

***Driving Equity and Excellence***

**Improvement Checkpoints and Reports**

**Session 2021-22**

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| **School:** | Bargeddie Primary School |
| **Cluster:** | Coatbridge 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 : To ensure equity for all learners and to close the attainment gap, across the BGE, in response to Covid 19.** | | | | | | |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** | |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **1. School Leadership** | **2. Closing the attainment gap between the most and least disadvantaged children** | **1.3 Leadership of Change** | **5. Promoting a high quality learning experience** | **Choose an item.** | **Article 28 - right to education** | |
| **4. Improvement in empolyability skills and sustained positive destinations** | **2. Teacher Professionalism** | **4. Improvement in employability skills and sustained positive school leaver destinations for all young people** | **2.2 Curriculum** | **6. Differentiated Support** | **Choose an item.** | **Article 29 - goals of education** | |
| **Choose an item.** | **3. Parental Engagement** | **Choose an item.** | **2.3 Learning, Teaching and Assessment** | **7. Using Evidence and Data** | **Choose an item.** | **Choose an item.** | |
| **Choose an item.** | **4. Assessment of Children's Progress** | **Choose an item.** | **2.4 Personalised Support** | **9. Engaging beyond the school** | **Choose an item.** | **Choose an item.** | |
| **Choose an item.** | **5. School Improvement** | **Choose an item.** | **3.1 Ensuring wellbeing, equality and inclusion** | **10. Partnership Working** | **Choose an item.** | **Choose an item.** | |
| **Choose an item.** | **6. Performance Information** | **Choose an item.** | **3.2 Raising Attainment and Achievement** | **11. Professional learning and leadership** | **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?)  At the start of the new session, Pips+ Baseline Assessments were administered to all Primary One pupils, to provide teachers with information relating to their infant pupils’ levels of ability in Literacy and Numeracy. Alongside information from nursery reports and transition meetings, this ensured staff had a thorough understanding of their pupils’ abilities and areas for further development and at an early point could cater appropriately for those pupils, who required additional support or challenge. Several infant pupils were also benchmarked to ensure their programmes of work and groupings remained appropriate. Pupils who achieved low scores had further assessments administered to identify next steps e.g. initial sounds, previously taught phonemes, common words, Yarc etc. By utilising all the above information, areas for further development were identified. This information then enabled teachers to create Girfme Plans, in partnership with parents and pupils, thereby ensuring involvement of all stakeholders. Furthermore, identified pupils were involved in conversations with SMT and class teachers to share their views and make their feelings known, using the, ‘What I Think,’ tool. These conversations provided staff with additional information, which provided a holistic overview. In September, pupils across all stages completed PASS Assessments (Pupil Attitudes to Self and School). This assessment is a useful tool for detecting emotional or attitudinal issues within pupils, such as low self-regard or negative attitudes to attendance, which could, adversely impact on achievement at school. The data obtained from these assessments, from day to day classwork and from periodic class assessments ensured staff knew their pupils well and could provide differentiated or individualised programmes of work tailored to pupils’ specific needs.  Using the above information and knowledge of SIMD data to ensure equity, differentiated classwork was provided and pupils were selected for additional support for learning. Bids were submitted for an Additional Support Literacy Teacher, who visited several times per week to target specific groups and individuals. Our Educational Psychologist visited and met with families and observed pupils in classes, providing advice and support to staff and families, as appropriate. Furthermore, bids were submitted to the SAM Group, who provided additional support, via digital interventions. To ensure all pupils were able to benefit from digital technology both at home and in school, pupils were identified to receive computers and/or internet access. Specific criteria was applied and families chosen e.g. free school meals, LAAC, vulnerable pupils etc. By distributing devices to identified families, this ensured that no child was disadvantaged and that all pupils were able to benefit from a range of interactive programmes, used to consolidate learning or issued for homework or to allow for continuity of learning during periods of self-isolation or even in the event of a further lockdown.  To encourage continued progress, pupils set personal targets in Literacy, Numeracy and Health and Wellbeing. These were created in partnership with the class teacher and were updated termly, or as appropriate. Class visits and follow up discussions featured. Good practice and areas for development were identified. Termly tracking and monitoring continued, alongside tracking of interventions and additional support for learning. A sustained focus continued to be placed on the development of Literacy, Numeracy, Health and Wellbeing and STEM, with a significant focus on COP 26 and related environmental topics. Teachers continued to incorporate digital learning and outdoor activities into lessons, as appropriate.  Pastoral Notes and Chronologies were used to record significant information relating to pupils’ wellbeing. HT and PT both received training in the Seemis Wellbeing App. To ensure high levels of support for our pupils, a ‘Scottish Attainment Challenge,’ teacher was utilised to provide our youngest children with enhanced support, ensuring early intervention. During session 2021/22 our youngest pupils in P1 and P1/2, initially experienced enhanced teacher support, due to the formation of two particularly small classes, with 15 pupils in each.  Staff members continued to engage in a range of CLPL. HT and Primary One class teachers participated in training linked to the refresh of the Active Literacy programme and were provided with the new updated materials and related information for implementation. Several members of staff participated in training linked to further development of Numeracy and Maths, via the ‘Maths Mind-Set,’ course, as Numeracy and Maths were identified as areas for further development, within our School Improvement Plan. Staff members are eager to further develop their practice and several chose to participate in advanced/leadership programmes e.g. Principal Teacher, Depute Head development programmes and two members of staff began their Masters in Educational Practice etc. Furthermore, all teaching staff assumed responsibility for leading developments within our school e.g. Digital Champion, Health and Wellbeing Champion, Developing the Young Workforce, Numeracy and Literacy Champions etc. To ensure maximum benefit to the school, pupils applied for jobs of responsibility, supporting staff to drive forward developments and initiatives e.g. Rights’ Respecting School, Silver Award, Eco developments leading to renewal of Green Flag status etc. Applications were submitted by pupils and interviews held for key roles.  Next Steps: (What are we going to do now?)   * Following training on the Wellbeing App, SMT will familiarise themselves with the programme and further develop implementation, initially focusing on pupils with the most significant needs * Curriculum Rationale will continue to be developed, in partnership with all stakeholders * Practice relating to Outdoor Education will be further developed * Introduction to the Resilience Planning Toolkit and Trauma planned for November inset * Increased focus on Moderation with stage partners planned for November inset |
| Evaluative Statement & Actual Impact/Evidence (January)  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  Termly tracking and monitoring continued. Pupils in Primary 3-7 completed Suffolk Reading Assessments in January, to monitor progress. In April, CEM Assessments focusing on Literacy and Numeracy were administered to pupils in P3, 5 and 7. These assessments ensured groupings and programmes of work remained at an appropriate level. Girfme Plans were updated and revised, as appropriate. To further improve levels of attainment, learning conversations around identified areas for further development featured. Identified pupils from the infant department further developed their language and social skills through participation in a block of Lego Therapy.  To encourage greater reading for pleasure, Primary One pupils received Story Sacks fortnightly to enjoy at home. World Book Day was celebrated across our school and pupils enjoyed a related pantomime, ‘Alice in Wonderland.’ Also pupils in all stages participated in several ‘Authors’ Live,’ events. Furthermore, Bargeddie Primary enrolled in the ‘Reading School’ initiative, pledging to promote reading for enjoyment. An Active Literacy online workshop was provided, to enable parents/carers to more effectively support our youngest pupils. Families of our pre-school pupils also participated in workshops linked to the development of Literacy and Numeracy skills, as part of our transition programme. Senior pupils also benefitted from transition events with some receiving enhanced transition opportunities and sessions of counselling via Coatbridge High School. Pupils were also identified to participate in a summer school in preparation for their transfer to secondary.  Members of staff continued to further develop their knowledge and skills through participation in various training events e.g. Literacy Interventions, Early and Primary Yarc, Digital Champion training etc. Also staff from our cluster primaries and Coatbridge High School met to discuss and moderate pieces of writing at second level. Staff from NLC’s Literacy Base visited on four occasions to work directly with the class teacher in P2/3, thereby further developing practice linked to the delivery of the Active Literacy programme at First Level. Furthermore, three members of staff received refresher training linked to the delivery of the intervention programme, Read, Write, Inc. with a view to implementing this initiative. All teaching staff benefitted from training linked to Outdoor Education.  