****

**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 ‘Aspire’ priorities.

The report should be written using evaluative language.

A copy of the completed SIR must be submitted to the authority by no later than 31 May of each year. 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 Aspire priorities*** *are:*

*- Improved economic opportunities and outcomes*

*- Supporting all children to reach their full potential*

*- Improving the health, wellbeing and care of the communities*

*- Improving relationships with the communities and the third sector*

*- Improving the council’s resource base*

****

|  |  |
| --- | --- |
| **Chryston Primary Improvement Report 2016/17** | |
| **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.* | |
| Chryston Primary School is situated in the Chryston - Muirhead community in the North area of North Lanarkshire. Chryston is located off the M80 Glasgow - Stirling Road, seven miles to the east of Glasgow city centre and seven miles west of Cumbernauld. The current roll of the school is 266. The school was built in 1966 and has a working capacity of 292, this includes 75 spaces in the two temporary modular units. Chryston catchment has significant current and planned housing development. This continues to have a significant impact on the school roll, the building and resources. The school is currently operating at 155% capacity and plans have been agreed for the building of a new school within the Schools and Centres 21 Programme. The school was rewired in 2016 and a new modular unit comprising two classrooms was installed in the school grounds to accommodate the growing roll. The parent Council have a timetable to allow P5-7 pupils use of the astroturf pitches at Chryston High School at lunchtime on Tuesdays to allow football and other games to take place because of the reduced playground space.  Chryston Primary has benefitted from the universal offers contained within North Lanarkshire’s Attainment Challenge in tackling disadvantage. In this new financial year it was allocated a £38,400 investment from the Scottish Government’s Pupil Equity Fund to assist in closing the poverty-related attainment gap. Chryson Primary’s SIMD (Scottish Index of Multiple Deprivation) is currently 16% and FSME (free School Meal Entitlement) statistics are 7%.  The school’s vision, developed by staff, parents and pupils is: “*Chryston Primary is a welcoming place of friendship and safety where all learners work to achieve their full potential in order that they make their best contribution to society”. We motivate and engage learners in high quality learning experiences, recognising and celebrating all successes, striving for lifelong learning.* The school’s values are to Work Hard, Be Kind and Show Respect. At the heart we hold an ethos of high expectation, challenge and respect in a school which can reflect on its own work and thrives on achievement. The staffing this year has been 12.9, with two probationers being supported and developed as part of the staff team. | |
| **Review of progress for previous session** *This section should evaluate the impact of the current School Improvement Plan (SIP) priorities. 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. Additionally, there should be clearly defined next steps which may inform future priorities.* | |
| **School priority 1: Questioning** | |
| NIF Priority  Improvement in attainment in literacy  NIF Driver  Assessment of children’s progress | HGIOS?4 Qis  2.3 Learning, Teaching and Assessment  NLC Priority  Supporting all children to reach their full potential |
| **Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**   * A working group was formed to explore the range of information, strategies and advice surrounding the benefits of effective higher order questioning. * Audit of own practice using filming. * Feedback to peers. * Peer observation organized and feedback sheet with emphasis on questioning developed. * Peer observations undertaken. * Pupils have benefitted through the quality of questions being asked by their teachers which develop their understanding of their learning, allow them to assess and evaluate their learning and formulate next steps in their learning.   **Next Steps: (What are we going to do now?)**  Next year as part of Chryston High Scool Cluster we will be taking our learning about the importance of quality questioning forward to look at quality feedback and the impact it can have on learners. This feedback will include feedback from questioning, jotter comments and discussion and impact will be evidenced through the quality of learners’ comments in their ePortfolios. We will engage in cluster working to improve consistency through moderation exercises and joint training opportunities. | |

