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***Driving Equity and Excellence***

**Improvement Report**

**Session 2022-23**

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| **School:** | Calderbridge PS |
| **Cluster:** | Coltness |
| **PEF Allocation** | 73,300 |

**Section 1: Establishment Details**

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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; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.* |
| Calderbridge Primary School and Nursery Class is a large, non-denominational, co-educational facility that was established on 19th April 2010 to serve the local community of Coltness, near Wishaw.    Our catchment area consists of private and council housing, with accommodation owned or rented. Some of our pupils live in private rented accommodation that distorts our SIMD information. Our SIMD ranges 1- 8. 23% of our pupils live in SIMD 1 and 2. 19.2% are entitled to free meals and 20.2% are in receipt of the clothing grants.    During session 2022/2023 our school roll was 285. Classes were created based on mixed ability groupings and relationships with peers. Staff were selected based on their teaching style and nurturing approach. Four new teachers joined the team, one newly qualified. An experienced member of staff mentors the probationer. There are 11 teaching bases, a playroom and a Nursery Class that provides early years education for 40 children. There is a nurture room to support the HWB of some of our most vulnerable children including looked after and accommodated pupils and young people who require additional support in developing their social, emotional and mental wellbeing needs. On average around 40 pupils receive additional input termly. It is common for pupils to graduate from the Cosy Cove after an intervention. Pupils who graduate are ready to face challenges of learning and life as significant improvements in how children understand their emotions, manage their reactions and interact positivity with others are visible. Skills taught continue to be developed and supported in their everyday life.    Our teaching complement within the primary school is:    Head Teacher, Depute Head, Principal Teacher, PEF Principal Teacher, 11 Class Teachers and 1 PEF nurture teacher, PEF attainment teacher (until Dec 2022. 1 CT seconded to another school. PEF teacher stepped into the role of P7 class teacher), 3 x NCC teacher (part time timetable), 1 CRT teacher, 1 lead practitioner, 4 early years practitioners, 2 support workers. Our staffing has been affected by long-term illness. Additional staffing has been provided by NLC to cover absences within the nursery to ensure the service can continue and children can continue to grow and flourish.    *C:\Users\StaffUser\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\90801B4B.tmp*Our aspiration at Calderbridge PS and NC is to be a school of happiness. We aim to achieve our aspirations through our school vision and values.  Our whole school community is committed to our vision and values. Pupils and staff aim to be ready, respectful, and safe and this has contributed to a positive, caring, and welcoming ethos within our school. Almost all of our pupils are ready to learn. Additional support is provided by the leadership team and the nurture teacher for children who require time and space to settle in the morning and prepare for learning within their classroom. |
| Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)  ***Cluster improvement priority focussing on improving HWB through good attendance.***  Last session, 92.34% and 93% this session.   * Daily, weekly monitoring. Monthly communication to parents. Letters supportive, not threatening. Meetings to discuss next steps, involved in the creation of attendance GIRfme plan   Last session, 4 exclusions and 0 exclusions this session   * 2 pupils have moved to secondary school. * Strong behaviour and relationship policy which has evolved over time reflecting the needs of children. Learning linked to policy takes place within the classroom, school and community. School work with parents to tackle issues within the community which has reduced conflict. Current school priority is to be safe and how to respond to social media incidents including bullying. Working group for children, families and staff with aim of all working together. |
| Details of consultation: Pupils/Parents/carers/staff/stakeholders  Views gathered through questionnaires, parent council meetings, newsletters and assemblies to discuss priorities with whole school community and next steps in our journey to excellence! |

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

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| **Equity Plan**  *Please write a brief summary of your approach to ensuring equity and the progress you have made.*  *The following key questions could be considered:*  *Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty? What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process?* |
| At Calderbridge PS, we are committed to raising the attainment of children living in deprived areas to close the attainment gap. We were awarded £73,300 through Pupil Equity Funding. The money was invested to increase staffing across the school with the aim of improving health and wellbeing outcomes for our children in addition to improving attainment in literacy and numeracy.  Increasing the number of class teachers through Pupil Equity Funding enabled HWB/Nurture space (Cosy Cove) to continue. It also enabled the HT to increase management time for PTs and DHT which accelerated school improvements and increased capacity to support all children in realising their full potential.  The Cosy Cove, led by a CT who is trained in delivering several wellbeing interventions is well supported by ASNA. The Cosy Cove is a safe place for children who require additional support in improving their social, emotional and mental wellbeing. All children, almost all of the time, are included, engaged and involved. The offering is tailored to individuals needs to help them break down barriers to learning and learn transferable skills for life. Seasons for Growth, LIAM programme and Emotion Works are some of the interventions in place for our children.  Children who are granted a place are normally identified as having HWB need through pupil progress and tracking meetings. This session, 49 pupils across the school were targeted (10 who lived in SIMD 1 and 2). 12 children graduated (5 SIMD 1 and 2); 21 new referrals were accepted. Pupils who graduate show they are ready to face challenges of learning and life as significant improvements in how children understand their emotions, manage their reactions and interact positivity with others are visible. Skills taught continue to be developed and supported within class, across school and for some at home.  Many parents report on the positive impact additional HWB support has made to their child’s life, including making school more desirable to attend.  The additional staffing through PEF has strengthened the senior leadership team’s capacity and approach in improving outcomes for children and in driving forward change. The SLT have developed a chat and check in system for learners who are disengaged and/or unable to regulate emotions within the classroom environment. All learners targeted have made positive progress and are able to learn within their classroom and play safely within the playground on almost all occasions. Strengthening relationships and working 1-1 has created a climate of trust, allowing high quality assessments to take place informing individual planning. Behaviour, relationships, learning and teaching and attainment and achievement levels have improved. 82 children received additional support from the SLT. 24 children (29% SIMD 1 and 2). 47 children, 57% graduated from this service (6 children, 13% SIMD 1 and 2). 35 children continued to receive 1-1 support from SLT June 2023 which will continue in the new session minus 10 P7 children who have transitioned to Coltness. These children received enhanced transition opportunities and needs are known to the Coltness Team.  In addition to improving the social and emotional wellbeing of learners who face challenge, the expanded leadership team have increased our capacity to drive forward improvements in the nursery, across the school and throughout the cluster. All improvements have improved outcomes for learners as detailed within the improvement report below. |