Pupils engaged in a wide range of activities, to promote achievement for all, by further developing their knowledge and skills across the Broad General Education. Senior pupils enjoyed weekly, musical instruction on a range of instruments. A small group of pupils also opted to participate in brass tuition and four pupils have chosen to participate in violin instruction next session. To further boost musical skills, pupils in P5/6 participated in fortnightly Kodaly sessions. As part of the transition programme, P6/7 pupils also worked with a secondary music specialist to compose their own ‘Leavers’ Song.’  A group of senior pupils studied Europe in preparation for NLC’s annual, Euro Quiz. Pupils across all stages learned Scottish poetry and senior pupils also learned about the life of Robert Burns and related Scottish traditions. Using this knowledge, they then organised and ran a Burns’ Supper for members of staff and their peers. All pupils undertook a block of work with a focus on Scotland. An informative visit from the SSPCA, focusing on aspects of animal welfare, featured across all stages. In addition, ‘Developing the Young Workforce,’ activities were evident in all departments, often with a digital focus e.g. coding. To promote equity and equality and celebrate diversity, pupils across the school participated in the annual, ‘Show Racism the Red Card,’ Art and Design Competition.  Next Steps: (What are we going to do now?)   * Implement the Read, Write, Inc. programme * Finalise updated Curriculum Rationale * Update planning to a digital format with bundled Es and Os * Revisit the Assessment and Moderation Cycle * Implement Outdoor Learning training to enhance teaching and learning across the curriculum |
| Evaluative Statement & Actual Impact/Evidence (May/June)  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  Pupil end of year reports were issued in May with Parent Portal being used for the first time to book and facilitate our end of year Parents’ Meetings. This was the second of our Parents’ Meetings with the first being in October. Also, an Interim Report had been issued in December. By reporting periodically throughout the session, parents/carers are kept updated on their child’s progress and are aware of any development needs and how they can further support development at home. Parental digital surveys provided school staff with feedback on the success of the new digital reporting format.  Scottish National Assessments were administered to pupils in P1, 4 and 7 in May. Pupils in P1 also completed PIPS+ follow-up assessments, which allowed for comparisons to be made between the start and end of P1 and rates of progress identified. To provide staff with valuable information for the beginning of next session, MALT Assessments were completed. Unfortunately, we were unable to fully implement Read, Write, Inc. as the member of staff trained and initially available, was absent from school, for some time. Our Educational Psychologist continued to visit offering advice and support to staff, as necessary. Meetings were also arranged with families to discuss their child’s progress and next steps, which was especially important for those pupils transferring to secondary.  Members of SMT attended Prevent training and our First Aider and ASNA both received training on the use of a diabetic pump and new technology for recording blood sugar levels, to ensure a diabetic pupil could receive appropriate support. Training was also undertaken linked to Inclusion and to School Improvement Planning, via the course, ‘Outcomes and Measures.’ Several members of staff completed their Professional Update. HT also attended NLC’s, ‘Health and Wellbeing Roadmap to Recovery Conference,’ which highlighted the continuing focus on pupil health and wellbeing and the importance of partnership working.  During the last term, all P7 pupils engaged in several transition events and enjoyed visits to their respective secondary schools. Pre-school pupils and their families also continued with their nursery to P1 Transition Programme. P7 pupils completed their 12 week block of swimming instruction and Bargeddie Primary organised and hosted several after school, cluster football events. P7 pupils participated in a Rugby Festival as part of their transition programme with Coatbridge High. Pupils enjoyed our second Book Fair of the year, with many purchasing new reading material. As Covid restrictions relaxed, all families were provided with an opportunity to visit school and enjoy special class assemblies. This also provided pupils with an opportunity to perform to an audience, thereby building confidence and boosting self-esteem. To commemorate the Queen’s Platinum Jubilee, all classes participated in a Street Party in partnership with pupils from St Kevin’s Primary and engaged in related activities in class. To mark our P7s’ last days at primary school, staff and pupils enjoyed a meal and a game of bowling together.  **ACEL Data for session 2021/22**  Primary One Primary Four  Listening and Talking 80% Listening and Talking 76%  Reading 70% Reading 63%  Writing 65% Writing 60%  Numeracy 80% Numeracy 73%  Maths 85% Maths 80%  Health and Wellbeing 90% Health and Wellbeing 90%  Primary Seven  Listening and Talking 81%  Reading 100%  Writing 69%  Numeracy 88%  Maths 88%  Health and Wellbeing 75%  Next Steps: (What are we going to do now?)   * Continue to seek out a range of opportunities to enrich the BGE for all learners * Fully implement the intervention ‘Read, Write, Inc.’ * Use PEF funding to enhance teacher/pupil ratios for next session, to allow for increased levels of teacher support, as necessary * Participate in whole staff training linked to, ‘Transforming Learning via Formative Assessment,’ in partnership with St Kevin’s Primary * Participate in further whole staff training linked to Outdoor Learning, in partnership with St Kevin’s Primary * Finalise the new digital planning format, in preparation for next session. |

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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.* | | | | | | |
| 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 120 pupils. At present the school consists of five classes, with four 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 intention 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 74% of pupils, living in SIMD deciles one - four. 17.8% of pupils are registered to receive free school meals with 18.6% 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 2021/2022, Bargeddie Primary was assigned an appropriate number of class teachers, based on our school roll. Furthermore, we were allocated a 0.5 ‘Scottish Attainment Challenge,’ teacher, who was assigned to Primary One, in a job sharing role. This additional staffing allowed us to create two particularly small infant classes, thereby providing our youngest pupils with enhanced support and nurture, after two particularly difficult years and a reduced nursery and transition experience. One probationary teacher joined us and was placed in Primary Five/Six. Our allocation of 37.5 ASNA hours continued, however, 12.5 hours remained unfilled throughout the session. We were also without any clerical support from November until almost Easter. Furthermore, we remained without a Classroom Assistant, for the fifth consecutive year, so were delighted to be allocated a Modern Apprentice. The staff team was supplemented through a bid for a, ‘Curriculum Support Teacher,’ who was assigned to identified pupils, to boost Literacy skills. However, sporadic attendance adversely affected the delivery of this support. We continued to liaise with partners such as our Educational Psychologist, Speech and Language Therapists, CAMHS, SAM Group etc. to address more specific development needs.  Unfortunately as the year progressed, staff absences linked to Covid began to affect service delivery across both our school and more significantly across the authority. This resulted in our Scottish Attainment Challenge teacher being redeployed. To mitigate against any further staffing issues, several classes were reconfigured in January, with pupils being familiarised with their new classes/teachers in the fortnight before the Christmas break.  However, our provision was supplemented through refreshed partnership working with a range of other individuals and groups. We continued working with our new 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. Other partnerships such as Waysiders’ Rugby Club, Coatbridge Fire Brigade, Light Lab Science Project etc. also featured. Within our immediate community, partnership working with St Kevin’s Primary, Coatbridge High School’s Sports’ Leaders, senior pupils via the Future Fridays’ initiative and also the Safety Zone, a local community centre, continued.  We were awarded £32 407 from the Pupil Equity Fund and these funds were allocated to funding our probationer and raising attainment and achievement. | | | | | | |
| **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 establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience, for all children and young people.** | | | | | | |
| **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** | **1. Improvement in attainment, particularly literacy and numeracy** | **1.1 Self Evaluation for Self-Improvement** | **1 Early Intervention and Prevention** | **Choose an item.** | **Article 17 - access to information from the media** | |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **2. Teacher Professionalism** | **2. Closing the attainment gap between the most and least disadvantaged children** | **1.2 Leadership of Learning** | **4. Targeted Approaches to Literacy and Numeracy** | **Choose an item.** | **Article 28 - right to education** | |
| **4. Improvement in empolyability skills and sustained positive destinations** | **3. Parental Engagement** | **4. Improvement in employability skills and sustained positive school leaver destinations for all young people** | **1.3 Leadership of Change** | **5. Promoting a high quality learning experience** | **Choose an item.** | **Article 29 - goals of education** | |
| **Choose an item.** | **4. Assessment of Children's Progress** | **5. Improved outcomes for vulnerable groups** | **1.5 Management of Resources to Promote Equity** | **6. Differentiated Support** | **Choose an item.** | **Choose an item.** | |
| **Choose an item.** | **5. School Improvement** | **Choose an item.** | **2.2 Curriculum** | **7. Using Evidence and Data** | **Choose an item.** | **Choose an item.** | |
