



*Driving Equity and Excellence*

**Improvement Reports**

**Session 2019-20**

<b>School/ Centre:</b>	Chryston Primary
<b>Cluster:</b>	Chryston High School

Improvement Reports should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and North Lanarkshire Council's priorities for Education and Families.

Reports should be written using evaluative language.

Reports should also be shared in an accessible way with all relevant stakeholders - pupils, parents, staff, etc.

***The National Improvement Framework's 4 key priorities are:***

- *Improvement in attainment, particularly in literacy and numeracy;*
- *Closing the attainment gap between the most and least disadvantaged children;*
- *Improvement in children's and young people's health and wellbeing; and*
- *Improvement in employability skills and sustained, positive school leaver destinations for all young people*

***The 6 key drivers of improvement identified by the NIF are:***

- *School leadership*
- *Teacher professionalism*
- *Parental engagement*
- *Assessment of children's progress*
- *School improvement*
- *Performance information*

***North Lanarkshire's Education and Families' priorities are:***

- *Attainment and Achievement: improvement in attainment, particularly in literacy and numeracy*
- *Equity: closing the attainment gap between the most and least disadvantaged children and young people*
- *Health and Wellbeing: Improvement in children's and young people's health and wellbeing with a focus on mental health and wellbeing*
- *Developing the Young Workforce: Improvement in employability skills and sustained, positive school-leaver destinations for all young people*
- *Vulnerable Groups: Improved outcomes for vulnerable groups*

## Cluster Improvement Report

### Review of progress for previous session

*This section should evaluate the impact of the current Cluster Improvement Plan (CIP) priorities as at March 2020. 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.*

### Cluster priority : Improvement in Attainment particularly in literacy & numeracy (School Improvement Priority 3)

NIF Priority: 1,2,4 and 5

HGIOS4 Qis: 3.1 and 3.2

NIF Driver: 3,5 and 6

NLC Priority

*Attainment and Achievement: improvement in attainment, particularly in literacy and numeracy  
Equity: closing the attainment gap between the most and least disadvantaged children and young people*

### Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

**Attendance** – As a cluster we looked at the new draft attendance policy from the Authority and agreed that we would put that into operation across the cluster. All cluster schools are using the statistics quoted within the policy in our newsletters etc to make parents aware of the impact of absence and ensure a consistent message across the cluster.

We also currently explored ways of including individual school statistics in each newsletter so that parents are aware of the impact of non attendance, particularly in relation to holidays within term time. Repeated reminders about attendance are having little effect across the cluster in particular relating to unauthorised parental holidays but the cluster plan is to continue with this practice.

As of February we were using the same statistics information contained in the new attendance policy in newsletters, correspondence and attendance reminders etc so that there is a consistent message coming from each school in the cluster. We are awaiting a decision from the authority regarding the roll out of the new attendance policy and at that point we will review the letter content. We continue to use reminders about attendance across the cluster in particular relating to unauthorised parental holidays.

**Assessment and Moderation** – The teachers from the cluster met on three occasions. The first two meetings were for discussion and planning purposes and the third to moderate pupil work. HTs now planned to target new Es and Os around Early, First, Second and Third Level Reading before Christmas so that the cycle could begin again to allow school moderation in the new year prior to another cluster moderation exercise at the February Inservice. Staff have reported that they were finding the

moderation sessions to be a positive experience, chiefly through having the opportunity to discuss levels with colleagues teaching at the same stage. More work needs to be done on gathering a range of quality evidence which supports teacher judgement but things are moving in the right direction.

Head Teachers from the Cluster met in December and agreed new Es and Os for Reading. Each HT then sent the agreed focus out to their respective staff to allow them to plan together and begin to collect evidence. Staff have been directed to the Moderation Hub and some staff have had a further opportunity to work together to plan. All cluster schools will meet again on the 12th February for a further opportunity to moderate the evidence they had gathered. Staff were encouraged to look at the range of evidence they can use to make a decision around a child's place within a level.