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

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| **Cluster Priority(Long Term Outcome)**: Our aim is to ensure all children have access to support in school and across the cluster through promotion of good attendance. The cluster will explore measures that can be taken to ensure children can attend school and reach their full potential through developing positive relationships. | |  |
| **(Please insert the relevant information below)** | | |
| **NIF Priority: 1** | **NIF Driver:1,2,3,4 and 5** | |
| **NLC Priority: 5** | **QI:1.1, 1.3, 1.5, 2.1, 2.4, 3.1** | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. | | |
| **RATIONALE**: Why have you identified this as priority?  What data did you have to support this?  Attendance is a key driver for raising attainment as part of the Scottish Attainment Challenge. It is also a priority for NLC, where the issue was addressed at a recent HT meeting. This led to further discussion at cluster level where concerns were raised about the number of children who were not fulfilling their potential and who were poor attenders. It was agreed that the number of children who were absent on a weekly basis had increased since the pandemic and this was an area which needed to be tackled.  As a cluster, it was agreed each establishment would choose their own target group of pupils. Key areas to compare were:   * Stage * SIMD * Attendance data session 21/22 and 22/23 * Attainment data session 21/22 and 22/23 * Social, emotional, and mental wellbeing 21/22 and 22/23 * Family engagement 21/22 and 22/23 * Interventions * Personal Learning Plan     It is expected attendance, attainment, engagement will improve following improved policy and practice, finding creative ways to get children to school through building strong relationships with parents/carers. | | |
| **OUTCOMES:**   * Learners will receive support specific to their needs which will improve their health and wellbeing and participation in school life * Learners will be provided with the right support at the right time. They will feel included and supported. * Learners will receive support from home and school which will create better opportunities for them to learn and grow. Children will feel valued. * Staff will understand learners needs and supports which make a positive impact in improving outcomes for all | | |
| **EXPECTED IMPACT:**  It is expected attendance, attainment and wellbeing will improve following improved policy and practice, finding creative ways to get children to school through building strong relationships with parents/carers. | | |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and how do you know? What action was taken and what was the impact?)  All establishments are committed to promoting good attendance and identified groups of learners who require targeted support to overcome their attendance barriers as part of their improvement journey. Factors were agreed to select a target group within each establishment. These were:  Children and young people below the national average (95%), inconsistent family engagement, attainment not in line with peers and poor wellbeing. All children selected have an additional support plan. This document provides an account of factors giving rise to additional support needs, and strategies to break down barriers of learning and progress. Evaluations within plans and pupil progress records show some improvements in children and young peoples’ wellbeing, attainment, attendance and parental engagement.  Some children’s attendance improved as children reported they were more likely to attend school when they felt fully included and engaged in the wider life of the school. Most identified children have an allocated member of staff to check in with them regularly and take time to discuss their wellbeing and tackle any issues which may arise. This removed potential problems, which could cause anxiety and prevent children from attending school.  Families tried to facilitate full attendance where their school worked alongside them in a non-judgemental and supportive manner. Establishments across the cluster found supporting positive relationships with peers encouraged children to attend school. CLD, FESA, SW and Ed Psychologist were some of the partners who worked with targeted children and young people and their families alongside SLT. Through partnership working issues were identified which were/are preventing children and young people attending school. The common theme impacting children attending school was poor mental wellbeing, most likely the parents. Creative approaches to break the cycle were explored as a cluster. Providing a taxi to school, ensured a child was able to attend and on time. This provided the parent with additional time to prepare themselves to get ready to pick up their child as low mood in the morning prevented the child from being sent to school. An Educational Psychologist worked with a family using VIG. This approach allowed the family to identify strengths within their relationship in addition to the parent being provided with a professional to speak to about their own wellbeing.  All establishments have a relationship policy in place which promote nurturing relationships, restorative approaches and rights-based learning. Some establishments have evidence to prove are a range of strategies, programmes and approaches which establishments use to improve relationships and behaviour resulting in improved attendance. These include relationship based whole school approaches such as solution-oriented approaches, restorative approaches and rights-based learning. Schools have also found that the implementation of nurturing approaches based on nurturing principles, including nurture groups can improve the overall ethos and culture of a school and support pupils to feel more connected and engaged.  Parental engagement was the focus for all establishments. Some found that breakfast clubs improved attendance as these are a practical help to parents and pupils. A few pupils felt more at ease coming into the building during Future Friday time fewer people around, one schools found that initiatives such as the ‘Cost of the school day has helped raise awareness of the financial barriers families face that might impact on them coming to school. A gentle approach to lateness, removing the challenge for targeted families encouraged families to get their child to school. Understanding family circumstances, keeping lines of communication open and supporting difficulty e.g. providing a taxi ensures child is not at risk of missing out on their educational experience in addition to strengthening relationships with the parents. | | |
| **Next Steps:** (What are we going to do now?)  In discussing attendance with parents, we all recognise it is important to maintain a practical focus that recognises the challenges that can be part of family life, such as mental health issues; or dealing with financial challenges that may occur. We agreed we will work with partners to ensure that any barriers for families are supported and overcome as early as possible through the empowering cluster model. | | |
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| Priority 1- Our aim is for all children to write with confidence; through developing core writing skills which will be transferred when creating different types of texts. This will show an improvement in attainment by May 2023. | |  |
| **(Please insert the relevant information below)** | | |
| **NIF Priority:** | **NIF Driver:** | |
| **NLC Priority:** | **QI** | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. | | |
| **RATIONALE (WHY?)**  Last session, writing was the focus for improvement, resulting in almost all year groups attainment increasing by at least 5%. Attainment in P4 and P7 was above the national average but was not in line with Calderbridge reading and maths attainment figures. In Primary 1-3 attainment was below the national average. Assessments shows gaps in learning, and this could be because of lost learning during the pandemic when children were homeschooled.  Evidence suggested that further improvement was required in the explicit teaching of core writing skills across the school and in providing opportunities for learners to transfer skills to create different types of text with confidence. Further improvement was required in agreeing standards through assessment and moderation activities, which were to be explored through pupil progress and target setting meetings.  Data which led to this identified area is as follows:  June 2022 Percentage of children on track for writing  Primary 1 -58% Current 2  Primary 2 -47% Current 3  Primary 3 -57% Current 4  Primary 4 -70% Current 5  Primary 5 -75% Current 6  Primary 6 -68% Current 7  Primary 7 -77% Current S1  Jotter monitoring and moderation using the progression pathways and benchmarks narrowed this picture and identified areas of difficulty for most children not on track as being their skills within tools for writing and transferring these skills into extended writing. Whilst some progress was made in the previous session, there needed to be a bigger focus on not only teaching the individual skills but on the transference of skills. | | |