| **Choose an item.** | **6. Performance Information** | **Choose an item.** | **2.3 Learning, Teaching and Assessment** | **8. Employability and skills development** | **Choose an item.** | **Choose an item.** | |
|  |  |  |  | **11.Professional learning and leadership** |  |  | |
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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?)  At the start of session 2021/22 a staff, Digital Champion was identified to lead developments in this area. Also, several senior pupils applied to fulfil the role of pupil Digital Champion and were selected to support younger pupils, look after digital equipment and promote digital skills across the school. Our staff Digital Champion was soon required to self –isolate, due to her pregnancy confinement, but used her extended period away from school, to recreate our school website, to provide a ‘one stop shop,’ for parents/carers. Our website now provides a range of useful information and links for parents and carers, thereby helping to enhance communication. Class ‘Sways,’ termly newsletters, homework and other communication is now available via our improved site. Also during this time, an audit of digital practice was undertaken in preparation for our Digital School Award application and evidence collated for each of the assessed areas. Pupils across our school continued to utilise their digital skills both in class and at home via homework tasks. A new Digital Champion was then appointed. She now visits classes regularly, delivering digital lessons, having firstly assessed pupil knowledge and skills in this area. Information provided by the Digital Champion, gained from regular meetings, via the Digital Champion site and also from NLC guidance, ensures that staff members are aware of any updated information, relating to digital practice and can implement NLC recommendations.  To address pupil development needs, several members of staff participated in Microsoft Educator training linked to aspects of assistive technology and have implemented strategies in classes e.g. pupils using Immersive Reader, coloured overlays, spell checkers etc. Furthermore pupils, who struggled to complete pieces of work within the allocated time, in a legible script, were allocated personal laptops and utilised these, to word process. This allowed them to complete more of their tasks and develop a sense of pride in their improved presentation. The SAM Group have previously worked with identified pupils and allocated digital intervention programmes, to address specific areas of need. These are used regularly and form part of our pupils’ differentiated programmes of work. Further Requests for Assistance were submitted this session to access additional digital support, as required.  Digital developments are evident in a number of different curricular areas. Many aspects of the curriculum are now enhanced through the use of online digital programmes e.g. Big Writing missions, Heinemann Active Maths, Charanga Music, and Healthy Schools etc. Also, several of our regularly used assessments are digital e.g. PASS, SNSA, CEM INCAS and PIPS+ Baseline. The results from these assessments are stored digitally and are used with other ongoing assessments to identify progress, areas for development, class and group configurations, pupil attainment etc. This ensures progress over time is available for tracking and monitoring purposes. The ‘Progress and Achievement’ site within Seemis is also now used to record achievement of a level.  Revised Digital Planners are currently being created in readiness for next session. A revised ‘Digital Teaching and Learning Policy’ has been developed. Aspects of homework continue to be delivered digitally with pupils developing a range of different skills and utilising a range of programmes e.g. One Note, Microsoft Teams, Sway, Powerpoint etc. In classes, pupil engagement is encouraged through the use of technology with annual subscriptions being paid for several programmes, which serve to enhance both teaching and learning e.g. IDL, Sumdog etc. Furthermore, new laptops have been purchased to supplement our current stock. This ensures that staff members have access to a personal laptop for planning and when working from home. Several identified families have also been supplied with laptops to ensure all pupils have equal access to online homework tasks and programmes of work. Furthermore, a revised Digital Pathway has been created and is being implemented to ensure appropriate coverage of skills.  The safety of pupils when working online or using digital technology is paramount and so staff have undertaken training, to raise awareness of the potential dangers e.g. ‘Keeping Staff and Pupils Safe On-Line.’ Acceptable User Agreements for both school-based use and when working online have been signed. Also, Data Permission Agreements have been completed by pupils/families. Staff members have also undertaken mandatory training in Data Protection and Information Security Awareness. Furthermore, at our initial in-service day in August, the dangers linked to, ‘Sexting,’ were highlighted to staff, as part of our annual Safeguarding training. An annual workshop, which focuses on pupil safety, ‘Speak Out, Stay Safe, ‘ provided by the NSPCC in conjunction with Childline, has been undertaken virtually, across all stages, to raise awareness of pupil safety generally but also included aspects of internet safety. Furthermore, direct links to important sites relating to digital safety have been highlighted to parents and carers via our school website i.e. ThinkUKnow, CEOP, NSPCC etc. Classes also engaged in a range of activities linked to Cyber Awareness Month in October. To further ensure high standards of pupil safety, our Mobile Phone Policy has been updated. Following a parental survey 82.1% felt that their child was aware of how to keep safe online.  Across all stages of our school, digital technology is in evidence and is used daily to enhance teaching and learning. All classes have enjoyed online workshops e.g. Climate Conference, Developing the Young Workforce, Save the Oceans, Bee Pollinators, coding etc. Our website has been recreated and enhanced and our Twitter account is regularly updated. Both are used to showcase good practice and provide parents/carers with a greater insight into school life and also provide a quick method of conveying important information to our wider school community. ‘Parent Portal,’ has been promoted to families to allow quick and easy access to a range of services linked to school and education. ‘Groupcall,’ is now used regularly to convey information to families via email and text messaging. This system is used on a daily basis to quickly contact families when pupils are absent from school, thereby ensuring pupil safety.  As Covid restrictions were still in place, online meetings continued to feature, using platforms such as Webex and Microsoft Teams to liaise with several partners e.g. Children’s Reporter, Educational Psychologist, CAMHS etc. Transition meetings were also conducted online. Regular meetings within our high school cluster, with members of North Lanarkshire Council’s Chief Executive, Education and Families’ Senior Management Team and our Parent Council continued online.  Next Steps: (What are we going to do now?)   * Gather/collate outstanding evidence for Digital Award * Apply for a Digital Schools’ Award * Update pupil passwords/logins in line with NLC processes, as and when available * Schedule regular, minuted Digital Champion Meetings * Continue to seek out relevant CLPL for staff to ensure continued development * Continue to seek out relevant online workshops/training for pupils, across a range of curricular areas. * Register for Cyber Resilience and Internet Safety Award | | | | | | |
| Evaluative Statement & Actual Impact/Evidence (January)  Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)  Staff members have continued to benefit from training opportunities, with a digital focus, as these have arisen. Following consultation with staff, the digital planning format has been agreed and continues to be developed. The intention is that this planning format will be a more useful, regularly used tool for both class teachers and SMT, enabling both to track and monitor coverage of outcomes and progress more effectively. This session, considerable staff training has been undertaken across a range of areas linked to teaching and learning and almost all training has been undertaken online.  Once again, pupils across all CfE levels have benefitted from participation in a variety of code –a-longs to further develop their digital skills e.g. Space Stars, Save the Planet, and Space Defenders etc. Pupils have also participated in several ‘Developing the Young Workforce’ online events such as ‘Interviewing a Farmer’ and participation in ‘Apprentice Week.’ Senior pupils utilised the internet to best advantage to research aspects of Europe in preparation for the annual Euro Quiz, which was delivered virtually this year. Children across all stages have become more proficient in a range of digital programmes. Many pupils have utilised their new skills, using Power Point or Sway, to prepare and deliver presentations to their peers in class or as part of a responsibility group, delivering to other classes during assemblies e.g. Equality and Diversity Leaders, Sports’ Leaders, Rights’ Respecting School Committee etc.  To ensure continued, effective delivery of digital learning, outdated smartboards have been replaced. Each class has been provided with a new Promethean Board. Two of these boards are freestanding which allows them to be utilised wherever there is a need e.g. during assemblies, when working with support groups, out with class etc. These are used on a daily basis in all stages, to enhance teaching and learning. An updated digital inventory has been compiled to record our new digital hardware.  Throughout the Covid pandemic pupils were provided with access to Glow and Microsoft Teams, which was populated with easily accessible links to a variety of learning. During any periods of isolation, pupils were reminded of their appropriate colour coded Virtual Classroom, where they could access suitably differentiated tasks, across a range of curricular areas. Other aspects of learning were provided, as appropriate. In addition to this, homework tasks were accessible via the school website. This ensured all pupils working from home continued to be provided with appropriate educational provision. Staff members were also able to monitor engagement of pupils via the use of Insights and by accessing any uploaded pieces of homework. In addition, Digital Guides were made available to families in a bid to promote increased confidence when using Microsoft Teams and accessing their child’s allocated tasks. Staff also telephoned families who required additional digital support, individually and provided further explanations, where required. Furthermore, families of infant pupils were provided with an opportunity to participate in an online Active Literacy workshop, where they received guidance relating to reading and phonics and shown how to replicate school based practices at home, to consolidate their child’s learning.  