

Progress Report – Chapelside Primary School
North Lanarkshire Council
January 2024.

Area for improvement 1 – Teachers need to improve their approaches to measuring children’s progress. In doing so, they should work with colleagues from neighbouring schools to develop a shared understanding of required standards.

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

- Professional learning sessions focusing on Learning, Teaching and Assessment delivered by NLC’s Learning Hub Support officer to ensure all staff have a consistent understanding of key aspects of the moderation cycle. This has strengthened teachers planning, teaching and learning and the high quality feedback provided for learners.
- Play Pedagogy approach has been introduced in Primary 1 and Primary 2 and this is impacting positively on pupil engagement in learning. Attendance last year in Primary 1 and 2 from August to December was 86%. This year the attendance from August to December is 90%.
- Staff are using information gained through observations of learning to track children’s progress in learning and inform teacher professional judgements.
- Staff have developed their understanding and ability to plan high quality learning through play opportunities by liaising with schools across the authority on play pedagogy approaches. SMT have facilitated additional time for staff to visit schools out with our authority well, as part of the PRD process. Additional NCCT time has been assigned to allow discussions and evaluation of the play audit with staff and SMT. Sharing good practice visits to other establishments, and from other establishments, has helped to embed good practice.
- Engagement in professional discussion with HT colleagues around achievement of CFE levels with our comparative schools based on ACEL data, is supporting increased understanding of levels and supporting high aspirations for all learners.
- Strategically planned moderation events, focusing on literacy, are supporting, and improving understanding of approaches to measuring children’s progress.
- Approaches to measuring progress and achievement have been standardized to facilitate collegiate discussions across the cluster. This is ongoing and links to cluster level moderation and tracking dialogue.
- Quality assurance calendar allows more frequent moderation, tracking and peer observations and supports a clearer focus on ensuring continuous progress for all learners.
- Inservice days dedicated to working with Cluster colleagues on High Quality assessments is strengthening our moderation processes and robust teacher professional judgements.
- Staff are delivering lessons to stage partner classes, as another aspect of planned moderation activity, to ensure consistency and progression.
- Forward planning approaches have been adapted to place more emphasis on progression and achievement across and within, all levels.
- Quality assurance calendar includes summative and formative assessment information, as well as SMT monitoring of classroom practice and jotters, to support a clear and continued focus on improving outcomes for learners.

- Increased use/analysis of digital resources e.g Sumdog assessments / Teams Reading, Progress Reports, to support planning and further inform professional judgements.
- Increased analysis and use of various assessments to inform tracking periods and strengthen teacher professional judgements.
- Evidence of differentiation within classrooms, as evidenced in Quality Assurance visits.
- Leadership opportunity has been assigned to a class teacher who is highly skilled in the Moderation cycle. Half day is allocated weekly to allow visits to classes to model good practice around the achievement of a level. Discussions take place with pupils on what levels they are working on, what their next steps are and what their interests are to further enhance their learning journey.

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

- Completed Play pedagogy audit as recommended by visiting Inspector. Results have been used to inform/identify priorities for our School Improvement Plan and informs staff of the progression of learning within a play pedagogy framework.
- Primary 1 induction feedback has stated that the children had an easier and smoother transition into Primary 1 due to the new learning environment.
- Professional dialogue sessions with staff are more focused and almost all staff can engage in high quality dialogue about learners' progress. (Challenge questions linked to Q.I 2.3. are used to support.)
- Staff have selected specific aspects of Q.I 2.3 to focus on and SMT are monitoring these during class visits. This empowers staff and supports a clear focus on improving learning, teaching and assessments. These will change termly.
- Feedback from staff and pupils, class observations and jotter monitoring, indicates that using effective questioning is promoting high quality discussions with the children.
- Children and staff can create accurate learning intentions and success criteria and can then talk about their next steps more confidently.
- Use of new progression planners allow staff to understand the level as a whole and this is supporting them to plan for progression within and across levels.
- Better consolidation of groupings has enhanced differentiation and supported maximization of teaching and learning opportunities.
- Teachers have more time to deliver high quality teaching.
- Consistent approach to delivering of plenaries across the school, as evidenced through QA processes.
- Feedback from peer observations has seen examples of good practice being shared and implemented in the classrooms. This is impacting positively in staff capacity and consistency across the school.