**Raising Attainment in Numeracy** – Maths staff from Chryston High School visited Cluster primaries more regularly ensuring an earlier intervention approach and more collegiate working. P7 staff or PTs attended Transition Cluster meetings (4 in the year) which have been introduced this year. All of these meetings did not go ahead as a result of the subsequent lockdown in March. They found the meetings they did attend a good opportunity to agree joint working dates e.t.c around what suits them as opposed to being directed by their Head Teachers. Work in this area will continue to provide more transition opportunities across the year.

**Cluster Meetings** – Cluster meetings included invitations to a wider range of stakeholders and presentations and discussions with the Virtual Schools Team, CIOs (Dashboard and Assessment and Moderation) and The Financial Inclusion Team, Educational Psychology took place. Visits from the Pedagogy Team and Social Work were also set to take place but again this was disrupted due to lockdown. The Cluster mailing list was extended to include Early Years, CIS, Support for Learning, Ed Psych and Social Work and these agencies were invited to attend Cluster meetings where and when appropriate.

Further Cluster meetings have included invitations to a wider range of stakeholders and so far in the New Year we have had a presentation and discussion with the Educational Psychologist around the Health and Wellbeing Toolkit and the Resilience Toolkit training. Further meetings are planned with the Pedagogy Team and Social Work. Our mailing list has been extended to include Early Years, CIS, Support for Learning, Ed Psych and Social Work and these agencies are at liberty to attend Cluster meetings where and when appropriate although at present it continues to be mostly from Education.

### **Next Steps: (What are we going to do now?)**

**Attendance** – Continue regular correspondence to parents regarding attendance in line with cluster schools.

**Assessment and Moderation** – Work together to establish agreed digital Assessment and Moderation opportunities for staff to find ways to continue and progress on work from last session.

**Raising Attainment in Numeracy** – Maths staff from Chryston High School continue to digitally liaise with Cluster primaries ensuring an earlier intervention approach and more collegiate working.

**Cluster Meetings** – Under the guidance of the Cluster Chair, continue Cluster meetings continuing to include invitations to a wider range of stakeholders. All schools will now engage with the newly appointed CIIL.

## Establishment Improvement Report

### Context of the establishment: Chryston Primary

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 340 . The school was built in 1966 and has a working capacity of 242, this includes 75 spaces in the two temporary modular units. Chryston catchment continues to have 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 in excess of 155% capacity and plans have been agreed for the building of a new school within the Schools and Centres 21 Programme. Agreement has been reached on a site for the new school and the planning process has begun. It is expected that construction will begin in the Summer of 2021. The school was rewired in 2016 and additionally houses two modular units each comprising two classrooms in the school grounds to accommodate the growing roll. A portion of the P7 year group are currently housed in the Chryston Cultural Centre as there is now no available space on the school campus and we are awaiting the instalment of a third modular unit.

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 further £52,000 investment from the Scottish Government’s Pupil Equity Fund to assist in closing the poverty-related attainment gap. Chryston Primary’s SIMD (Scottish Index of Multiple Deprivation) is currently 14% and FSME (free School Meal Entitlement) statistics are currently in the region of 10%.

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 work together to ensure that we are closing the attainment gap between the most and least disadvantaged children”.*

The school’s values are to *Work Hard, Be Kind and Show Respect*. At the heart we hold an ethos on high expectation, challenge and respect in a school which can reflect on its own work and thrives on achievement. Staffing this year was set at 15.26 with two probationers being supported and developed as part of the staff team.

### Review of progress for previous session

**Establishment priority 1:** We will further raise attainment in Literacy and Numeracy through a range of targeted interventions and collaborative work within our school cluster to continue to close the attainment gap and provide continued pace and challenge.