As the year progressed and most restrictions were still in place, the majority of transition activities with Coatbridge High School had a digital focus, with lessons being uploaded to Microsoft Teams and delivered by the P7 class teacher. Pupils’ work and communication between primary and secondary was also conducted in this way, in the main. This ensured that the comprehensive transition programme continued, as planned.  On several occasions, Parent Council meetings were scheduled to take place remotely during this period, but proved to be problematic, as several members experienced connection difficulties. This then hampered future on-line participation. However, to ensure the views of our parent body were captured, good use was made of Microsoft Forms to gather parent/carer views. Surveys and questionnaires continue to be issued using this format.  This session Parent Portal and I Pay Impact have been further promoted to our families, in preparation for the future development and implementation of these programmes, across the authority. The majority of payments are now received via I Pay Impact and Parents’ Night appointments were both booked and facilitated via Parent Portal. Special arrangements were made for those families who had difficulties utilising these new systems.  Members of staff have also developed their use of new systems. Pupil progress is now being recorded on the Seemis’ Progress and Achievement App, as appropriate and following training, SMT has begun to utilise the Wellbeing App, initially uploading information linked to those pupils with additional support needs. Our newly appointed Senior Clerical Assistant is also becoming more familiar with school based digital systems and has been undertaking training relevant to her role.  Next Steps: (What are we going to do now?)   * Continued promotion and development of digital programmes such as Parent Portal and I Pay Impact. * Continued development/proficiency in the use of the Wellbeing App. * Continued use of Seemis Progress and Achievement, leading to the introduction of the Seemis based reporting format. | | | | | | |
| Evaluative Statement & Actual Impact/Evidence (May/June)  Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)  Digital assessments were administered during May and June to monitor progress and aid the establishment of appropriate groupings and classes for next session e.g. SNSA, CEM PIPS+ etc. ACEL data was also recorded digitally via Seemis. Furthermore, Seemis Pastoral Notes and Chronologies were utilised to update information relating to pupil health and wellbeing, to ensure all important information is effectively communicated, to the receiving teacher and school. Staff development continued to be delivered mainly via digital technology and aspects of professional learning also focused on the use of digital technology to enhance teaching and learning e.g. ‘Digital Technology for Planning.’ Staff continued to record their continuous professional development on the digital platform ‘CPD Manager’ and all Professional Update information was submitted via this site. An updated digital audit was undertaken. Information relating to P7 pupils who had previously been issued with digital devices was sent to NLC for collation and to ensure the necessary upgrades can be scheduled when pupils move to secondary school.  Next Steps: (What are we going to do now?)   * Implement updated digital planning format next session * Renew teachers’ desktop computers in each class base to ensure digital reliability in each stage, via efficient desktop and new Promethean Board * Update more of the hardware utilised by pupils e.g. laptops/I pads * Continue to access relevant digital training opportunities * Further develop the role of Pupil Digital Champion * Full implementation of Clicker 8 as a Literacy intervention | | | | | | |

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| **School priority 2: To further support the mental, social 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)** | |
| **1. Improvement in attainment; particularly in literacy and numeracy** | **1. School Leadership** | **1. Improvement in attainment, particularly literacy and numeracy** | **1.2 Leadership of Learning** | **1 Early Intervention and Prevention** | **Choose an item.** | **Article 3 - best interests of the child** | |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **2. Teacher Professionalism** | **2. Closing the attainment gap between the most and least disadvantaged children** | **1.4 Leadership and Management of staff** | **2. Social and Emotional Wellbeing** | **Choose an item.** | **Article 12 - respect for the views of the child** | |
| **3. Improvement in children's and young people's health and wellbeing** | **3. Parental Engagement** | **3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing** | **1.5 Management of Resources to Promote Equity** | **3. Promoting healthy lifestyles** | **Choose an item.** | **Article 19 - protection from violence, abuse and neglect** | |
| **4. Improvement in empolyability skills and sustained positive destinations** | **4. Assessment of Children's Progress** | **4. Improvement in employability skills and sustained positive school leaver destinations for all young people** | **2.1 Safeguarding and CP** | **5. Promoting a high quality learning experience** | **Choose an item.** | **Choose an item.** | |
| **Choose an item.** | **5. School Improvement** | **5. Improved outcomes for vulnerable groups** | **2.2 Curriculum** | **6. Differentiated Support** | **Choose an item.** | **Choose an item.** | |
| **Choose an item.** | **6. Performance Information** | **Choose an item.** | **2.4 Personalised Support** | **7. Using Evidence and Data** | **Choose an item.** | **Choose an item.** | |
|  |  |  | **2.7 Partnerships** | **9. Engaging beyond the school** |  |  | |
|  |  |  | **3.1 Ensuring wellbeing** | **10. Partnership working** |  |  | |
|  |  |  | **3.2 Equity and inclusion** |  |  |  | |
| Evaluative Statement & Actual Impact/Evidence (October)  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  All staff engaged in Safeguarding training on our initial inset day in August, which covered Child Protection, Female Genital Mutilation, Prevent, Concussion in Sport and ‘Sexting.’ Prior to this, both H.T. and P.T. participated in refreshed Child Protection Training towards the end of session 2020/2021. Staff members also completed the annual Child Protection Self Learning Pack to further consolidate their knowledge of Safeguarding. Members of staff continued to seek out CLPL opportunities with a health and wellbeing focus. Almost all staff completed training linked to specific health conditions, via Learn NL e.g. asthma, diabetes, epilepsy etc. Two members of staff were trained in First Aid, having completed a comprehensive three day training course. Two members of staff also completed diabetic training, via the Diabetes’ Nurse, to ensure appropriate support for a pupil with healthcare needs. H.T. participated in the Healthy Schools’ Event, which raised awareness of several initiatives/agencies that could provide pupil wellbeing support. The information gained from this event, enabled a pupil to obtain additional, online support from a recommended service. Several members of staff engaged in ‘Place to Be,’ training and also ‘Place to Think.’ In addition to the above, our Health and Wellbeing Champion attended regular training and cascaded information to colleagues. Furthermore, training linked to the Resilience Toolkit and Trauma was planned for the November inset day. Also, most staff members engaged in LGBT training level 1.  .  Bargeddie Primary has a Health and Wellbeing Champion who has been appointed to lead developments in this area and is supported by pupil Mental Health Ambassadors and pupil Sports’ Ambassadors. Our Sports’ Ambassadors received training from our Active Schools’ Coordinator to become Junior Sports’ Leaders and assisted younger pupils, during sporting/physical activities. Last session, Mindfulness was developed across all stages of our school to help pupils regulate their emotions and develop strategies to relieve anxiety and maintain a sense of calm, with pupils leading sessions. This continued in session 2021/2022. Pupils also engaged in activities relating to positive affirmations, to help boost self-esteem and also all pupils set personal targets in health and wellbeing, with these being evaluated termly. The ‘Healthy Schools,’ programme forms the basis of our work in this area and each month all classes focus on a different aspect of wellbeing. This programme is supplemented by ‘Relationships, Sexual Health and Parenthood (RSHP),’ which is delivered in the summer term. Last session all classes participated in an extended RSHP programme to ensure coverage of parts of the programme, missed due to periods of lockdown.  Almost all staff members received training linked to the Girfec refresh and are implementing this approach. Girfme plans have been created in partnership with pupils and parents/carers to address specific areas for further development. Differentiated programmes of work and appropriate interventions are in place, for identified pupils. Both Strengths and Difficulties Questionnaires and PASS Assessments have been completed and the results analysed to ensure the provision of appropriate support. Involvement of other professionals and partner agencies continues e.g. Educational Psychologist, CAMHS, Speech and Language, Bereavement Counsellors etc. Pastoral Notes and Chronologies have been utilised to record significant events. Further ‘Requests for Assistance’ have been submitted this term.  