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***Driving Equity and Excellence***

**Improvement Checkpoints and Reports**

**Session 2021-22**

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| **School:** | Chryston Primary |
| **Cluster:** | Chryston |

**Guidance on completing the School/Centre Improvement Report**

Schools and Centres must provide an annual school improvement report (SIR) as a record of the progress made with the annual improvement plan. The SIR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. This self-evaluation should be informed by How Good is our School? 4th edition (HGIOS?4) and/or How Good is our Early Learning and Childcare? (HGIOELC?). It should give a clear indication of where the school is now in relation to its process of continuous improvement.

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

The report should be written using evaluative language.

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

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

*- Improvement in attainment, particularly in literacy and numeracy;*

*- Closing the attainment gap between the most and least disadvantaged children;*

*- Improvement in children's and young people’s health and wellbeing; and*

*- Improvement in employability skills and sustained, positive school leaver destinations*

*for all young people*

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

*- School leadership*

*- Teacher professionalism*

*- Parental engagement*

*- Assessment of children’s progress*

*- School improvement*

*- Performance information*

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

*- Attainment and Achievement: improvement in attainment, particularly in literacy and numeracy*

*- Equity: closing the attainment gap between the most and least disadvantaged children and young people*

*- Health and Wellbeing: Improvement in children’s and young people’s health and wellbeing with a focus on mental health and wellbeing*

*- Developing the Young Workforce: Improvement in employability skills and sustained, positive school-leaver destinations for all young people*

*- Vulnerable Groups: Improved outcomes for vulnerable groups*

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| **Cluster Improvement Report** | | | | | | |
| **Review of progress for previous session** *This section should evaluate the impact of the current Cluster Improvement Plan (CIP) priorities.*  *It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). The links to the NIF priorities and drivers and the authority’s priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.* | | | | | | |
| **Cluster priority :** | | | | | | |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** | |
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| Evaluative Statement & Actual Impact/Evidence (October)  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  Next Steps: (What are we going to do now?) |
| Evaluative Statement & Actual Impact/Evidence (January)  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  Next Steps: (What are we going to do now?) |
| Evaluative Statement & Actual Impact/Evidence (May/June)  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  Next Steps: (What are we going to do now?) |