| **OUTCOMES:**   * Children who are not on track will be identified, analysed and teaching and learning will be specific to needs. This will lead to an increase in attainment. * Children will have improved core Literacy skills and can transfer these across the curriculum. This will increase attainment. * Literacy Assessment strategy will be embedded to ensure that teachers and pupils are aware of progress within a level and of their next steps. This will also ensure teaching and learning is specific to the needs of children. * Learners' attainment will improve in writing | | |
| **EXPECTED IMPACT:**  Children will write with confidence; having developed core writing skills which are transferred when creating different types of texts. This will show an improvement in attainment. | | |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)  Professional judgments inform attainment has improved in almost all classes. Where pre-school data is not available to compare attainment over time, last year’s national average. (76.9%) highlight our current Primary 1 is 4.1% above national average.  June 2023  Primary 1, 81%  Primary 2, 75%  Primary 3, 60%  Primary 4, 76%  Primary 5, 77%  Primary 6, 81%  Primary 7, 79%  The biggest attainment improvements overtime is at P1. Significant changes have been made to improve the quality of teaching and learning and engagement for children. Colourful semantics has proven to be a successful intervention for children who required support in the structuring of sentences. This approach was rolled out across the early stages resulting in an increase in attainment. Staff and children feel well supported through this writing process, where almost all children are writing 2 or more sentences. This approach is also being used with targeted groups. All children are making progress. Other successful writing interventions are Fresh Start, Read, Write Inc, IDL Cloud and Calderbridge Tailored Programs are improving the quality of writing for targeted groups. targeting specific gaps and barriers to learning. All children who received an intervention targeting tools for writing have made progress where the attainment gap has been reduced or closed as detailed:  All Primary 3 targeted children- reduced by 6 months  All Primary 5/4 targeted children-reduced by 1 year  Most Primary 4 targeted children-reduced by 6 months  All Primary 5 targeted children-closed-now on track  Most Primary 2 targeted children-reduced by 6 months  To allow for the early identification of children who are at risk of not attaining, an effective whole school pupil progress tracking system is in place. Regular discussions with the whole team around the child during pupil progress and target setting meetings, ensure all are aware of the barriers and the correct support/intervention is put into place e.g a child who has poor attendance required support within the home. RfA enabled CLD to work with the parent and support the family which improved engagement as the child began to attend school. By attending school, the child benefited from writing intervention provided by the CRT. Attainment wellbeing and relationships between home and school improved. The child targeted has an increased chance of success. Analysing data on the impact of this work is ongoing but evidence to date strongly suggests that where attendance is improving and health and wellbeing supports are in place, the attainment gap is reducing for children tracked.  Data analysis indicates some changes into practice was required to improve children’s ability to achieve regular success within the tools for writing and creation of texts organisers. SLT quality assurance activities allowed for the team to identify strengths and development needs across the school. Planning, daily task boards, jotter monitoring and learning conversations indicate all teachers are now planning tools for writing discrete lessons, with opportunities to revise and transfer these skills. Children in almost all classes are monitoring their own learning against these core targets and this is improving standards in taught writing sessions.  Peer Learning visits have made a positive impact in how staff will improve the learning and teaching in their classes. The most effective tool prior to staff participating in a peer learning visit, was the completion of the self-evaluation rubric for QI2.3. Staff identified needs of learners and discussed next steps with colleagues who had children who were meeting targets well. Further visits will confirm if new learning to improve learning and teaching has taken place.  Working party looked inwards, reflecting on staff views, data and observation to inform next steps. It was identified that teaching and learning of writing needs to be more focused on the areas that children require to develop in line with assessment of their skills at the level. There needs to be a continued focus on tools for writing but also on the quality of sentence structures and language. Children need to be able to internalise the language structures needed to write through ‘talking the text’ as well as close reading to help children write with independence creatively and powerfully. The team looked outwards and researched effective pedagogy and resources to improve the teaching of writing. This has led to the identification of Talk for Writing methodology (a successful programme identified by other schools in improving quality and accuracy of writing). Talk for Writing is based on the principles of how children learn. It enables them to imitate the language they need for a particular topic orally, before reading and analysing it, then writing their own version. Research since 2016 has shown that where Talk for Writing is applied systematically across a setting, attainment is of a significantly higher standard than the national average. Enjoyment and engagement are also increased. The working party have piloted some aspects including warm up oral creative thinking games, analysing reading, imitation and the use of a magpie wall, and are reporting early improvements in the quality of writing against the benchmarks. | | |
| **Next Steps:** (What are we going to do now?)   * PT has attended training which will now be shared with staff. Impact to be determined. * To ensure a more cohesive writing programme that is based on the principles of how children learn, identifies children’s next steps in learning, plans to meet these and ensures progression for every child. PT with working party will train staff in Talk for Writing. * Talk for Writing to be rolled out across the school with a commitment from all staff. * Further opportunities for moderation of writing within establishment and across the cluster | | |
| **Priority 2 (Long Term Outcome)**: To improve children’s ability to keep themselves safe when using digital technology through development of the technology's curriculum and pastoral support provided in school. The number of social media incidents which impacted pupils’ long term mental wellbeing will reduce by May 2023. | |  |
| **(Please insert the relevant information below)** | | |
| **NIF Priority: 3** | **NIF Driver: 4** | |
| **NLC Priority: 3, 5** | **QI: 1.1, 1.2, 2.2, 2.7** | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. | | |
| **RATIONALE**: In Session 21/22, our young people's mental health was adversely impacted by social media usage. A range of consequences were reported, including **anxiety and self-harm which was recorded within pastoral notes and incident log/bullying.** Staff, children, parents, and Police Scotland raised concerns about the inappropriate use of social media out with school which put children at risk of predators and bullying. Incidents reported impacted children’s readiness to learn within the classroom and support using the staged intervention approach was required at targeted and intensive level. School worked in partnership with Teen talk, psychological services, social work, and Police Scotland. Support provided by the nurture teacher was adapted to meet the needs of learners using restorative meetings.  The views of all parents, pupils and staff were sought around social media and the dangers our young people currently face. This enabled us to gather the views of all stakeholders and plan for next steps.  Information gathered from the parents' surveys completed showed that a high percentage of our children are using inappropriate social media platforms such as Snapchat (26%), WhatsApp (40%) and Tick Tock (29%) and that the main dangers that parents feel our young people are facing through these platforms are bullying and seeing inappropriate content. Parent's responses showed that they would like us to help with educating their children about the dangers of social media and awareness sessions with parents and children. This made us aware that the parents are allowing use of inappropriate social platforms and are aware of the dangers but would like help with educating the children on how to use these platforms etc as safely as possible which informed a teaching focus on CRIS.  Information gathered from the staff showed that the staff are aware that our young people are using inappropriate social media platforms. They feel that the main dangers facing our young people are inappropriate content, bullying and meeting strangers online. Staff feel that we could support our young people by planning lessons based on online safety, carrying out child & parent sessions, talk from police and giving young people a safe space to share personal experiences. This has helped inform next steps.  Our children shared through learning conversations that they are using online social media platforms such as YouTube, TikTok, WhatsApp, Roblox/Minecraft, Snapchat and Instagram. Most of the children recognised that a danger of social media could be meeting strangers, cyber bullying, hackers, scammers or people trying to steal their information/personal details. They would like to find out about accessing digital games and platforms safely, how to spot/report dangers and what the police could do. This information has informed next steps in the teaching of CRIS.  It was agreed that as a school we need to do more to develop our children’s knowledge and understanding of the importance of safe/appropriate use of social media and for them to learn strategies on how to manage risk and keep self and others safe when using/accessing technologies.  As a school we will focus on the teaching and learning of Cyber Resilience and Internet Safety (CRIS), raise the profile of appropriate usage of social media and empower children to manage risk. This will promote better engagement in learning within the class, good attendance, and stronger resilience. The wellbeing of our children will improve. | | |