All pupils receive two hours of Physical Education each week and this has been supplemented by other physical activities, as these have been available e.g. Active Schools’ Coordinator training, Waysiders’ rugby sessions, Coatbridge High School Sports’ Leaders etc. After the relaxation of some government restrictions, school clubs, based on pupil interests, resumed. Pupils were offered Mindfulness, Football and Hockey etc. In addition to these clubs other activities were offered such as Book Club, Sign Language and Digital. All pupils across our school were provided with an opportunity to participate in at least one of these activities. Senior pupils participated in four days of physical activity at Strathclyde Park, where they enjoyed water sports, a climbing wall, team building and cycling, with many pupils achieving both Level 1 and 2 Bikeability.  Bargeddie Primary achieved Rights’ Respecting School silver status in September. Children’s rights continue to be a focus in our school. Throughout session 2020/2021 and continuing this session, children’s rights have been linked to Global Goals and have featured across all stages, in fortnightly lessons. School policies have been adapted to highlight the links to the UNCRC. To continue to promote children’s rights, staff regularly reiterate their relevance and importance to life within and out with school. A member of staff has been empowered to further develop practice in this area. Furthermore, a Rights’ Respecting Pupil Committee has been selected, to determine our next developments, linked to advancing towards a gold award. As a Rights’ Respecting School, a strong focus is placed on anti-bullying activities. To coincide with Anti-Bullying Week and the theme of, ‘One Kind Word,’ a pantomime entitled, ‘Hope,’ and other related activities were provided to reiterate the anti-bullying message. Black History Month was marked via a presentation from our Equality and Diversity Leaders.  A ‘Wellbeing Wall,’ has been created within the staffroom to promote staff health and wellbeing. The Health and Wellbeing Coordinator has regularly updated the information and promoted resources to benefit staff welfare. Furthermore, the services of NLC’s Welfare Officer have been promoted to staff. Within Learn NL, training to boost staff wellbeing is accessible and staff members have been directed towards this. Bargeddie Primary has a small staff, which supports each other, regularly sharing ideas and resources and also offering suggestions to enhance teaching and learning. All staff share the workload and work in partnership. It is a close team who work well together and who value and support each other. Teaching bases are in close proximity and so regular informal conversations take place across the building at the beginning and end of the school day, thereby enhancing relationships.  Next Steps: (What are we going to do now?)   * Staff ‘Wellbeing Lunch,’ planned for the inset day in November * ‘Resilience Toolkit’ training rescheduled * Further development of Rights’ Respecting School practice linked to Gold Award * Development of Family Learning opportunities linked to aspects of health and wellbeing * Implementation of practices/opportunities linked to health and wellbeing, as these arise | | | | | | |
| Evaluative Statement & Actual Impact/Evidence (January)  Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)  Considerable staff training linked to the area of health and wellbeing, has been accessed. Reconnector training linked to ‘Seasons for Growth’ has been undertaken, thereby enabling our school to continue to deliver this intervention. Resilience training was provided via our Educational Psychologist. Training via Education Scotland, linked to aspects of trauma, was accessed by several staff members. Furthermore, the Coatbridge High School Cluster is part of a pilot project, ‘The Promise.’ Awareness raising sessions, linked to this initiative, which focuses on appropriate support for LAAC pupils, have been delivered. In addition to the above, members of SMT participated in ‘Safe and Together,’ training which focuses on domestic abuse and also ‘Lifelines,’ which focuses on suicide. The knowledge gained from the aforementioned courses ensures that a range of pupil needs can be appropriately supported within Bargeddie Primary.  Throughout the session, Bargeddie Primary has been mindful of the effects of poverty on our school community and so has raised awareness of benefits and grants which have been available, to access additional financial support e.g. Aberlour Urgent Assistance Fund, Family Fund etc. Several families successfully accessed funding. Also families have been actively encouraged to apply for free school meals and a clothing grant. Free school breakfasts and meals for pupils in primaries one to five have been promoted. Staff members have been mindful of fundraising and have kept this to a minimum, giving careful thought to events in school, to ensure families have not been placed under additional financial strain. NLC’s 365 Club, which provides meals and physical activities to eligible pupils, during holiday periods, has been regularly promoted to families.  To ensure the safety of all members of our school community, ‘Reducing the Risks’ guidance and protocols from NLC have been closely followed to minimise any risks from Covid. Toolbox Talks also highlighted procedures for staff to follow to help ensure the safety of all. Links to staff mental health were highlighted and staff enjoyed a special wellbeing, buffet lunch on our in-service day. Risk Assessments were updated termly and individual assessments were completed for pupils and staff at increased risk. Also, an updated Fire Assessment was carried out this session. Regular fire drills are a feature of our practice, with a minimum of four being undertaken each year. To ensure high levels of safeguarding, school based knowledge of vulnerable pupils was shared with the Cluster CIIL regularly during the session. Furthermore, Marac meetings featured with information shared, relating to vulnerable pupils. Pastoral notes and Chronologies were regularly updated to record significant developments.  To boost levels of pupil social and emotional wellbeing, after school activities were restarted, as appropriate. Activities based on pupil interests were provided e.g. football, hockey, Glee Club, Book Club, Sign Language Club etc. Pupils were also provided with several opportunities to participate in a cluster, football tournament. Senior pupils participated in a Virtual Sportshall Athletics event. Furthermore, P3-5 pupils enjoyed several sessions of football training provided by Coatbridge Rovers, while senior pupils worked alongside S6 Sports’ Leaders from Coatbridge and St. Ambrose High Schools to further develop their physical abilities. P7 pupils also participated in a twelve week block of swimming instruction. To further encourage and promote a love of sport, Jonny Paterson, a Paralympian visited our school and all pupils participated in a physical activity session with him. Pupils in P6/7 also worked with our Active Schools’ Coordinator and received Disability Sports’ training to promote inclusive P.E.  To ensure high standards of pupil health, several health checks were undertaken this session. Pupils in Primary One were identified to participate in checks relating to height and weight, eyesight and oral health. In addition to this fluoride varnishing was applied to pupils’ teeth. To encourage good standards of oral health the, ‘Child Smile’ initiative was restarted, when it was safe to do so.  To boost mental health all pupils enjoyed a pantomime during Mental Health Week, entitled, ‘How are you?’ All classes also engaged in a variety of related activities. Counselling services were accessed via the cluster to support pupils who required additional support. Our Educational Psychologist visited regularly to work with identified children and provide advice and guidance to school staff. Requests for Assistance were created to ensure pupils received appropriate support. Community Learning and Development staff were also contacted to provide advice and support to identified families. Pupils across the school participated in regular outdoor learning activities and staff received additional training in this area. Furthermore, a playground assessment was carried out to provide staff with suggestions on how outdoor learning could be undertaken to best advantage in our school context. Outdoor Learning will be further developed next session, in partnership with staff from St Kevin’s Primary.  Next Steps: (What are we going to do now?)   * Arrange a Health Promotion with related activities * Continue to develop Outdoor Learning by putting recent training into practice * Confirm availability of additional Outdoor Learning training for next session | | | | | | |
| Evaluative Statement & Actual Impact/Evidence (May/June)  Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)  Guidance staff from Coatbridge High School visited to discuss pupil development needs in preparation for their move to secondary. Similar communication took place with other secondary schools and also with staff from St Kevin’s Nursery.  H.T. benefitted from a cluster self-help meeting, where good practice was shared and pertinent issues discussed. Also HT attended NLC, ‘Roadmap to Recovery Conference,’ which highlighted the focus on pupil health and wellbeing across the authority. Furthermore, training linked to Inclusion and Counselling featured.  Relationships, Sexual Health and Parenthood lessons were in evidence across all stages. Senior pupils participated in both Rugby and Football festivals. Also, pupils enjoyed a campus Commonwealth themed Potted Sports, to link with our Jubilee street party celebrations. The year concluded with a three day Health and Fitness Promotion with the support of our Active Schools Coordinator.  Next Steps: (What are we going to do now?)   * Purchase PASS Assessments and upload pupil data in preparation for next term * Ensure Pastoral Notes and Chronologies are updated at the end of term * Finalise the Working Time Agreement to ensure staff workload is appropriate * Complete Handover/Transition Booklets, to ensure pupil development needs are conveyed to receiving teacher/school * Ensure Additional Support Needs’ checklists are updated * LGBTI training planned to ensure all staff members are trained in levels 1 and 2 | | | | | | |

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| **School Priority 3: Improve attainment in Numeracy and Maths by developing a positive mind-set culture and by implementing consistent planning and assessment approaches, which ensure pace, challenge and application of mathematical skills in a variety of contexts.** | | | | | | |