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| **School Improvement Report** | | | | | | |
| **Context of the school:**  *This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school roll etc. It should also include some or all of the following: the school’s vision, values and aims; local contextual issues; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.* | | | | | | |
| Chryston Primary is a non-denominational primary school with 360 pupils currently. We are located on Lindsaybeg Road in Chryston. The majority of our pupils live locally in Chryston/Muirhead area, with about 50 children who travel to school by bus from Mount Ellen/Stepps. This session, at the start of the school year, 16% of our pupils live in SIMD 1-3; 9% of our pupils have free school meal entitlement and 2% of our pupils are care experienced. Staffing at the start of the session was 17.22 changing to 17.44 as the role increased. We have double stream classes across the school from P1-7 except for the P1 and 2 stages where we have 2 primary one classes, a primary 1/2 class and a primary 2 class. We have a classroom assistant and additional support needs assistants with the following hours ASNA 27.5 hrs, ASNA 25 hours, ASNA 22.5 hours and ASNA 15 hrs  There have been changes to the management structure this session. Until December there was a 1.0 acting depute, 0.8 acting depute and a 1.0 principal teacher.  From January, the management structure changed to a shared headteacher, an acting depute head teacher and two principal teachers.  From Easter, further changes were made, and we secured additional staffing using PEF – an additional 1.0 acting principal teacher was seconded and from May and an additional 0.6 class teacher was appointed for the month of May to allow us to deliver interventions previously planned.  Factors affecting progress -  Staffing has been particularly challenging, like majority of schools during COVID, but on top of this we have had some additional staffing challenges:   * From August, our principal teacher was fully class committed until start of December due to prolonged staff absence. * Additional support needs assistants required to support children across P1-3 who require significant 1-1 support, although the children do not have allocated hours. * Management team covering classes on a regular basis due to staff absences * Staffing situation led to challenges in giving additional support for writing   More focus on School Improvement priority 2 due to changing priority of school  Change of management structure and team | | | | | | |
| **Review of progress for previous session** *This section should evaluate the impact of the current School Improvement Plan (SIP) priorities.*  *It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). The links to the NIF priorities and drivers and the authority’s priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.*  **School Priority 1:** **Raising Attainment and Achievement – specific improvement in writing by increasing pupil engagement, relevance (specific genres – quality of report writing, creative writing, evaluative writing).** | | | | | | |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** | |
| **1. Improvement in attainment; particularly in literacy and numeracy** | **5. School Improvement** | **1. Improvement in attainment, particularly literacy and numeracy** | **2.3 Learning, Teaching and Assessment** | **7. Using Evidence and Data** | Choose an item. | Article 28 - right to education | |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **3. Parental Engagement** | **5. Improved outcomes for vulnerable groups** | **2.2 Curriculum** | **1 Early Intervention and Prevention** | Choose an item. | Article 3 - best interests of the child | |
| Choose an item. | **4. Assessment of Children's Progress** | **2. Closing the attainment gap between the most and least disadvantaged children** | **3.3 Increasing Creativity and Employability** | **4. Targeted Approaches to Literacy and Numeracy** | Choose an item. | Article 13 - freedom of expression | |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | **9. Engaging beyond the school** | Choose an item. | Choose an item. | |
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| **Evaluative Statement & Actual Impact/Evidence (October)**  Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)  **Progress so far –**   * Primary 4 identified as key stage using teacher judgment, ACEL data and SNSA * Primary 4 – Scottish criterion scale used by DHT on a cold piece of writing and teacher judgement from previous session examined to create working groups to enable better teacher pupil ratio and more targeted support for children identified as inconsistent (orange) or not on track (red) * Build back better teacher supporting writing across P4. Three teachers – inconsistent group and group not on track have smaller numbers of pupils – impact not showing across the data but much improved teacher and pupil confidence and motivation evident * Primary 4 and Primary 5 stages – additional member of teaching staff in during main writing lesson – children grouped according to ability. Current impact not evident in data – too early in session. * Staff collegiate time – moderation using Scottish criterion scale to decide on its usefulness – this supported in identifying what made a good piece of writing. It was not confined to the NLC genre and core criteria. Staff found this especially useful in identifying specific needs across the stage. * Staff given permission to take risks – step back from Active Literacy programme and work with stage partners to teach writing starting with identified needs. Management observations recognised more motivated writers in class working towards more specific success criteria. * Ipads – 1-1 use identified for children with specific difficulties