| **OUTCOMES**:   * Staff will have a better understanding of ***CRIS*** and plan effectively to meet the needs of learners. * Learners will learn to how to keep themselves safe and manage risk * Learners will have increased knowledge and understanding of CRIS through a progressive pathway * Through effective partnership working we will have improved our CRIS learning provision which has made a positive difference to children’s mental wellbeing. * Learners will be empowered to champion the safe and positive use of technology within our school. * Knowledge and understanding of cyber resilience and internet safety will be improved. * Staff’s confidence in the teaching of digital technologies will be increased. | | |
| **EXPECTED IMPACT:**  Children will feel safe to report incidents which are impacting their wellbeing and.be encouraged to develop their resilience through taught strategies. Children will know how to keep themselves safe online because of the CRIS week and using the digital literacy progressive pathways. Staff will be more confident in planning for effective teaching and learning of CRIS outcomes and how to be responsive to learners needs. | | |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)    The priority has made a positive impact across the school in addressing wellbeing concerns caused by inappropriate use of social media. All children from the focus group reported they would tell a trusted adult when they have been affected by a social media incident and know when a social media message upsets them. (Block, report) Pupils reported they knew they would be supported by SLT, CTs SS and the Nurture Teacher to resolve issues. Children still felt this would upset them and impact their emotional and mental wellbeing. Statistics show that although the number of incidents that occurred increased, not all impacted wellbeing because of support available. SLT record and track significant incidents to target and support vulnerable children. No incidents have been repeated to date; however, some children continue to be involved in incidents which upset others using social media.  The senior leadership team and nurture teacher provided additional support to children whose wellbeing is adversely impacted as a result of social media incidents. Almost all staff (87%) are aware of the new recording method for social media and how to update Seemis (pastoral notes) when required. The staff members who were unaware of the recording method are part time members of staff who have not attended all of the CRIS training. As a next step, we will ensure that this information is passed on to part time staff face to face, rather than via email. All staff know their pastoral duty to support children who are impacted negatively.  This table below shows the number of children from the focus group who felt a negative emotion toward a SHANARRI indicator prior to children using a strategy that they have learned and then who felt a negative emotion following the used strategy.   |  |  |  |  | | --- | --- | --- | --- | | Number of children from focus group who have reported or been involved with a social media incident this session. | Number of children indicated a negative emotion toward any SHANARRI indicators. | Number of children who could identify strategies to support with social media incidents | Number of children who identified a negative emotion toward any SHANARRI indicators following pastoral support. | | 11/11 (100%) | 11/11(100%) | 11/11(100%) | 0/11 (0%) |   All the children from the focus group identified a negative SHANARRI indicator (Respected, included or safe) following a social media incident and prior to use of a chosen strategy.  All the focus group children were able to identify strategies to support with social media incidents. All children said that they spoke to an adult that they trusted.  All children said that they did not have a negative feeling following pastoral support from a trusted adult but instead safer, more respected and more included. The children from this focus group shared that they still felt worried at times about possible social media incidents, although felt supported at school with this.  The digital working party audited and reviewed current pedagogy, resources and programmes of work. They worked together to plan a block of learning on CRIS and to trial these before rolling out to all classes. There was also a Teams page created to share these resources. All digital working party staff reported that this has ensured a better understanding of the new pathways, expected outcomes and how this is relevant to our children.  All class teachers attended training on the new Digital Literacy pathways and CRIS training led by the Digital Schools.  Medium term planning shows that all staff have a better understanding of the needs of our learners which has enabled them to effectively plan the teaching and learning of Cyber Resilience and Internet Safety (CRIS). All teaching staff (100%) reported that their knowledge and understanding of the new Digital Literacy Pathway has increased. All staff (100%) reported that they feel more confident in planning for effective teaching and learning of CRIS outcomes and how to be responsive to learners needs.  A digital leader's pupil voice group were formed to support work surrounding digital technologies with a focus on CRIS.  All our digital leaders were empowered to champion the safe and positive usage of technology within our school through planning a CRIS focus week to raise the profile of cyber resilience and internet safety across our school community. These informative and fun activities built upon the learning and teaching within classes and engaged our whole school community. Almost all of the focus group (90%) felt that CRIS week helped them to improve their knowledge and understanding of internet safety. Parents were involved with workshops to help increase their knowledge and understanding and to share the CRIS themes. A newsletter was sent to all parents to keep them updated and informed.    All children have had the benefit of effective partnership working which has improved our CRIS learning provision. CRIS themes were reinforced through lessons, activities and workshops delivered by Police Scotland, the NSPCC, NLC Digital Schools and the 3Mobile Discovery Team. The digital leaders and the children from the focus group shared that these fun and interactive activities and workshops have made a positive difference in raising the profile of internet safety and in giving children strategies to stay safe.  All children have participated in a block of learning about how to keep themselves safe and manage risks (CRIS). Most of the children (60%) felt that the block of learning in class helped them to improve their knowledge and understanding of internet safety.  Teacher’s professional judgements and learning conversations show that all children within the target group know how to keep themselves safe online because of the teaching and learning based on the new Digital Literacy Pathways, partnership working and CRIS week. All of the children from the focus group could discuss a learning opportunity that they had been involved in to do with Internet Safety e.g. the police workshop, learning in class, CRIS week, assembly this year. All of the children felt that they had a better knowledge and understanding of how to keep themselves safe online and almost all (80%) children felt that they were better prepared for dealing with social media incidents. | | |
| **Next Steps:** (What are we going to do now?)  We are going to increase staff’s confidence in teaching of digital technologies.   * Staff will be surveyed on knowledge of digital technologies and development needs in line with NLC policy and practice * SLT will identify strengths and developmental needs to inform future improvements to our digital technologies provision. * SLT will evaluate support required at targeted and intensive level. * PT will create a training schedule created using results from survey which will support planning for improvement in the new session. * Recording concerns and tracking to be embedded | | |