<u>NIF Priority - 3,5 and 6</u>	<u>HGIOS?4/ HGIOELCC Qis – 2.3, 3.1 and 3.2</u>
<u>NIF Driver – 1,2,3 and 4</u>	<u>NLC Priority –</u>
	<p><i>Attainment and Achievement: improvement in attainment, particularly in literacy and numeracy</i></p> <p><i>Equity: closing the attainment gap between the most and least disadvantaged children and young people</i></p>

## Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

- All staff received further recap of Literacy Training from Literacy Base staff in house (17/9/19). P1,P3, P3/4, P4, P5 and P6/7 Teachers all also attended Active Literacy training at the Literacy base for Reading, Writing, Phonics and Phonics into Spelling as they were all at new stages or needed a proper refresh. Probationers continue to attend all prescribed courses. This training allowed staff to focus in and ensure accurate and knowledgeable delivery of the North Lanarkshire Literacy programme to maximize opportunities for literacy progress at all levels
- All staff were given further input through PPT presentation and literature on “Making Every Lesson Great” documents for both Literacy and Maths Lessons to ensure that there was continuity in lesson delivery and classroom presentation across the school and that all staff were clear about expectations within quality assurance.
- Teacher judgement and tracking shows a good understanding of new tracking system and individuals are developing a clearer picture of each child in their class and their place within a level as they get to know their class.
- Two further support staff have attended literacy box training which was then delivered to targeted children in P3 pupils receiving Literacy Box input to increase confidence and raise attainment of targeted individuals.
- More Barrington Stoke books were purchased to target high interest low ability readers.
- Other PT trained in Read, Write Inc and supporting a range of pupils in literacy across P3 – P7
- Targeted pupils at P4 attending Rainbow Reading 4x weekly with Classroom Assistant. PT has been supporting a further two pupils from P4 and P5 with Rainbow Reading to increase confidence and fluency.
- PEF Teacher employed 0.46to deliver NCC to some staff to allow PTs to deliver support programmes following training.
- Making Thinking Visible staff training completed in March 2020. Staff continue to use strategies and comment on their effectiveness in weekly evaluations and pupils find strategies helpful in exploring and challenging their learning.
- Reading for Pleasure – Staff have copy of School Improvement Plan and of ideas for encouraging more reading for pleasure. Some classes had a regular library visit slot arranged with the library at Chryston Cultural Centre. Within these groups roughly 90% have returned an application to join the library
- Maths Working Group have created an Action Plan to develop pathway which links aspects of Number Talks with Big Maths, work is ongoing.
- Making Sense of Number and SEAL Packs purchased for whole school and P1 respectively – Limited use of Making Sense of Number Software observed so far but staff being encouraged to use CPD time to develop confidence and increase usage in class.
- Maths Champion – Miss O’Neill attending all maths Champion Training. Additional time out of class (90 minutes). Delivering Targeted slots of Catch Up Numeracy to two P5 pupils 2xweekly. Assessments from input show a clear increase in maths ability linked to age.
- Maths Week Celebrated in September – Cluster worked together and used same materials.
- Numeracy Across Learning is displayed on designated wall and staff encouraged to continue to look for opportunities to apply numeracy knowledge across learning at Planning/ Tracking meetings, staff meetings etc.
- A further 3 Support Staff trained in use of Number Box. Group of 8 P4s receiving Number Box input a minimum of 3- 4 x weekly.
- Playful Pedagogy in place in P1. Operating soft start in morning from 8:40am. Teachers applying a more flexible timetable to build play into learning and link learning through play following focused teaching time. PT supporting 4 mornings a week until lunchtime to support literacy. PT largely working in P1 due to set up of 56 children in two classes with three teachers. Operating a literacy and a numeracy base and children moving between both.
- **In February:** Seven P3 pupils continue receiving Literacy Box input.
- PT supporting a range of pupils in literacy across P1 – P7.
- Five P7 Pupils attending Reading Bridge at Chryston High School to improve reading rate and fluency prior to going into S1.
- A new group of P4 pupils attending Rainbow Reading 4x weekly with Classroom Assistant. 3 additional from before Christmas.
- PEF Teacher no longer in place due to staff changes from HR. (Since January 2020).
- Making Thinking Visible - Staff continue to use strategies through a Strategy of the Month set up and comment on their effectiveness in weekly evaluations.
- Peer observation dates agreed and ongoing between February and March 2020.
- Reading for Pleasure – P4 Teachers are working with Library Staff to introduce pupils to an online book service called Borrow Box.
- P1 Teacher attended SEAL Training 24<sup>th</sup> February

- Maths Champion – PT attending all maths Champion Training. Additional time out of class (90 minutes). Delivering Targeted slots of Catch Up Numeracy to two P4 pupils 2x weekly.
- Group of 10 P4s receiving Number Box input a minimum of 3- 4x weekly from support staff.