in writing. Member of staff worked with children to identify apps to support with writing and how to use speech to text function in Notes app on ipad. Children can support themselves independently to write. * Single word spelling test administered to P3-7 and pupils requiring to use IDL spelling identified. (This enables us to track year on year progress and target suitable interventions or see where there is a need for a PHAB assessment) * Build back better teacher supported staff in setting up IDL use for targeted pupils – this should have enabled a prompt start to IDL. However due to staffing issues this did not have the intended impact. * RfA discussed with cluster support and targeted pupils in P5 and P6 identified for support in Read Write Inc * Continuation of Numeracy and Maths pace pathway from last session from P2-7   **Next Steps: (What are we going to do now?)**   * Pupil council – to gather views on writing from pupils * Class observations across school – writing lessons and feedback across levels to staff regarding identifying good practice and development needs across the school. * Staff SWOT analysis – writing * Inservice – writing – next steps to be discussed after sharing of information gathered * Collate data on FME/Care experienced/ SIMD groups and track attainment in writing this session across the year. Compare with whole school data * Children in P5 and P6 – data to be examined to identify children whose spelling is not on track and is significantly below age. To be assessed using PHAB * Read write inc support to be carried out until December – pre and post intervention results to be shared with class teachers and next steps carried out * Review and adapt Maths Pace pathway | | | | | | |
| **Evaluative Statement & Actual Impact/Evidence (January)**  Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)   * Gathered views from children regarding writing identifying how they felt and shared this information with staff. Gathered views from staff – SWOT analysis – shared with staff. Similarities from both identified and supported us with identifying way forward * Class visits identified good practice and evidence of more targeted success criteria in classes relating to content/quality of writing. Children are much more motivated with writing and enjoying completing it over more days. * Agreed way forward – theme across the school from Easter; continue trial of setting in P4 and P5 * Set up an area for display for celebrating success in central area. Children already keen to have work displayed there. * Information on specific groups collated and proforma set up to monitor across the year. Identified in June tracking that only 42 % of our current P2-4 SIMD/Care experienced/SIMD group of children are on track in writing. Proforma will track if these changes have impact on this group of children. This compares to 60% of our whole P2-7 cohort being on track. * Pupils identified who are not on track for spelling. Literacy Profile meetings held for 3 children to discuss possible dyslexia diagnosis. Pupils accessing IDL alternative resource. * Next steps after Read Write inc interventions shared with staff   **Next Steps:** (What are we going to do now?)   * Staff and pupils to identify work for display on the writing wall from January 22 * Small working party of volunteers to create writing programme * Celebrate success of writing * Where staffing allows, an additional member of teaching or support staff to support during writing lessons. * Continue to target the inconsistent group across P4-5 where most impact can be made * Moderation of writing across the cluster as well as with stage partners * Further pupils identified for assessments in spelling/reading * NCCT teacher to support tracking by completing tracking P1-7 children in SIMD 1-3/Care experienced/ FME and compare gap with whole school gap * Finalise Maths and Numeracy pace pathway and include as policy | | | | | | |
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| **Evaluative Statement & Actual Impact/Evidence (May/June)**  Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)   * Staffing and covid guidance had major impact on our abilities to carry out this element of our improvement plan. Celebration of success of writing at assemblies was not carried out due to assemblies not taking place due to COVID guidance. In class support was impacted severely due to staffing across the whole school. Writing wall was established with a written piece of work from each class being displayed and celebrated. * SNSA data in writing shows that in P4 88% of children SNSA 6-9 this session compared to 80% SNSA last session. In P7 SNSA indicated that 21% are working beyond second level- a change from less than 10% last session. 92% of P7s are performing at levels 8-11 and last session this was 90% * For peer observations, some staff selected to view colleagues’ good practice in writing. Staff chose to use templates based on the work being completed in P7 * Staff who put themselves forward for the writing development had started to work on the whole school writing for Spring, but staffing had a negative impact on this. Work is still being carried out in this area * Moderation across the cluster with writing to support staff with professional judgements * ACEL data – Writing is back to pre-pandemic percentages. However notable improvements in P4. 2019 – 78% 2021 – 50%; 2022 – 87% * ACEL data – Numeracy and Maths P7 2019 78% to 2021 80% to 2022 85%; P4 – 63% to 69% to 89%. P1 data remains steady and is currently 91% Pace pathway is showing substantial impact.   **Next Steps:** (What are we going to do now?)   * Review progress and agree a writing policy, moving into next year * Finalise Numeracy and Maths pace pathway and trial next session with view to updating a Numeracy and Maths policy | | | | | | |