What are they going to do now?

- Continue to ensure opportunities are given to staff to cascade new developments to each other across stages (Play Pedagogy / Numeracy Coach / Literacy Coach / RRS).
- Continue implementing play pedagogy approach across P1 and P2 with consideration of extending in to P3 after January, evaluating progress against completed audit.
- Continue to monitor the impact of new approaches carefully to ensure a positive impact on attainment.

- Primary 6 are piloting an enquiry approach to their learning, this allows pupils the opportunity to decide on what experiences they want to complete within a theme, further promoting leading their own learning.
- Schools identified as having good practice in play pedagogy will observe and support us to improve our practice.
- Continue to analyse data within stages across current and previous year, to ensure progress for all learners from previous attainment levels.
- Review digital planning tools.
- Continue to review children's feedback on their learning journey using Learning Intentions and Success Criteria.
- P1 Induction programme to include more visits within the play learning environment.

Area for improvement 2 – Increase opportunities for children to engage in the use of digital technology.

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

- Staff confidence and ability to use a range of digital technologies to support learning has increased through liaison and support from NLC's Digital Lead and designated staff Digital Champion.
- Laptops purchased through PEF to increase learners' ability to develop skills and work independently.
- All classes had 3 sessions of support from the Digital Lead. This showcased the use of Literacy programmes and how they could be embedded into the pupil's daily programmes.
- Quality assurance processes show increased levels of integration of digital tools into lessons.
- Creation of School Digital Ambassadors allows for the children to be supported by their peers; this is cascaded at school assemblies.
- Support staff are implementing IDL cloud with targeted groups. Tracking indicates that almost all children are achieving success and that this is integrated into the classroom setting.
- Use of Teams / Sumdog / IDL continuing. This is impacting positively on the pace of almost all pupils.
- After school sessions organised for parents and pupils is supporting and empowering parents as partners in their child's learning journey. Parents attended a 5 week After School Club with their children.
- Use of QR codes to access learning sites and for children to evaluate their work is impacting positively on pupils' confidence and ability to use digital technologies.
- Almost all staff are becoming confident in using digital plenaries and staff report that using digital resources for plenaries is impacting positively on gathering pupil views to inform planning of next steps.

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

- Staff are observing their peers in the use of digital plenaries and the quality of feedback being presented.
- Feedback gathered through QA processes shows that almost all children are able to access digital tools available to them, independently and can discuss how this enhances their learning.
- Children are becoming more confident in linking digital learning across various contexts.

- Progress being made within levels of targeted ICT interventions, which is monitored weekly and supported by termly assessments. Tracking evidence indicates that almost all pupils are making progress within designated level.
- Digital Champion liaising with cluster colleagues provides a network of support which allows time to engage in professional dialogue, discussing and evaluating new resources.
- Pupils engage with cluster schools on Teams and can trial new resources.
- Digital Leaders visit classes weekly to introduce New Apps/ different ways to use current Apps i.e. Spelling using Stop Motion. This is building capacity across the school.
- Wall displays show progress in learning. Most can share learning journey referring to displays, as appropriate.
- Digital Leaders planning a Whole School Talk for Digital Safety in line with Safer Internet Day. This allows them to lead learning and develop their confidence and self-esteem.

What are they going to do now?

- Digital Champion to introduce app of the month with teachers giving feedback.
- Encourage parental engagement with digital tools.
- Digital Lead to provide parent workshops to further support purposeful parental engagement.
- Digital Lead to attend Parent's evenings to support parents further.
- "Monday Challenge", set by teachers' on Glow for children to complete. Staff recognised the need to continue to encourage the use of Glow which provides this as a Homework Challenge for the week.

Area for improvement 3 – Raise children's attainment and achievement across the school. In doing so, staff need to prioritise supporting children to develop their writing skills.