| **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** | **1. Improvement in attainment, particularly literacy and numeracy** | **1.2 Leadership of Learning** | **1 Early Intervention and Prevention** | **Choose an item.** | **Article 28 - right to education** | |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **2. Teacher Professionalism** | **2. Closing the attainment gap between the most and least disadvantaged children** | **1.3 Leadership of Change** | **4. Targeted Approaches to Literacy and Numeracy** | **Choose an item.** | **Article 29 - goals of education** | |
| **4. Improvement in empolyability skills and sustained positive destinations** | **3. Parental Engagement** | **4. Improvement in employability skills and sustained positive school leaver destinations for all young people** | **1.5 Management of Resources to Promote Equity** | **5. Promoting a high quality learning experience** | **Choose an item.** | **Choose an item.** | |
| **Choose an item.** | **4. Assessment of Children's Progress** | **Choose an item.** | **2.2 Curriculum** | **6. Differentiated Support** | **Choose an item.** | **Choose an item.** | |
| **Choose an item.** | **5. School Improvement** | **Choose an item.** | **2.3 Learning, Teaching and Assessment** | **7. Using Evidence and Data** | **Choose an item.** | **Choose an item.** | |
| **Choose an item.** | **6. Performance Information** | **Choose an item.** | **2.4 Personalised Support** | **8. Employability and skills development** | **Choose an item.** | **Choose an item.** | |
|  |  |  | **2.5 Family learning** | **10. Partnership working** |  |  | |
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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?)  ACEL data from the end of session 2020/21, school based assessments, surveys and discussions highlighted that Numeracy and Maths was a key area for development and so it was selected as an area for increased focus, especially after two periods of lockdown. At an early stage this session, all pupils completed baseline Malt Assessments. Furthermore, pupils in Primary One completed PIPS+ assessments, in September. The information obtained from these assessments, alongside ongoing, class work, ensured teachers were fully aware of the abilities and development needs of the pupils within their classes. Differentiated programmes of work were established to cater for individual and group support and challenge. Furthermore, Girfme plans were created for specific pupils, linked to this area of the curriculum. Our Modern Apprentice began working with targeted groups to provide additional support, within the junior department.  Bargeddie Primary has a Numeracy Champion in place, who attends relevant training and cascades information on good practice and new developments to colleagues. Several staff members participated in ‘Maths Mind-Set,’ training, to promote a pupil growth mind-set, ultimately in a bid to raise attainment. To further address this area of the curriculum, pupil thoughts and feelings towards numeracy and maths were surveyed to provide staff with an overview of pupil attitudes.  Seal Resources were organised and implemented, initially within Primary One, to ensure the development of secure foundations, moving forward. Play based activities linked to numeracy and maths were also implemented and across all stages of the school there was an increased use of concrete materials, to develop greater levels of pupil understanding and engagement. A renewed focus was placed on further developing pupil problem solving skills, in both real life contexts and outdoors. Pupils in senior stages utilised Maths Comprehension Cards and Heinemann Active Maths activities to boost problem solving skills. Furthermore, senior pupils engaged in online coding workshops, linked to, ‘Developing the Young Workforce,’ and in so doing, further developed their knowledge and skills in this area.  A range of interactive websites linked to numeracy and maths are utilised on a daily basis to enhance teaching and learning e.g. Heinemann Active Maths, Education City, Sumdog etc.  Furthermore, pupils have access to a range of practical and digital resources such as Numicon, Beebots, Numbertronics etc. to further consolidate their knowledge and skills whilst addressing abstract concepts. Also, pupils have access to a range of additional numeracy and maths activities, for reinforcing skills at home, via their Glow accounts. Our redesigned school website provides parents and carers with additional information and guidance relating to the development of numeracy and maths skills and further programmes are available to encourage engagement. Pupils in Primaries Two and Three received ‘Read, Write, Count,’ bags from the Scottish Book Trust, to encourage enhanced home/school partnership.  Our Numeracy and Maths Policy was updated to reflect updated practice and provide guidance and consistency in delivery.  Next Steps: (What are we going to do now?)   * Further implementation of Seal across the infant department * MACA Financial Education workshops arranged and scheduled * Continued focus on Numeracy and Maths linked to Outdoor Education * Sourcing of Numeracy/Maths based workshops/opportunities to further embed knowledge and skills e.g. coding, ‘Developing the Young Workforce’ etc. | | | | | | |
| Evaluative Statement & Actual Impact/Evidence (January)  Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)  CEM Incas Assessments were administered to pupils in Primaries 3, 5 and 7. The results from these assessments are particularly useful as they provide standardised scores in general maths, which is then broken down further to provide scores in shape, measure and data. Also scores are provided individually for mental calculations, addition, subtraction, multiplication and division. Using this information and information from daily classwork, teachers were able to target the areas most in need of further development. This activity ensured programmes of work and Girfme Plans remained appropriate and that pupils continued to receive the correct level of challenge or support.  Following our reconfiguration of classes, our NCCT staff member assumed responsibility for delivering problem solving lessons to pupils in P2-7. The aim was for pupils to be able to apply basic knowledge and skills gained from day to day class lessons, to real life scenarios and be able to recognise the various steps required to reach a solution, as this had been identified as an area for further development. Alongside this focus the member of staff directed her efforts towards creating more positive pupil attitudes towards numeracy and maths, through promotion of a growth mind-set. This approach included an increased use of concrete materials, interactive digital activities, cooperative working and regular whiteboard activities. The above activities then became the focus of a ‘Mind-set in Education,’ project. Results from this initiative highlighted the benefits to pupils with 25% strongly agreeing, 62% agreeing and 13% mostly agreeing that they were more able to tackle new challenges at the end of the project. Also 25% strongly agreed, 25% agreed and 50% mostly agreed that participation in maths and problem solving lessons was more enjoyable through the use of interactive resources. Based on the success of this initiative, the emphasis on these areas will continue.  Alongside these developments, ‘Number Talks’ lessons continued. These facilitated regular discussions of strategies and the use of different methodologies to arrive at an answer, thereby benefiting pupils and in turn helped to further develop problem solving skills. Also to benefit problem solving skills pupils continued to use Maths Comprehension Cards, which reinforced real life application of skills.  Pupils in Primary Seven participated in Maths transition lessons with secondary staff visiting our establishment. Also pre-school parents/carers benefited from a Numeracy and Maths workshop which highlighted the various different aspects to infant numeracy and maths and also allowed families to utilise many of our regular resources. Suggestions for incorporating numeracy and maths activities into daily routines at home were also provided.  Next Steps: (What are we going to do now?)   * Further emphasis on the use of concrete materials across all stages * Incorporate Maths Pathways into new digital planners * Embed Seal Maths in Primary One stage and begin to roll out to other stages * Increase staff knowledge, skills and confidence in the use of Numicon | | | | | | |
| Evaluative Statement & Actual Impact/Evidence (May/June)  Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)  Scottish National Standardised Assessments were administered to pupils in P1, 4 and 7. Furthermore pupils in P1 completed their follow-up PIPS+ Baseline Assessments which allowed for comparisons to be made from the start to the end of the session. This information helped to inform groupings for session 2022 / 23 and measure progress.  Interactive, digital activity linked to numeracy and maths was enhanced through the installation of new Promethean Boards in all class bases. Class teachers were more regularly using these to engage pupils and demonstrate basic concepts as a result of their enhanced features e.g. use of Numicon format to promote understanding of early numeracy concepts etc.  As a result of increased reliability, class teachers were also more regularly utilising the range of online activities linked to Heinemann Active Maths on their new Promethean Boards and in so doing encouraged greater pupil interest and active participation.  Next Steps: (What are we going to do now?)   * Finalise digital numeracy and maths planners ready for implementation next session * Continue to maximise outdoor learning opportunities linked to numeracy and maths * Implement Seal approach across other stages * Embed Seal approach in Primary One | | | | | | |

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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).* |
| * Pupil attainment in Reading and Writing will be improved by 10%, via an increased focus on pupils within the junior stages, a reintroduction of NLC’s Active Literacy Writing practices, through further development of spelling and grammar skills and through involvement in the Scottish Book Trust, ‘Reading School’ initiative. * Pupils’ health and wellbeing will be further improved via the implementation of aspects of NLC’s, ‘Roadmap to Recovery,’ initiative, through continued development of Rights’ Respecting Schools’ practice and via partnership working with a wider range of partners. * Cluster priority as yet to be confirmed |
| **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* |