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| **Nursery (Long Term Outcome)**: Our aim is to improve attainment for learners who are at risk of not achieving by developing practitioners' assessment for learning strategies. Practitioners will understand learners' strengths and next steps which will support children in their learning journey. | | |
| **(Please insert the relevant information below)** | | |
| **NIF Priority: 5** | **NIF Driver: 4** | |
| **NLC Priority: 1** | **QI: 2.3, 3.2** | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. | | |
| RATIONALE:  Since the introduction of 1140 hours, Calderbridge Nursery Team structure has significantly changed which has led to a new team being formed. PRD (Professional Review and Development) processes identified staff strengths and development needs and highlighted a need to further develop their use of assessment to inform next steps. Learning visits identified the need to further develop staff skill in assessment for learning strategies, with a focus on five practical strategies which include questioning which was identified as a development need following HMIe inspection. In 2021/22 the lead practitioner and DHT competed learning, teaching and assessment training led by NLC which influenced their shared vision of how to improve assessment practices within the nursery and a training programme to deliver throughout session 22/23. | | |
| OUTCOMES:   * Staff know their children well, and what they need to do to improve their skills in assessment. This will lead to improved outcomes for learners. * Learners will benefit from improved learning and teaching experiences because of staff working well together and learning from each other. * Children experiences will be challenging, enjoyable and well matched to their needs because of improved planning and assessment approaches. Children and their families will know how well they are progressing and their next steps which will encourage partnership working | | |
| EXPECTED IMPACT:  It is expected that by developing staff assessment skills through training opportunities and observations of practitioner's, learners will benefit from improved learning and teaching experiences which are challenging, enjoyable and matched to their needs. | | |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)  Positive relationships between home and nursery, nurturing and inclusive practice are strengths the nursery team have. All members of the team are committed to their role in supporting children in reaching their full potential. Improving the assessment practices of all has been the key for staff understanding children's needs where they are able to plan appropriate, targeted learning experiences. Assessment for learning strategies has guided children’s learning within the playroom and outdoors. All staff were involved in training sessions which were delivered by DHT and supported by the lead practitioner. Practice within the playroom and confidence using strategies has improved as a result in addition to most children's attainment and achievement levels.  A target group of children who were entering preschool year were selected as a focus group. All children were identified as having additional support needs and were not progressing in line with their peers. All children had not reached their developmental milestones and required additional support. Partnership working with parents, professionals and early years practitioners was the key to success. All who knew and cared for the children were involved in their learning and developmental journey. This was detailed within each child's personal learning plan known as a GIRFMe. All children made progress following interventions. Interventions were identified through careful observation of children’s strengths and development's needs. The wellbeing of all children was central to their development journey which allowed them to access other areas of the curriculum. Their interests led the learning in addition to providing quality time with ELPs building a positive, nurturing and safe relationship. The results are below:  Attainment for targeted pre-school learners who are at risk of not achieving  Red = Not on track. Amber = Inconsistent. Green = On track  See data below:   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Child | SIMD | SHANARRI | LIT  22 | LIT  23 | NUM  22 | NUM  23 | HWB  22 | HWB  23 | Additional Information | | A | 3 | Included  Achieving  Safe | Red | Amber | Red | Amber | Red | Amber | Parent, school, H.V agree to apply to neurodevelopmental team for diagnosis.  Assessment indicate ASD  Sensory room accessed when playroom busy/noisy  Alternative lunch environment as noise causes distress  ASN placement applied for. Place not granted  Deferred entry not granted  Application for ASNA  Reapply for ASN placement  Ensure sensory room is accessible during the school day to self-regulate | | B | 3 | Included  Achieving | Red | Green | Red | Amber | Red | Green | Parent, school, H.V agree to apply to neurodevelopmental team for diagnosis.  Assessment indicate ASD  Sensory room accessed when playroom busy/noisy  Alternative lunch environment as noise causes distress  Automatic Deferred entry granted | | C | 3 | Included  Achieving  Safe | Amber | Green | Amber | Green | Red | Green | Parent, school, H.V agree to apply to neurodevelopmental team for diagnosis.  Assessment indicate ASD  Sensory room accessed when playroom busy/noisy  Alternative lunch environment as noise causes distress  ASN placement applied for. Place not granted  Automatic deferred entry granted | | D | 3 | Included  Achieving | Red | Amber | Red | Red | Red | Amber | Speech and communication delay  RFA Speech and Language |   Observations and views of practitioners have provided invaluable insight to why AifL strategies have been instrumental in improving outcomes for children. In August 2022, NLC provided training to the DHT and Lead Practitioner which was rolled out to all staff. As part of the self-evaluation process to identify strengths and inform next steps staff were asked how their training made a positive change in the learning and teaching within the playroom. The findings are below:   * All staff recognise that learning intentions and success criteria provide children with the opportunity to understand what they are learning and demonstrate how they can be successful. * All staff contribute to creating an environment where children can learn from each other * All staff make use ofopen-ended questions to help broaden children’s thinking processes, develop their speech and language skills, and build confidence in their ability to express themselves. They recognise that when asking children questions it is important to not interrupt them and give them time to think. * All staff give feedback. They use positive praise and ‘scaffold to help the children use as much of their knowledge as they can'. This praise and encouragement accompanied by stickers and certificates all celebrate success and motivate the children in their learning. * All staff recognise that observations are important in assessing children's skills and knowledge and understanding across the curriculum. This informs planning, ensuring continuous improvement. * All staff provide opportunities for children to learn from each other during free and structured play. * All nursery staff are positive responses to participation allowing the children to grow and have meaningful interactions with others in the group.   In our setting, practitioners know our children well as learners. As a team, all staff have improved how they use AifL strategies to make accurate judgments about the progress children are making. Observations, for our children at risk of not achieving have informed appropriate interventions and future learning. Through collegiate working staff show a shared understanding of children's progress and achievements. Learning Journals enable staff to share with parents on a regular basis the progress that their child is making and enable our children to revisit experiences they’ve participated in and reflect on what they’ve learned. All members of staff embrace the process of Learning Visits and have participated readily in the discussions beforehand, allowing them to share their assessment of children’s learning and plans future learning. All members of staff recognise the importance of learning from each other and the benefits of peer observations in improving their practice. Children's outcome have and will continue to improve. | | |
| **Next Steps:** (What are we going to do now?)   * Further develop all staff understanding of child development and early learning pedagogy and put this into practice improving outcomes of all learners * Further improve our approach to capturing and recording children’s progress and achievements at key points in time to ensure we continue to provide reliable evidence which leads to significant improvement to learning and developmental outcomes for children. * Improve planning to include NLC early level planners for literacy and numeracy. Ensure planned experiences are developmentally appropriate and tailored to meet all children’s individual learning needs. Practitioners use imaginative and appropriate ways to involve children in planning learning. We monitor and evaluate progress across the curriculum to improve children’s learning. | | |