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| **School priority 2: Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing.** | | | | | | |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** | |
| **3. Improvement in children's and young people's health and wellbeing** | **5. School Improvement** | **3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing** | **1.3 Leadership of Change** | **2. Social and Emotional Wellbeing** | Choose an item. | Article 3 - best interests of the child | |
| Choose an item. | Choose an item. | **5. Improved outcomes for vulnerable groups** | **3.1 Ensuring wellbeing, equality and inclusion** | **11. Professional learning and leadership** | Choose an item. | Article 12 - respect for the views of the child | |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | **6. Differentiated Support** | Choose an item. | Article 28 - right to education | |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | **10. Partnership Working** | Choose an item. | Choose an item. | |
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| **Evaluative Statement & Actual Impact/Evidence (October)**  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)   * Created a job description and advertised for PT (PEF) to lead this area of our improvement plan. There was no interest expressed in this post. * Lesley Dempsey (Five to Thrive Barnardos) continues to support our families who, in discussion with the parents, are identified as requiring her support. This is reviewed on an ongoing basis with Lesley who provides us with regular updates * Pupil who was in P1 last session on a part time basis is now being supported on a full-time basis in P2. * Attendance and latecoming reviewed mid-October and letters sent out to parents. Communications with CIIIL and education managers and NLC home schooling lead to agree the way forward with 4 children who have not returned to school this session due to COVID concerns. Mrs Mcintyre in regular contact with one of the families * Pupil council established – pupils already worked on gathering pupil views on writing and worked with parent council and DHT to discuss garden grant spend * Training given in Lego Therapy and one group established in P3b * Primary 3a children following Friendship Terrace programme – to be reviewed when complete * Active schools coordinator to work with 4 identified children using lego therapy approach to team work * Vulnerable list reviewed and updated and returned to CIIL. This is a good tool to have although clarity around shared approach to identification is needed. It is a beneficial tool which provoked dialogue around vulnerability and what makes a child vulnerable   **Next Steps:** (What are we going to do now?)   * Attendance and late coming to be reviewed at end of November and again in January. Add in additional letter noting improvements in attendance. * Review Friendship terrace programme and identify another class to use this resource * Review Lego therapy and identify another small group * Email parents regarding Seasons for Growth prior to setting up a group/groups * SDQ to be analysed * Staff training in GIRFEC refresh at November inservice * Staff to complete updated What I think tool for all children on Girfme plans to gather up to date information on the children * Teaching staff to complete wellbeing tool for children on vulnerable list * Vulnerable list to be updated on an ongoing basis and emailed to CIIL * Children receiving support from Barnardos to be reviewed in November 2021 * Identify families in need of winter jackets and order jackets to be delivered to their door using donation from a parent last session. | | | | | | |
| **Evaluative Statement & Actual Impact/Evidence (January)**  Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)   * Attendance reviewed and second letters sent out to families at end of November * Reviewed families working with Barnardos and agreed which families to begin supporting in January 22 and which families to close * Email and Forms questionnaire sent to families to identify a targeted group of children to do Seasons for Growth with Mrs Fleck PT * Families identified for winter jackets which have been purchased and sent. * GIRFEC refresh training completed in November inservice – all children who are on the vulnerable list have completed a wellbeing assessment; all children who have a GIRFME have an up-to-date wellbeing assessment and What I think tool completed. Mrs Martin DHT reviewed the latest GIRFME plans to identify where further support for staff was required. * Support staff trained in Diabetes * Friendship terrace continues in P3a and has had a more positive impact on P3 behaviour in the playground   **Next Steps:** (What are we going to do now?)   * Meet with families who are not showing signs of improvement in attendance * Ongoing review of vulnerable list * Establish a more formal method, if needed, to identify families in need of support from Barnardo’s 5 to thrive team * Book purchase for whole staff – When the adult changes, everything changes by Paul Dix * Support staff in writing GIRFMEs including SMART targets * Mrs Fleck to start Seasons for Growth for identified pupils * After schools clubs to be restarted after restrictions lifted – targeted stages/pupils * Additional staffing next term to carry out interventions which we have been unable to carry our due to absences. * Achieve Scotland to work on teamwork and relationships with identified groups of children across the school | | | | | | |
| **Evaluative Statement & Actual Impact/Evidence (May/June)**  Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)   * Two children of the four children who were not attending school are now back at school. * Winter jackets purchased and sent to families who had requested this support * Emotionworks purchased as whole school approach – which is leading to a shared vocabulary * Additional staffing to support our children who are struggling to regulate has been purchased under PEF. (PT from another school is currently here on secondment) P5 pupil being supported to stay in class. * Additional training on GIRFEC; new templates sent to staff to move the plans onto;CIIL offering staff additional support in writing plans together * Support staff online training in Autism during May inservice * Mrs Fleck unable to deliver Seasons for Growth training through the school day so this changed to after school – children attending * After schools clubs - Gardening, Choir and Cooking * Stage area identified as an area for nurture and building works are currently going ahead * Achieve Scotland worked with identified groups of children with signs of success. Short term shows limited impact so far but progress is being made – need to have input for longer period.   **Next Steps:** (What are we going to do now?)   * Moderation of GIRME plans as a staff at first inservice day * Room on stage set up for nurture area * Review of children receiving support of Barnardos support * Review risk assessments in place * Achieve Scotland to continue their work with targeted groups next session | | | | | | |