| Staff members in Bargeddie Primary are committed to self-improvement. Each year staff engage in the Professional Review and Development process and identify areas for further development during individual PRD discussions. These are linked to either our School Improvement Plan or to individual development needs. Staff members are eager to further develop their skills and actively seek out relevant training. Staff have assumed areas of responsibility, attended related training and have shared their learning with colleagues. Staff are supportive of their colleagues and readily implement suggested improvements or initiatives. There is a strong ethos of sharing practice and staff have used non-class contact time to visit other classes and observe practice to further develop knowledge and skills.  Evaluations based on data from periodic assessments, benchmarking, baseline and ongoing daily classwork is used across the school to identify target groups of children and determine appropriate resources to provide support and raise attainment. This also helps to identify other agencies that could provide more specialised support. Furthermore, this information is used, in conjunction with teacher judgement, to determine the composition of classes and class groupings, at times of transition, to ensure an appropriate level of challenge or support for our pupils.  Pupils take an active part in evaluating the work of the school. Each year pupils’ views are surveyed and suggested improvements considered. Pupils are empowered to take an active part in school life and many are members of committees or have individual roles of responsibility either in classes or at a school level. Our House Captains, in partnership with pupils within their houses, have regularly evaluated the work of our school during assemblies, using HGIOS4. Several responsibility groups have prepared presentations to deliver to their peers promoting their roles within the school and highlighting key messages to their peers e.g. Equality and Diversity Monitors, RRS committee etc. Pupils have been consulted on our improvement priorities and their views considered.  Pupils are also encouraged to identify personal targets which they work towards in Literacy, Numeracy and Health and Wellbeing, throughout the session. A range of different assessments is used to measure children’s progress and these are scheduled throughout the school year. Ongoing classwork, professional dialogue, pupil conversations, handover information and information from parents/carers all help to ensure staff are fully informed and have an in-depth knowledge of the children in their care.  Bargeddie Primary has an active Parent Council who work hard to provide additional opportunities for pupils within the school. They are supportive of school staff and work in partnership. Our Parent Council usually have several fundraising events planned and an end of year, Summer Fun Day. Unfortunately, due to Covid restrictions, these events have not taken place for two years. However, throughout the session parents have been consulted on various matters and their views gathered via Microsoft Forms/questionnaires.  Involvement with other primary schools, on our joint campus, within our local cluster and also within our Family Group (based on similar levels of deprivation), allows for the sharing of information, highlighting good practice and effective partnership working. |

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| **Assigning levels using quality indicators**  *School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6-point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.*  NIF quality indicators | | |
| Quality indicator | School self-evaluation | HMIE Inspection evaluation *(if appropriate)* |
| 1.3 Leadership of change | **4** |  |
| 2.3 Learning, teaching and assessment | **4** |  |
| 3.1 Ensuring wellbeing, equity and inclusion | **5** |  |
| 3.2 Raising attainment and achievement | **4** |  |
| Covid Recovery  Choose an aspect of recovery (curriculum, improvement activities etc.) and write a statement about how this has developed over the course of this session.  Following the Covid pandemic, it was increasingly important for staff within our establishment to ensure Bargeddie Primary promoted equity, improved teaching and learning and closed the poverty related attainment gap. Using the, ‘Interventions for Equity,’ as a starting point, we audited our practice to ensure we were encompassing many of the aspects detailed within this guidance. Below is a summarised overview of practices and initiatives undertaken.  **Interventions for Equity**  **Early Intervention and Prevention**   * Two small infant classes of 15 pupils, to ensure enhanced levels of teacher support, from August to January 2022. * Transition discussions and sharing of information with nursery and secondary staff and also within Bargeddie Primary * Daily, additional literacy support provided to identified pupils * Story Sacks distributed fortnightly P1 * Online Active Literacy Workshop * Updated Active Literacy training, involvement of Literacy Pedagogy Team * Monitoring and tracking progress * PIPS+ Baseline Assessments etc. * Girfme Plans, differentiated activities, Requests for Assistance 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 and supports for identified pupils * Mindfulness Club * Mental Health Ambassadors * Equality and Diversity Ambassadors/presentations * Fortnightly focus on Gold RRS activities * Pupil  empowerment, surveys, roles of responsibility/presentations * House system in place * Anti-Bullying Week activities * Clubs and activities * Playground Games delivered by Young Sports’ Leaders * Use of counselling service, involvement of Educational Psychologist etc. * Healthy Schools Event, awareness raising of support services   **Promoting Healthy Lifestyles**   * Healthy Schools' resource utilised in all stages * Childsmile initiative restarted * Physical activity promoted via Active Schools’ Coordinator * CHS and St Ambrose Sports' Leaders * Daily Mile, Football/Hockey After School Clubs, Archery, participation in Sportshall Athletics, Virtual Cross Country, Sporting festivals, Walk/ Cycle to School promotion etc. * 2 hours of P.E. * Disability Inclusion P.E. Training * Strathclyde Park activity week * Relationships, Sexual Health and Parenthood lessons across all stages * Sports for Schools engagement * Promotion of school meals and 365 Club 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 training * Involvement of Literacy Pedagogy Team * Relevant training e.g. Resilience, Trauma, LGBT Inclusive Education, The Promise, Literacy Interventions, Yarc etc. * Language Land purchased etc. * Lego Therapy Group * Pupil Learning Conversations   **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 Health and Wellbeing Co-coordinator, Digital Champion, Eco Champion, RRS Co-coordinator etc. with appropriate training * Professional development linked to leadership programmes such as, Principal Teacher, DHT, and M.Ed. etc. * Engagement in the Professional Review and Development process * Professional Update * Awareness raising activity relating to updated teaching standards etc. * Pupil roles of responsibility – House Captains, Young Sports’ Leaders, Digital Champions etc.   **Using Evidence and Data**   * Planned, periodic assessment information and related discussions * 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, appropriate interventions etc. * Attainment over time information   **Employability and Skills Development**   * Developing the Young Workforce activities across all stages e.g. Coding Workshops * Money Smart activities * World of Work exploring skills and qualities, job roles discussed via Active Schools Coordinator, Female Surveyor etc. * Pupil roles of responsibility, groups and committees, class jobs etc. * Toy Sale enterprise P5/6 * Apprentice Week and related activities * STEAM activities etc. * Application forms and interview process for pupil roles of responsibility   **Targeted Approaches to Literacy and Numeracy**   * Appropriate training sourced e.g. Active Literacy, Yarc, Read, Write, Inc., Literacy Interventions, Maths Mindset, etc. * Modern Apprentice/Dining Hall Assistant upskilled to provide targeted support. * Lego Therapy utilised to promote communication skills/cooperation with others * Small class groups P1 and P1/2, enhanced adult support * Digital interventions as recommended by SAM Group * Devices and programmes assigned to identified pupils * Use of IDL, Sumdog etc. * Use of Virtual Classroom and differentiated programmes etc.   **Promoting a High Quality Learning Experience**   * Transition programmes with nursery and secondary * Use of Pedagogy Team/Literacy Base * Literacy Training, Maths Mind-Set Training * Introduction of Seal programme * Daily use of digital programmes/technology * Increased focus on outdoor education to enhance learning * Increased opportunities linked to DYW * Specialist musical tuition P5-7 * Spanish across all stages * Swimming tuition P7 * Sharing good practice, team teaching, * RSHP and Healthy Schools programmes etc.   **Engaging Beyond the School**   * Partnership working with other agencies e.g. Speech and Language, CAMHS, Educational Psychologist, joint campus school and nursery, cluster schools, Coatbridge High School, Safety Zone, Lanarkshire Community Food and Health Partnership, NHS Diabetes Team, Lochside Manor Care Home, SSPCA, Clyde River Foundation, local businesses etc. * Improved, comprehensive school website to further improve communication * Increased promotion and use of Groupcall and Parent Portal | | |