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

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

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

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

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

|  |  |  |
| --- | --- | --- |
| **QI 1.3 Leadership of change** | | |
| Developing a shared vision, values and aims relevant to the school and its community | Strategic planning for continuous improvement | Implementing improvement and change |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.** | | |
| **NIF Priority: 1 and 3** | | |
| **NIF Driver: Teacher professionalism, school leadership, school improvement** | | |
| **UNCRC: Article 2, 5, 29** | | |
| **RECR (if appropriate)** | | |
| **Linked SIP/PEF Priority: All** | | |
| **How well are you doing? What’s working well for your learners?** | | |
| Nursery – Assessment  **Teacher Professionalism**: The team are now all permanent and thrilled to be the lead learners within the nursery. The children are well cared for and staff are showing a commitment to their own professional development to improve outcomes for children. Staff meet regularly with SLT to discuss children’s progress and plan next steps. Staff know children well, encourage children to lead learning and provide experiences to develop skills across the curriculum.  Priority 1 - Writing  **School Leadership**: All children who require additional support to improve their writing attainment have been identified though our pupil progress and target setting meetings. The type of support targeted is agreed based on teachers’ professional judgment. For some children, further assessment to identify barriers/gaps in learning are required, for others, training to develop staff skills’ in learning and teaching of writing is necessary and for a number of learners, support for learning delivered by CRT is required. Identifying the right intervention, increases the chance of success for all our learners who require support.  Priority 2 – Health and Wellbeing  **Performance Information**: Our behaviour and relationships policy continues to evolve based on the needs of our learners. Our collaborative approach to improvement ensures all stakeholders are invested in leading change. This session, our priority is to further improve children’s wellbeing by developing our technologies curriculum. Our children will be empowered to tackle online bullying through engagement of a cyber-resilience programme and learn how to use social media safely. Views of all stakeholders have been gathered and highlight the number of social media platforms children have access to which is not age appropriate and impacting mental wellbeing.  Cluster – Attendance, Wellbeing and Attainment  **Assessment of Children’s Performance**: Attendance for some targeted children across the cluster is improving. All senior leaders are committed to leading change by sharing practice and resources. Time is protected for professional dialogue, analysis of data and evaluation of supports in improving outcomes for learners. Targeted learners across the cluster have a greater chance of achieving success as they are provided with the right support at the right time. | | |
| **How do you know? What evidence do you have of positive impact on learners?** | | |
| In 2019, change within the team led to improved outcomes for learners. Education Scotland reported in 2022 substantial progress …  ***“The head teacher’s clear vision and support for practitioners, teachers, support staff, children and families at the school have contributed significantly to improvements and much better outcomes for learners***.”  Progress is being made within each priority this session so far. To sum up :   * Nursery staff are learning to support the different needs of learners through assessment is for learning approaches (learning visits focus). Children are learning how to be successful through effective questioning and visual prompts. Pace of learning is improving, and specific to needs of children. Success is celebrated and recorded within the playroom, online and through personal learning plans. * Standards of writing within a level is improving. This is influenced by greater understanding of CfE levels, pathways and benchmarks. Discrete lessons, provide focus and reading to write activities allow for the transferring of skills. Moderation activities show standards are improving. Learning conversations evidence children know their learning targets and next steps. * The school has an informed understanding of different types of social media issues which are impacting children’s wellbeing through survey’s and focus groups. This has informed the direction of our curriculum and the need for CIRIS programme of study. Recording of incidents are in place to monitor types and frequency of incidents to inform next steps. Police are working in partnership with the school to provide guidance to children. SLT meet with pupils and their families who are affected by online bullying to develop resilience and stop online bullying. * Attendance is improving for some targeted pupils as a result of partnership working across the cluster, led by senior leaders. Policy and practice is being developed through collaborative working. Resources shared are based on children’s needs, ensuring every targeted learner has every opportunity to achieve their academic goals | | |
| **What are you going to do now? What are your improvement priorities in this area?** | | |
| * As our community is becoming more diverse, further develop the curriculum to celebrate diversity and challenge discrimination * Each term, formally collate monitoring and tracking information to write reports identifying school strengths and development needs to ensure continuous improvement. | | |