|  |  |  |
| --- | --- | --- |
| **School priority 2:**  Healthy | | |
| NIF Priority  Improvement in children’s health and wellbeing  NIF Driver  School Improvement | | HGIOS?4 QIs  3.1 Ensuring wellbeing, equality and inclusion  NLC Priority  Supporting all children in reaching their full potential |
| **Progress and impact** (based on outcomes for learners): (How are you doing? and How do you know?)   * We are making use of the “Healthy” resource across the school. * Planners have been developed and updated in line with local and national guidelines and are used across the school. * We have taken part a research project in conjunction with West of Scotland University and Lanarkshire Health to track the fitness and impact of the programme with a group of pupils in P5-P7. We were awarded a grant of £400 for new PE equipment for participating in the research. * We work extensively with the Active Schools coordinator appointed to the school. * We formed a football team who participated in the New College Lanarkshire football tournament and they came runners up. We also have a girls football team and they have taken part in the Bedlay Football festival at Chryston High School. * Team entered in the North Lanarkshire Cross Country Championships and we were proud of the times our pupils achieved. * Three pupils took part in the North Lanarkshire Swimming Championships and again, all achieved respectable times. * We have run a number of After School Clubs this year, 12 of which were sport related. These were very well attended and we aim to improve on this next year through the variety and age range we offer to. * All classes receive the recommended minimum of two hours PE each week. We have overcome timetabling issues through a mixture of hall and outdoor PE. We have also negotiated some hall time from the high school which enables our more senior pupils to have PE and also serves as another transition opportunity.   Next Steps: (What are we going to do now?)   * We aim to offer a wider range of sport related after school clubs in the coming session. * Extend the range to include more clubs for P1- P3. | | |
| **School priority 3:**  1+2 MLPS | | |
| NIF Priority  Improvement in employability skills and sustained, positive school leaver destinations for all pupils  NIF Driver  School Improvement | HGIOS?4 QIs  3.2 Raising Attainment and achievement.  NLC Priority  Improving economic opportunities and outcomes | |
| **Progress and impact** (based on outcomes for learners): (How are you doing? and How do you know?)   * German taught weekly from P5-P7 * A soft start approach to German has been introduced in P1 and P2 * Working Group in course of developing a P1 – P7 Programme of German Language and Culture. * Two further members of staff trained in German through the NL MLPS programme. * Working group working with Cluster to develop a consistent programme. * Miss Kinloch who is leading the working group has taken a group of children to a conference and open day at the Goethe Institute in Glasgow in May of this year. * Miss Kinloch will attend a German Summer school in August to extend her knowledge and training in German language and culture. * P2 pupils performed a German song at an MLPS launch in Chryston High School and a pupil was awarded Most Enthusiastic Newcomer at the Awards Ceremony. * Six members of staff trained in French. * We have begun to introduce basic French to the whole school through songs, videos (using High 5), powerpoint presentations and simple worksheets at stage assemblies.   **Next Steps**: (What are we going to do now?)   * A further two staff will be trained in the NL MLPS German programme this year bringing the total permanent staff trained in German to six. * German will be delivered across the school in the coming session to all stages weekly either through delivery from the Non Class Contact time or from their own class teacher who is trained. * German and French signage will be developed and used across the school. * French will continue to be delivered through assemblies. | | |

|  |  |
| --- | --- |
| **School priority :**  ICT Glow | |
| NIF Priority  Improvement in employability skills and sustained, positive school leaver destinations for all pupils  NIF Driver  School Improvement | HGIOS?4 QIs  3.2 Raising Attainment and achievement.  NLC Priority  Improving economic opportunities and outcomes |
| **Progress and impact** (based on outcomes for learners): (How are you doing? and How do you know?)   * All Glow accounts have been updated. * Pupils and staff make good use of their Glow accounts and good use of Glow is used in the class to promote and enhance learning. * P5-7 now have and make use of e-Portfolios although we aim to make further more consistent use of these in the coming session. * iPads are continually updated to ensure maximum functionality and a set of six iPads (minimum) are available in each class. * iPads are used regularly to support and enhance learning. * We have a set of laptops which are housed in a mobile rechargeable trolley. These are timetabled and used primarily to enhance ICT skills based learning. They are also used for research and assessment purposes. * Media busters committee from P4 -7 support learning in the classes. * Blogs are used regularly to share the learning with the wider community. * Basic coding has been trialled in classes.   **Next Steps**: (What are we going to do now?)  Working within the cluster and in conjunction with Chryston High School, we aim to enhance the quality of comments linked to learning which the children place in their e-Portfolios. We will be doing this through enhancing our collective staff’s abilities to deliver quality feedback which impacts on the children’s understanding of their learning, their performance and the steps they need to take in order to improve and develop their learning.  We will train staff and pupils in the new software in 0365 within Glow next session.  We will look at the newly amended Technology experiences and outcomes and create a pathway. | |