### Next Steps: (What are we going to do now?)

- As a result of the Covid19 outbreak and subsequent lockdown we have not yet formalised our priorities for session 2020/21 and this needs to be discussed with the staff, pupils and parents and the wider cluster colleagues to pave a way for agreeing a more focused cluster approach which will ensure recovery and aid the raising of attainment and closing of the attainment gap.
- At school level we will have a strong focus on recovery through placing attention and priority on Health and Wellbeing, Reading and Literacy, Numeracy and Maths and Digital Literacy.
- We will continue to employ the strategies and programmes outlined above and make good use of universal offers to ensure the continued maintenance, support and advancement of progress in literacy and numeracy.
- We will continue through collegiate discussions to make good use of teacher judgement and our tracking system to monitor pupil progress and achievement across levels. We will continue to apply interventions where we see emerging gaps.
- We will utilize additional staffing to ensure a better pupil/ teacher ratio to close any gaps in learning which may have emerged over lockdown and consolidate and progress existing learning through team teaching and a continued programme of pupil support.
- We will continue to employ a member of the home/ school support team from Barnardos on a one day a week basis through PEF to support more vulnerable pupils and provide family support to our parents and carers where required.
- We will work through the eight week programme developed by Healthy Schools on their Covid Six Rs Recovery advice. We will work on Reconnecting, Re-engaging, Recovery, Relationships, Resilience and Rules and Routines.
- We will have a renewed focus on digital literacy and digital learning to prepare pupils to be able to work from home in the event of a partial lockdown which will necessitate us going to a blended model or to ensure children are still able to learn in the event of a total lockdown.

**Establishment priority 2:** We will develop our assessment and moderation programmes to ensure more robust systems to inform teacher judgement about a pupil's place within a level both at school and cluster level.

**NIF Priority - 1,2,4 and 5**

**HGIOS?4/ HGIOELCC Qis - 3.1 and 3.2**

**NIF Driver – 3,5 and 6**

**NLC Priority**

*Attainment and Achievement: improvement in attainment, particularly in literacy and numeracy  
Equity: closing the attainment gap between the most and least disadvantaged children and young people*

**Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**

**Assessment and Moderation** – The teachers from the cluster have met on three occasions up to November. The first two meetings were for discussion and planning purposes and the third to moderate pupil work. HTs then met to plan and target new Es and Os around Early, First, Second and Third Level Reading before Christmas so that the cycle could begin again to allow school moderation in the new year prior to another cluster moderation exercise at the February Inservice. Staff reported that they were finding the moderation sessions to be a positive experience, chiefly through having the opportunity to discuss levels with colleagues teaching at the same stage. HTs identified that more work was needed on gathering a range of quality evidence which supports teacher judgement but things are moving in the right direction.

**Raising Attainment in Numeracy** – Maths staff from Chryston High School visited Cluster primaries more regularly ensuring an earlier intervention approach and more collegiate working. P7 staff and PTs are now attended Transition Cluster meetings (4 in the year) which have been introduced this year, in place of HTs. They were finding it a good opportunity to agree joint working dates etc around what suited them as opposed to being directed by their Head Teachers. Work in this area will continue to provide more transition opportunities across the year and into the new session.

**From February: Assessment and Moderation:** HTs from the Cluster met and agreed new Es and Os to moderate within reading for the Cluster in December. From that meeting information was disseminated to staff and individual schools provided time for planning and evidence gathering. A further Cluster Moderation event took place in February where staff from each school moderated evidence they have brought. More emphasis was placed on the range and type of evidence for this next moderation opportunity.