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

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| **QI 2.3 Learning, teaching and assessment** | | | |
| Learning and engagement | Quality of teaching | Effective use of assessment | Planning, tracking and monitoring |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.** | | | |
| **NIF Priority: 1 and 3** | | | |
| **NIF Driver: 1,4,5,6** | | | |
| **UNCRC: 28,29** | | | |
| **RECR (if appropriate)** | | | |
| **Linked SIP/PEF Priority: All** | | | |
| **How well are you doing? What’s working well for your learners?** | | | |
| Nursery – Assessment  **ELC Leadership:** Children’s achievements in nursery are well recognised and recorded through learning journals, care plans and social media. Children inform learning within the playroom and outdoors through sharing their interests. This has developed their outdoor environment, providing lots of opportunities for cooperative play which has encouraged risk taking. Children are better informed of what they are learning and how to be successful and are provided with opportunities to extend their learning through partnership working with their peers.  Priority 1 - Writing  **Assessment of children’s progress:** Almost all class teachers teaching, is underpinned by the school values of being ready, respectful and safe. Learning visits provide a snapshot of a safe environment for children to take risks, learn from each other and believe in their ability to succeed. Assessment of writing influences planned learning throughout the literacy programme.  Priority 2 – Health and Wellbeing  **School Improvement**: This session, our digital leader team was created and includes pupils, teaching staff and support staff. Together, the team played an active role in school, leading learning. All staff and children have explored NLC digital pathways, experiencing new digital technologies e.g. green screen which has brought fun and creativity to the classroom. CIRIS week provided an opportunity to work with a range of partners (NSPCC and parents) to further support our children in learning how to keep them safe when immersed in the digital world.  Cluster – Attendance, Wellbeing and Attainment  **Parental Engagement**: Senior leaders worked together to research factors which were likely make a difference in improving children’s attendance. Education Scotland and NLC policy were key documents in informing change. Although each establishments have different tracking systems, each system informed factors which were impacting attainment and achievement which led to discussions on what resources were available in house and across the cluster to break down barriers of non-engagement. An inclusive ethos and positive relationships were the core of our business in engaging families. Some families' attendance figures improved, but more is to be done. This is possible as the factors to why attendance is poor and openness to allowing school and home together has improved for most families. | | | |
| **How do you know? What evidence do you have of positive impact on learners?** | | | |
| Nursery – Assessment   * Children understand their achievements, which are celebrated in nursery, the school and with parents. Children in consultation with their parents agree their targets. This ensures continuity of learning and progress.   Priority 1 - Writing   * Opportunities for children to develop skills within the Tool for Writing organiser has strengthened which has improved the quality of daily and taught writing. Attainment over time continues to increase for almost all year groups.   Priority 2 – Health and Wellbeing   * Children are reporting incidents of abuse and can talk through how to keep themselves safe. Stop, block and report. Although children report incidents still upset them, their ability to move forward and engage in school life is admirable following staff support and guidance.   Cluster – Attendance, Wellbeing and Attainment   * Engagement improved for most families across the cluster. This improved some children's attendance. Where attendance improved, attainment and wellbeing improved for most children. | | | |
| **What are you going to do now? What are your improvement priorities in this area?** | | | |
| * Develop visual props for learners to engage with success criteria. This should improve their understanding of their next steps * Further improve attainment in writing for targeted groups, focussing on creation of texts organiser * Assessment of children's progress and evaluation of staff abilities has informed the need for future investment in technologies to allow all children to be fully immersed in the digital experience. * Explore supports and resources available across the cluster for our most vulnerable learners who require additional/intensive interventions to break barriers and succeed | | | |

