate further development of word processing skills for pupils utilising laptops to word process e.g. Doorway on Line
* Continue to focus on the needs of identified groups to ensure these are appropriately supported e.g. LAAC, pupils with low attendance rates etc.
* Continue to update data regularly to maintain a focus on continual improvement.
* Implement cluster pilot – Attendance Council meeting with Langloan Primary and identified families.
* Continue to seek out a range of new experiences.
* Evaluate progress towards ‘Reading School’ targets and identify points for action. Continue to promote reading for pleasure.
 |

**Section 5: NIF Quality Indicators: Summary**

|  |
| --- |
| **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.* |
| Quality indicator | School self-evaluation | HMIE Inspection evaluation *(if appropriate)* |
| 1.3 Leadership of change | **5** | **4** |
| 2.3 Learning, teaching and assessment | **4** | **4** |
| 3.1 Ensuring wellbeing, equity and inclusion | **5** | **5** |
| 3.2 Raising attainment and achievement | **4** | **4** |
| **Additional Quality Indicator***It is anticipated that schools will follow the advice of How good is our school? 4th edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.* |
| Quality indicator | Self-evaluation |
|  |  |

|  |
| --- |
| **Key priorities for improvement planning next session***This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).* |
| * Renewed focus on Assessment and Moderation approaches, to enhance teacher knowledge and skills and encourage increased pupil involvement in their learning, leading to increased attainment, especially at the P4 stage.
* Empowerment of staff, pupils, parents and carers to harness a wide range of knowledge and skills and in so doing, improve outcomes for pupils
* Consolidation of annual improvement priorities from session 2022-23.
 |