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| **School Priority 3: Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people** | | | | | | |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** | |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **5. School Improvement** | **2. Closing the attainment gap between the most and least disadvantaged children** | **2.2 Curriculum** | **5. Promoting a high quality learning experience** | Choose an item. | Article 19 - protection from violence, abuse and neglect | |
| **1. Improvement in attainment; particularly in literacy and numeracy** | **6. Performance Information** | **4. Improvement in employability skills and sustained positive school leaver destinations for all young people** | **2.1 Safeguarding and CP** | **6. Differentiated Support** | Choose an item. | Article 28 - right to education | |
| Choose an item. | Choose an item. | Choose an item. | **2.4 Personalised Support** | **7. Using Evidence and Data** | Choose an item. | Choose an item. | |
| Choose an item. | Choose an item. | Choose an item. | **3.3 Increasing Creativity and Employability** | **8. Employability and skills development** | Choose an item. | Choose an item. | |
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| **Evaluative Statement & Actual Impact/Evidence (October)**  **Progress and impact** (based on outcomes for learners): (How are you doing? and How do you know?)   * Children identified as requiring 1-1 devices have their devices in class for use across all areas when needed * Staff member supporting in setting up 1-1 devices with apps to support identified children enabled devices to be used more effectively * Clicker 7 used in class to support children with writing – children using this tool can write more, with less frustration as the tool is supporting independent writing * Revisited incomplete pathway work from previous school session and began to work on this again. However, after discussion with NLC pathfinder regarding digital pathway – NLC working on this currently with Education Scotland so we are not developing this ourselves. * Successful migration from First class to Office 0365 – resources moved across to staff team. Still feel that there is a need for a specific management mailbox as some management information is being sent to enquiries mailbox where office staff have access to it. CP email has also gone into junk email box in Outlook * Teams set up for stages for this session – currently used for homework – this will support families if there is another lockdown. * Forward plans completed across a stage - now online – this will support smoother transitions from stage to stage * Review of ICT internet safety programme identified that P5 resource is no longer free, but outcomes and content are useful.   **Next Steps:** (What are we going to do now?)   * Review 1-1 ipad use with the identified children – what is working well, how can this be improved for them * Internet safety - Locate different resource for P5 – the resource identified for P5 use is now a paid resource * P1- 7 to follow updated internet safety programme from January 22 * Second level pupils to work on Computer Science outcome * PT to cooperatively teach with second level pupils to support them in use of Sway, Forms and Excel tools within Microsoft Office | | | | | | |
| **Evaluative Statement & Actual Impact/Evidence (January)**  **Progress and impact** (based on outcomes for learners): (How are you doing? And How do you know?)   * Primaries 4, 5 ,6 and 7 took part in live coding events in December to support them in experiencing this computer science technology outcome * Primaries 6 and 7 taught how to use Excel, PowerPoint and Forms to further enhance and support their learning and can use these in class for various purposes * Miss Anderson P7 teacher completing ICT leadership course. * NLC creating pathway with Education Scotland, so no pathway created this session * Miss MacGregor P5 teacher completing STEM leadership training   **Next Steps:** (What are we going to do now?)   * Mrs Mcintyre PT covering NCCT for P7 to take forward ICT learning. * P7 to work with P4 children to show teach them how to use PowerPoint to create a poster and how to share documents in Glow * Miss Anderson to show staff how she uses Forms to create Maths and Numeracy assessments * 10 ipads to be set up * Staff to review NLC pathway once it is created to look at it for next session | | | | | | |
| **Evaluative Statement & Actual Impact/Evidence (May/June)**  Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)   * P7 pupils worked with P4 children, and they successfully managed to complete the task. In turn they shared this with the staff. * 10 ipads set up * More classes took part in further code along classes to ensure the computer science element of Technologies was in place. * No NLC pathway currently in place although it is mentioned in the bulletin from April * Miss Anderson trained P4-7 staff in the use of Microsoft Forms use for assessments. Almost all staff are using this for assessments. * Miss MacGregor lead a STEM week across the school. * Police P5-7 internet safety visit enhanced message given in school * Primary 7 pupils completed their Primary 7 profiles in Glow PowerPoints and shared with secondary school. * Trained P7 and P6 pupils in the use of Spheros alongside the 10 new ipads to further enhance coding.   Next Steps: (What are we going to do now?)   * In June P7 and P6 pupils to work with younger pupils and show them how to use Spheros * Use authority pathway plans next year and then write a policy for Technologies * Build into next session’s improvement plan * Next session, reset all the older ipads so they can be used * Redistribute ICT equipment next session based on new class sizes. Build in opportunities for classes to have more ICT equipment at least one session per week to allow for teaching skills. | | | | | | |