**Raising Attainment in Numeracy** – Chryston High School Maths department continued to visit and work with P7 teachers from associated primaries to develop a shared understanding of second into third level maths transition in preparation for the P7 move to high school.

**Reading Bridge** – continued as established

Next Steps: (What are we going to do now?)

### **Next Steps:**

- We will explore the opportunities for staff within the school to have socially distanced group moderation meetings and share evidence. We will discuss as a school staff where we think the focus should be given the extensive lockdown period and from there identify Es and Os to facilitate restarting the process.
- These meetings will be in line with our collegiate timetable and working time agreement which has still to be confirmed.
- As a cluster we will work together to establish agreed digital Assessment and Moderation opportunities for staff to find ways to continue and progress on work from last session. We will also initiate discussions around if we think the focus needs to shift from reading again, given the extended period of lockdown.



**Establishment priority 3:** Cluster Priority – see previous information

<b>Assigning levels using quality indicators</b>			
NIF quality indicators			
Quality indicator	School/ Centre self-evaluation	Nursery Class Evaluation (where appropriate)	HMIE Inspection evaluation ( <i>if appropriate</i> )
1.3 Leadership of change	<b>4</b>	<b>N/A</b>	<b>N/A</b>
2.3 Learning, teaching and assessment	<b>4</b>	<b>N/A</b>	<b>N/A</b>
3.1 Ensuring wellbeing, equity and inclusion	<b>4</b>	<b>N/A</b>	<b>N/A</b>
3.2 Raising attainment and achievement/ Securing Children's Progress	<b>4</b>	<b>N/A</b>	<b>N/A</b>

- These levels may have changed as a result of lockdown.

## SAC/ PEF Summary

Intervention	Impact	Evidence
	<p>Please include the following information: Use of SAC/PEF allocation over the session and any variances from initial plan; impact using evaluative language.</p>	<p>Please indicate what evidence you have collected</p>
<p>Employment of a Home/ School Link worker from Barnardos</p>	<p>Due to a carry forward of £22517 I had a PEF budget of £71717 at the start of the session. This was due to an error in staffing for which I had kept PEF budget to pay for it and then it transpired that I would not need it for the staffing. I have attached the PEF budget breakdown for your information.</p> <p>Working with vulnerable pupils and families this is an investment which covers 12 months and includes home support over holidays. This was invaluable during lockdown in particular as the worker provided me with weekly updates on her contact with these children and families. It also gave me an indication of which families I should also contact. Uptake of this service from my families has increased over time and it is one which I feel the school could not do without. We will be continuing to engage with this service in the coming session.</p>	<p>Pastoral notes.</p>
<p>Increased ASNA Provision</p>	<p>We have employed a number of ASNA staff above their contracted hours using PEF funds to support children who have come into the school with diagnosed needs or a pending diagnosis who require additional support both in class and in the playground. They have also supported children who have already allocated hours but require further support beyond what the authority funding provides</p>	<p>Support for learning tracker Teacher's tracking notes</p>
<p>Additional Teacher (0.6) 0.46 PEF Funded</p>	<p>This additional teacher provided NCC to targeted classes to allow the Principal Teachers to provide support for learning to targeted groups and individuals. Their experience, expertise and additional training in Read, Write, Inc made them the most suitable staff to provide this additional input.</p>	<p>Support for Learning Tracker Teachers Tracking Assessments</p>
<p>Input from Pedagogy Team</p>	<p>Pedagogy Team provided input and guidance to targeted stages to embed teaching of Literacy at second level and phonics at first level.</p>	<p>See spreadsheet</p>
<p>Purchase of additional ICT Equipment and resources to support</p>		<p>See spreadsheet</p>

<p>rising school roll.</p> <p>The provision of Swimming for P5 Year Group</p>	<p>To ensure equity and inclusion across stages and provide equal opportunities and provision.</p>	<p>See spreadsheet</p>
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