**SAC/ PEF CHECKPOINT 2: January 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 |
| The early intervention of small class sizes in P1 and P1/2, which was in place from August – December, benefitted pupils, providing them with enhanced nurture, increased teacher time and interaction and allowed the children to transition smoothly into their new school environment. This arrangement, while in place, worked well and greatly benefitted our pupils. Unfortunately due to ongoing staffing issues across the authority we were forced to reconfigure our classes when our SAC teacher was redeployed in January to cover staff absence in another school.  The increased staffing allowed teaching and learning to remain mainly uninterrupted during the height of the Covid pandemic, which has ensured consistency of practice and allowed pupils to continue to progress. Also our increased staffing has allowed our school to continue to develop key areas of practice, through staff empowerment e.g. Silver Rights Respecting School Award, Eco Green Flag, Digital Schools’ submission collated, all of which, have positively impacted on pupils. | **SAC Update**  Background  Following two periods of lockdown due to the Covid Pandemic, it was widely recognised that children had been adversely impacted in a number of different ways.  Many pupils had difficulties attempting / completing programmes of online work for a range of reasons, which became evident -   * No access to a digital device or to the internet * Competing demands for access to the family’s digital device e.g. siblings all needing access * Parental demands due to home working and so little time available to support pupil home learning * Lack of parental confidence linked to home working and lack of knowledge and skills linked to digital systems and programmes.   Furthermore social skills suffered due to children being isolated from their peers and mental and physical health was also affected in several instances.  For those children in their pre-school year a considerable amount of learning time was lost during both periods of lockdown. Furthermore due to recommended Covid mitigations, the nursery/primary transition programme could not be fully implemented, as planned.  Rationale/ Intervention  Bearing all the above in mind, we decided to focus our attention predominantly on our infant pupils, to ensure that they were provided with the best start to their primary education. We were aware via handover discussions and related documentation that several pupils might struggle with the transition to school and were coming to Bargeddie Primary with no additional adult support. Therefore we configured our classes to ensure that our youngest children were placed in particularly small class groups, where they could receive enhanced one to one teacher support for learning and for further developing their social skills. Both P1 and P1/2 contained only 15 pupils.  SAC Expenditure  To allow this arrangement to be implemented, we utilised our 0.5 SAC Teacher to support the children in P1, two and a half days each week from August to December 2022.  **PEF Update**  Rationale/Intervention  At the beginning of the new session in August 2022, it became apparent that our staffing allocation was slightly above our calculated entitlement. However, we felt it was short sighted to remove any staff, as it is predicted that Bargeddie Primary School’s role will rise over the coming years due to significant house building in the area. Also, to ensure consistency of practice, considerable time and effort has been devoted to staff training across a number of different areas. Furthermore, we were aware of the negative effects of lockdown on pupil attainment, mental health and social interactions. Therefore, considering all of the above, we decided that the best course of action was to retain our current staff, and utilise any additionality to benefit our pupils and in particular to target these identified areas.  PEF Expenditure  Staffing  To allow the above arrangement to be implemented, funds from PEF were allocated to cover our 0.34 budget shortfall.  We were also allocated a probationer at the beginning of the new session, which required a contribution of 0.2 from our PEF Budget.  Therefore in total, both of these staffing elements amounted to 0.54, which equates to approximately £20,000. Currently, an exact figure cannot be provided as an allocation will still require to be paid for the period April to August 2022.  Admin Recharge  An Admin recharge amount has also been allocated £1296.  Materials and Resources  An allocation was utilised to pay for materials and resources, linked to Literacy and Health and Wellbeing   * Magnetic whiteboards for infant pupils to replicate Active Literacy practice at home £560.00 * A subscription to GL Education for access to PASS Health and Wellbeing Assessments, ( Pupil Attitudes to Self and School) £240.00   These assessments were administered in September and were used to gauge pupil wellbeing at the start of the new session. Following administration of these assessments, appropriate supports/interventions were implemented. | Pass Assessments were administered to all pupils in September to determine pupil attitudes to self and school and to help ascertain each child’s level of wellbeing. The results from the infant department highlighted that almost all pupils had a positive outlook and were happy and settled in school, which was the intention behind the intervention.  Almost all infant pupils have had a settled start to school. Smaller class sizes allowed for increased teacher support and nurture opportunities. Due to the smaller class sizes targeted interventions have been implemented earlier to support pupil attainment and achievement.  This additional expenditure has ensured that pupils have not been negatively affected by staff absence during the challenges of the ongoing pandemic. The additionality has also ensured that extra time has been provided to pupils who require additional nurture/ GIRFEC interventions. Key areas of practice, as previously detailed have also been further developed.  Pupils have been utilising their magnetic boards at home, as part of their homework. As a result, assessment results have been mainly positive. Furthermore, parental engagement was encouraged through a Literacy online training session with our Primary One teacher, which included instruction on the use of the magnetic boards, to boost Literacy skills. |

**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 |
|  | Bargeddie Primary was without a Senior Clerical Assistant for a number of months. As a result, the salaries for this Clerical position and also for another Clerical position of five hours per week were not utilised. Instead the funds remained in our school budget.  We fully anticipated that the funds would be taken from our budget at the end of the financial year and returned to a central fund. However, after a bid from our AFA, we were delighted to learn that our school could retain this money.  However, we were informed of this at a late stage in the year, which then left us with a particularly large school budget, which was significantly above the permitted ‘Carry Forward.’  Had we not reduced our budget balance, then we would have lost a considerable sum, which would have been reclaimed by NLC. To avoid this, it was suggested and agreed that spending previously allocated to PEF would instead be taken from our School budget to minimise financial loss to our school.  The enhanced school budget has allowed us to target funding as detailed above, upgrade Promethean Boards across all stages of our school, provide Swimming lessons for all P7 Pupils, provide online pantomimes for all pupils etc.  Furthermore, it has allowed us to retain our PEF Budget intact, for the forthcoming year. For the first time, we have enough funding to pay 0.2 for a Probationer and also pay a contribution to secure additional staffing, something that has never been financially possible before. We are delighted that as we recover from the Covid pandemic with the prospect of a more normal school year ahead, we will be able to provide our pupils with enhanced classroom and ASN support using our higher than normal PEF funding.  Instead of utilising PEF funding during session 2021/2022, we will now be able to make better use of these funds during session 2022/2023 as we fulfil the requirements of NLC’s, ‘Roadmap to Recovery.’ |  |

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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?   * Digital developments have been an area of significant success. Our website has been completely redesigned, staff and pupil skills have been considerably improved as a result of online learning, hardware has been upgraded to the benefit of both staff and pupils, parents have engaged with several digital services e.g. I pay impact, Groupcall, Parent Portal, Microsoft Forms etc. Digital Planning format has been remodeled and is ready for next session etc. * Empowerment of both staff and pupils has greatly helped to drive forward key improvements to practice e.g. RRS committee presented during the assessment for our silver award, detailing our work in this area and answering questions about out RRS journey. Digital Lead redesigned our website whilst working from home. Our replacement Digital Lead remodeled our online planning format. ‘Developing the Young Workforce,’ activities have been cascaded to other staff members by the lead in this area etc. Several groups of pupils have presented at assemblies raising awareness of key initiatives/celebrations etc. * Raising achievement in a bid to raise attainment – pupils have been provided with a wide range of opportunities to develop new skills and build confidence and self-esteem via involvement with a range of partners and in a variety of activities e.g. Involvement in Salmon School working with local biologists, participation in science based Light Lab workshop, partnership with local businesses, charity appeal for Ukraine involving the local community, swimming lessons, specialist musical instruction, working with secondary pupils/Young Sports Leaders, involvement with Sports for Schools and meeting a Paralympian, leading assemblies, presenting to an audience, participation in local and national competitions e.g. designing an app with a focus on health and wellbeing, Young Writers’ Competition, Show Racism the Red Card etc. |
| What has worked less well or could be improved?  Sustainability of planned interventions has been less successful.   * Our plan to provide infant pupils with an enhanced teacher pupil ratio, leading to greater support using our Scottish Attainment Challenge Teacher, disintegrated when the teacher was redeployed to cover Covid absences in another school. This then led to infant classes being reconfigured to avoid any further disruption. * Three staff members were trained, at a substantial cost, to deliver the intervention; ‘Read, Write, Inc.’ Processes were in place to deliver this to identified pupils. Time had been allocated, the staff member trained and initial starting assessments underway. Unfortunately the staff member was then absent from school for some time and the other trained staff members were class committed, which meant the intervention programme could not proceed as planned. * A bid for a Literacy Support Teacher was successful and entitled our school to several sessions each week of additional support for learning. This did not prove to be successful as the member of staff allocated to us was then involved in training, required surgery and recuperation and then was absent for a considerable period of time, leaving us with no replacement. |