|  |
| --- |
| **Pupil Equity Fund**  *There should be a brief statement on how the Pupil Equity Fund (PEF), if appropriate, has been used and its impact on closing the attainment gap.* |
| **Allocation and impact**  Chryston Primary was allocated a £38,400 investment from the Scottish Government’s Pupil Equity Fund to assist in closing the poverty-related attainment gap. We plan to use these funds to elevate one PT post to an Acting DHT post from August of 2017.  **Next Steps**:  Priority on all spending from the PEF fund will include pupils in receipt of a free school meal followed by those residing in SIMD 1-3, however, within these groups there will also be children for whom a gap is emerging or widening.  We plan to use these funds to elevate one PT post to an Acting DHT post from August of 2017. This will allow us to allocate less class contact time to this post thus allowing a member of staff more management time. This management time will be used to boost support for learning within the school in a more structured and timetabled way. We plan to use this time to select and track pupils through the Rainbow Reading programme. Some targeted pupils will also be selected for the Wave Three programme. Both of these interventions will boost struggling readers and improve outcomes for them. We have recently purchased the IDL Programme for pupils showing difficulties with spelling. Targeted pupils will be put onto this programme and the DHT will work with these pupils and their parents to educate on the use of the programme, again, this will result in improved outcomes for learners. We will also look at pace and challenge through our monitoring and targeted pupils will be selected who require more challenge , breadth and depth to their curriculum with emphasis on literacy and numeracy.  We have requested a 0.4 FTE boost to our staffing from the PEF. We aim to use this extra two days of staffing to allow the member of staff to work in different classes over an approximate four week block to allow class teachers to work with targeted groups and individuals within their classes where they see an existing or emerging gap. Each class will receive this input on a rolling programme. We are confident, that by targeting a group of children early enough and in a sustained way we can narrow or close the gap for these children through working in a more intensified and focused way with their own class teachers.  We have requested a 0.2 Speech and Language Therapist to work in the school one day per week with pupils and their parents who have been identified as having a possible or diagnosed language and communication difficulty.  We plan to allocate a portion of the funding to allow an additional Maths teacher for Chryston High School Cluster. This maths teacher will work in conjunction with the maths department at CHS and the cluster primary schools to bring about a better shared understanding of early, first and second level maths and the implications for leading into third level maths. We hope this will pave the way for a better transition from primary to secondary maths and remove the unnecessary overlap in the teaching of maths to improve the pace and challenge and bring about better outcomes for learners.  Remaining funding will be allocated to support an Authority based Support Team to provide a support function in additional personnel issues and budget relating to management of overall fund.  Any remaining fund will be spent on additional resources we may require to help facilitate these planned interventions. |

|  |
| --- |
| **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).* |
| **Improvement Priorities in the coming session will focus on the following:**   * To raise attainment in reading and maths for all pupils through targeted interventionswithin classes and through the provision of additional support for learning. * To improve the health and wellbeing of all pupils through accessing a wider range of informative and active pursuits both during school and through after school activities. * To improve and enhance the spread of the 1+2 Programme to include all pupils having exposure to two foreign languages. * To improve engagement with parents and local businesses to raise awareness of employability skills and improve pupil understanding about the importance of positive leaver destintions. |
| **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 evaluate learning and teaching of literacy, numeracy and health and wellbeing on a weekly basis. There is written dialogue of the evaluations between the class teacher and the Head Teacher. Regular professional discussion between staff as a group and across stages takes place at planned staff meetings to evaluate pupil progress. Staff also regularly discuss pupil progress and teaching methodologies in groups and with stage partners on an ad hoc basis.   Some staff have attended training on holistic assessment to better inform teacher judgement. This information has been shared with the rest of the staff. We plan to put a more timetabled system of moderation in place both at a school and cluster level to ensure consistency of teacher judgement about a pupils place within a level.   * Staff use results from PIPs, NGRT, InCAS and Benchmarking as well as professional judgement to determnine pupils’ place within a level and to make informed judgements about groupings and inform next steps.   More discussion and robust examination of data is required to check for consistency of information and if it is in line with our thoughts/ assessment of pupils progress.   * A self evaluation exercise on performance and effectiveness of progress to measure impact of planned improvements is carried out annually. Comments are sought from staff, parents and pupils via a questionnaire linked to our school improvement priorities. Resposes are collated, shared and further comment is invited. * Progress on School Improvement priorities is shared with parents prior to the Spring Parent’s Evening via an information leaflet and a comments sheet on school improvement priorities is available at the parent’s night in November. Discussion on the school improvement priorities are minuted at the parent council meetings but we should seek to further involve the parents in improving and taking the school forward. * A timetable of staff meetings about school improvement priorities is agreed within the Working Time Agreement at the start of each session. Working groups are agreed at this time and three staff meetings per year are dedicated to allow staff to meet as a group to report back to each other on the progress of each group, the impact on learning and the next steps planned. Operational plans for each group are drawn up in September. Different staff lead each group, not all groups are led by SMT. * A parent Comments Book is available at all open events in the school. * The School Improvement Priorities are shared with all parents in the pupil Home/ School diaries as is the school vision and values. The school vision and values have been simplified and will be shared with parents in the June Newsletter when the School Improvement Priorities for session 2017/ 18 will also be shared. * A pupil council was set up this year. Each class is represented by two pupils from that class and two senior pupils from P7 represent on behalf of P1 and P2 classes. The pupil council have set up a house system in which all pupils are involved to promote positive behavior, learner engagement and teamwork. The pupil council meet with the classes once a month and feed back at council meetings. A pupil council chair and four house captains have been elected. These five P7 pupils ran a stall at the parent’s night in March called Teacher for a Day. They had a timetable of the IDL topics we cover and parents were asked to sign up if they thought that either through hobbies or work they could offer input. We will be hosting a World of Work day next session as a result of this and will also be contacting parents who can give input to topics or after school clubs next session to further promote parental engagement and Improvement in employability skills and sustained, positive school leaver destinations for all pupils. |

|  |  |  |
| --- | --- | --- |
| **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** |  |
| **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 | School self-evaluation |
| 2.6 Transitions | **5** |