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

- Central Team continuing to support the school, engaging in professional discussions around areas for improvements.
- HT meetings provide a platform for further discussions with Cluster and Family Groups around attainment of a level and data trends.
- Input from NLC Writing Pedagogy Team for 6 weeks to model and share good practice at class level. This has supported a more consistent approach and understanding of expectations, across the school.
- Cluster writing moderation for Primary 3 stage began a refresh programme for the staff to work with their cluster colleagues on moderation within writing.
- Daily "Wonderful Writing", continuing throughout the whole school. This is impacting positively on pupil motivation and ability to write independently.
- Within Writing - cold pieces of writing are discussed with HT every term to confirm that levels are accurate, and to ensure pupils can apply skills in different contexts.
- Use of NLC Literacy Progression Pathway, which provides detailed examples of progression within and across levels, is supporting teachers to plan effectively to meet learners needs. It supports increased understanding of benchmarks.
- Detailed focus on bundling of Experiences and Outcomes has increased staff capacity to plan effectively to ensure breadth of experiences.

- Professional dialogue pro-forma has focus on HGIOS 2.3 as well as 7 design principles. This is ensuring that staff have a better understanding of these as well as being challenged as to how it looks in their practice. Almost all staff can relate and give examples of how this is improving their delivery of experiences.
- Whole school planning and individual class planning, using the 4 contexts for learning, is ensuring learners have increased opportunities for meaningful personalisation and choice.
- Active Schools Co-ordinator delivered training for the Junior Sports Leaders, providing further opportunities and achievements, through sporting contexts. This enables the children to take on further leadership roles by teaching our infant children how to be active.
- Active Schools Co-ordinator delivered nutrition lessons to Primary 5 which enabled the children to deliver this information on healthy eating at assemblies.
- Various initiatives in the school – House Captains, Mini-Captains, Committees, After School Clubs and Assembly Allstars (children share their talents with whole school) to enhance children’s leadership opportunities.
- Continuation of House Awards to celebrate children’s achievements and raise self-esteem.
- School Library has been established and is fully operational. Led by Primary 6 students, there has been increased opportunity to lead learning and demonstrate leadership across stages through this engagement. Early Years transition has been developed to include participation in events and will remain a focus for future development.
- After School Clubs are tracked and monitored to ensure equity of opportunity. This allows us to see the engagement of pupils as well as the range of skills on offer. It provides us with a fuller picture of where the gaps are with specific stages and children. Consultation takes place with the children for ideas for future clubs. After School Clubs run for 10 weeks as opposed to the previous 5 weeks, allowing children longer to develop their skills.
- Participation in various competitions and festivals raises the children’s self-esteem and profile in the local community.
- Achieved Silver RRSA Award – demonstrating our consistent approach to ensuring we are addressing the relevant articles for our children. These are taken from our annual RRSA questionnaire and discussed with the children on how they can be implemented in our school. This ensures relevance and consistency of understanding.
- Airdrie Ambassadors cascading what they have learned from working with their cluster peers. Outcome Star used to track their achievements.
- Primary 7 residential visit to Lockerbie Manor, to provide a wider range of experienced and enhance contexts for learning beyond local community.

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

- Improved data across P1, P4 and P7 – see ACEL Data summary attached.
- Tracking progress over time demonstrates improved accuracy of teachers’ professional judgments.
- Professional Dialogue with almost all staff indicates a better understanding of the achievement of a level within Writing.
- SDQ questionnaire confirms priorities for HWB and pupil’s achievements.

What are they going to do now?

- Continue to monitor rigorously the achievement of a level across Literacy, Numeracy and Health & Wellbeing, with a continuing focus on evidence-based judgements.
- Continue to offer staff high quality professional learning opportunities to build capacity and confidence.
- Increase use of recently built Outdoor Classroom for various projects e.g STEM challenges, promoting reading during intervals.
- Continue to discuss with children what wider achievements they would like to explore in school and within their local community. Begin to track the skills developed through wider achievements.