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

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| **QI 3.1 Ensuring wellbeing, equality and inclusion** | | |
| Wellbeing | Fulfilment of statutory duties | Inclusion and equality |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.** | | |
| **NIF Priority:1,3** | | |
| **NIF Driver:1,2,4** | | |
| **UNCRC:2,3,12** | | |
| **RECR (if appropriate)** | | |
| **Linked SIP/PEF Priority: All aspects** | | |
| **How well are you doing? What’s working well for your learners?** | | |
| Nursery – Assessment   * **ELC Leadership:** The team ensure all children feel safe and secure and their needs are well met. A sensory room has been created to support the HWB of our learners who require an area to self sooth and regulate. This has improved relationships and enabled children who have traits of autism to achieve success in the playroom. Staff are learning to better recognise signs when a child may need additional support within the sensory room.   Priority 1 - Writing   * **Assessment of children’s progress:** All staff are committed to understanding children’s barriers to learning and work in partnership, learning from others to improve their offering during the writing process. Strong systems are in place where the early identification of literacy barriers has enabled several children with being diagnosed with dyslexia. This has improved children's engagement as they understand their barrier and improved attainment as a result.   Priority 2 – Health and Wellbeing   * **Teacher Professionalism**: The whole school community has a shared understanding of children's rights and show a commitment to the GIRFEC approach in supporting and safeguarding the wellbeing of our children. All staff plan HWB experiences and outcomes to empower their children in understanding, recognising and respecting their emotions in addition to seeking support and learning strategies to resolve difficulty.   Cluster – Attendance, Wellbeing and Attainment   * **Teacher Professionalism: All** staff show a commitment to GTCs standards through professional engagement and aim to model behaviour which promotes and supports the wellbeing of all. Staff create safe spaces for children to be open and discuss issues impacting their lives. All senior leaders participate in training to ensure they are fully update with changes in legislation. All attended NLC CP training. | | |
| **How do you know? What evidence do you have of positive impact on learners? ￼** | | |
| Nursery – Assessment   * This sensory room has improved relationships and enabled children who have traits of autism to achieve success in the playroom. Self-soothing is being developed and number of incidents where a child is distressed has lessened. Responsive timetable is in place to remove potential triggers. Group time for example.   Priority 1 - Writing   * Diagnosis of learning difficulty has improved children's engagement as they understand their barrier, involved in the process and keen to progress. Tracking systems show attainment is improving over time.   Priority 2 – Health and Wellbeing   * All staff identify the indicator(s) children are not thriving and explore next steps required to break down barriers. Monitoring and tracking of progress show where improvements have been made for all children. School currently celebrates silver status rights respecting schools award   Cluster – Attendance, Wellbeing and Attainment   * **All senior leaders understand their role and responsibility in supporting health and wellbeing. All targeted vulnerable learners. Progress in relationships have improved for most children and their families.** | | |
| **What are you going to do now? What are your improvement priorities in this area?** | | |
| Nursery – Assessment   * Children with ASNs will continue to be provided with safe opportunities and supported to play with their peers to develop their peer relationships and friendships.   Priority 1 – Writing   * Continue to analysis data to ensure attainment for all learners continues to improve and where there is a pause intervene quickly to ensure learners are not at risk of missing out   Priority 2 – Health and Wellbeing   * Invest in equipment to ensure all children have access to devices to maximise their learning experiences   Cluster – Attendance, Wellbeing and Attainment   * Further extend vulnerable learners' opportunities to be active participates in discussion and decisions which affect them through successful engagement of the Outcome Star Assessment Tool | | |

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

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| **QI 3.2 Raising attainment and achievement** | | | |
| Attainment in literacy and numeracy | Attainment over time | Overall quality of learners’ achievement | Equity for all learners |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.** | | | |
| **NIF Priority:3** | | | |
| **NIF Driver:1,2,3,4,6** | | | |
| **UNCRC:29** | | | |
| **RECR (if appropriate)** | | | |
| **Linked SIP/PEF Priority: Cluster, 1 and Nursery** | | | |
| **How well are you doing? What’s working well for your learners?** | | | |
| * We are very good at understanding children's learning capacity and capability through effective tracking and monitoring meetings which take place 3 times a year. The development of our assessment strategy has ensured a consistent approach in what we assess, why, when and how. To ensure class teachers professional judgment is sound we share standards within school and expectations. For any child where there is an unknown barrier to learning, SLT advice on appropriate assessments and in partnership analyse results to inform interventions. NLC provide guidance and training for literacy and numeracy champions on diagnostic assessments appropriate in identification of barriers. * Children are now better at understanding their strengths and development needs. All children are provided with regular opportunities in literacy and numeracy to showcase their skills through learning conversations. Evaluations of learning is more accurate and inform next steps. This has ensured learning is moving at a steady pace and learners are making continuous progress * The variety of clubs during school and after meet the diverse interests and needs of our children. Achievements are celebrated, tracked and monitored. This ensures all children can be successful as opportunities are created for children who are at risk of missing out to participate in a club, social with peers and learn new skill. | | | |
| How do you know? What evidence do you have of positive impact on learners? | | | |
| * Our attainment over time is improving in literacy and numeracy. All learners are making good progress from their prior levels of attainment. * The majority of children’s attainment is on track and a few children are exceeding levels in literacy, numeracy and HWB. * Children who require individualised planning and targeted support are making progress within and through their levels. * Monitoring of wider achievements termly inform needs of the children. Working in partnership with active schools NLC has shaped change in ensuring our clubs, sporting activities and competitions are inclusive. Most recently a CT and a small group of pupils supported another in a sporting competition. This was an experience all gained from socially and emotionally. | | | |
| What are you going to do now? What are your improvement priorities in this area? | | | |
| * Further develop confidence in class teachers' professional judgments in technologies and writing through collaborative working in school and across the cluster. * Consistent practice of all staff in carrying out learning conversations prior to new learning to ensure they are fully engaged in the learning process and can influence how to improve learning opportunities. * Reach out to organisations in the community who could support young people in accessing their club and understand better the barrier through working closely with the family and organisation. | | | |

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

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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.* | | | |
| Quality indicator | School self-evaluation | | HMIE Inspection evaluation *(if appropriate)* |
| 1.3 Leadership of change | **Good** | |  |
| 2.3 Learning, teaching and assessment | **Good** | |  |
| 3.1 Ensuring wellbeing, equity and inclusion | **Good** | |  |
| 3.2 Raising attainment and achievement | **Good** | |  |
| **Additional Quality Indicator**  *It is anticipated that schools will follow the advice of How good is our school? 4th edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.* | | | |
| Quality indicator | | Self-evaluation | |
| **2.6 Transitions** | | **Good** | |

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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 plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).* |
| What do you hope to achieve? What is going to change? For whom? How much? By When?  Cluster  To identify needs of learners and young people early through reliable and valid assessment information. As a cluster we will provide, all children with additional support needs high quality targeted support. We will ensure parents and partners work in partnership to support children and young people. Well planned interventions are leading to positive outcomes for children with additional support needs.  Priority 1  To ensure a more cohesive writing programme that is based on the principles of how children learn, identifies children’s next steps in learning, plans to meet these and ensures progression for every child. Attainment of children who are inconsistent make good progress from their prior levels of attainment. Attainment over time continues to improve.  Priority 2  To develop children’s skills in digital learning. Our curriculum will include digital pathways and a digital environment to facilitate the develop of new skills which will also be explored in the classroom. We are going to increase staff’s confidence in digital pedagogies leading to sustainable change in digital learning.  Nursery  To improve planning to include NLC early level planners for literacy and numeracy. Ensure planned experiences are developmentally appropriate and tailored to meet all children’s individual learning needs. Practitioners use imaginative and appropriate ways to involve children in planning learning. Learning experiences planned ensure continuous improvement for children in literacy and numeracy. |