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| **School Priority 4: School leadership resulting in improved learning, teaching, assessment and inclusion.** | | | | | | |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** | |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **1. School Leadership** | **1. Improvement in attainment, particularly literacy and numeracy** | **1.2 Leadership of Learning** | **1 Early Intervention and Prevention** | Choose an item. | Article 3 - best interests of the child | |
| **1. Improvement in attainment; particularly in literacy and numeracy** | **5. School Improvement** | **3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing** | **1.3 Leadership of Change** | **4. Targeted Approaches to Literacy and Numeracy** | Choose an item. | Choose an item. | |
| Choose an item. | Choose an item. | Choose an item. | **2.4 Personalised Support** | **11. Professional learning and leadership** | Choose an item. | Choose an item. | |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | **12. Research and evaluation to monitor impact** | Choose an item. | Choose an item. | |
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| **Evaluative Statement & Actual Impact/Evidence (October)**  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)   * Lego therapy training resulted in members of staff leading in this area * Created job specification for PT PEF position * Staff working more collaboratively across the stage which is supporting moderation * Two members of staff put themselves forward for NLC leadership courses - the ICT leadership and the STEM leadership training * PT taking on Pace pathway and ongoing review of it * Staff absence impacted on interventions   **Next Steps:** (What are we going to do now?)   * Staff to volunteer lead our next steps in writing development * Advertise for PT PEF position * Staff taking risks and leading teaching, learning and moderation of writing across their own stages with view to establishing a shared policy on writing across the school. * STEM week and use of Forms for Maths assessment to be planned by staff on the NLC leadership courses | | | | | | |
| **Evaluative Statement & Actual Impact/Evidence (January)**  **Progress and impact** (based on outcomes for learners): (How are you doing? And How do you know?)   * Unfortunately, no one applied for the PT PEF position, but PEF spend to be used to pay for additional staffing (if available) to release staff from class to take to support with areas of our development plan. * Small working group established to lead the learning in writing across the school for a block of learning in the spring term. * Staff lead training in using forms for Maths assessments resulted in staff using this across P5-7. This has proved challenging for P4 to access * STEM week planned and staff and pupils across all classes took part sharing their learning and enthusiasm on Twitter * Risk assessments completed for specific pupils * Maths pace pathway reviewed by PT and adapted for next term   **Next Steps:** (What are we going to do now?)   * Staff member to review Maths assessments in Forms and feedback * Staff to be asked to lead Relationships policy and Emotion works * Support staff and teaching staff to support with and lead specific interventions * Pace pathway for Maths and Numeracy to be finalised in a workable format * Staff in P5-7 with students to support with administering YARC and PHAB literacy assessments * Staff to benchmark pupils in reading to support pace and identify groupings for next session. * P7 staff to complete enhanced transition RfA to Chryston High school | | | | | | |
| **Evaluative Statement & Actual Impact/Evidence (May/June)**  **Progress and impact** (based on outcomes for learners): (How are you doing? And How do you know?)   * PT seconded from Eastfield Primary to support with nurture which resulted in second level pupil accessing classroom learning more often * Stage area cleared by staff ready for nurture area to be built * Staff identified to lead Emotionworks and Relationship policy next session * P6 and P7 Staff attended training in the use of YARC and administered assessments with targeted pupils. P5 member of staff trained by PT in use of PHAB to carry out assessments with children identified from spelling tracking data. * Staff benchmarked selected P1 –3 pupils to support with reading ability groupings for next session * Staff worked with stage partners to put together a list of grouping across the year group for the start of next session * Staff at Chryston High commented on the high quality of the transition reports from primary as well as the Enhanced transition   Next Steps: (What are we going to do now?)   * All staff to be retrained in use of YARC and PHAB assessments and to carry these out when necessary * Staff members to lead Emotionworks and Relationships policy next session * Nurture area to be furnished with support from Cluster improvement and integration lead * Maths policy to be revised to include pace pathway for first and second level * Consider whether an Early level Math pace pathway is appropriate. * Build in regular benchmarking to our reading programme to ensure appropriate pace | | | | | | |

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| **Key priorities for improvement planning next session**  *This section should articulate with the school improvement plan for the forthcoming session or planning cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).* |
| **Staff, parents and pupiles have been asked for input on next session’s improvement plan. Taking views into account and the relevant data these are the top priorities -**   * **Raising attainment in writing to remain on improvement plan** * **Assessment and Moderation** * **Inclusion/Relationships/Nurture** * **Digital technology/STEM** |
| **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* |
| * Quality assurance calendar set up with SRG * Staff involved in the school improvement planning process – staff meeting used to discuss current improvement plan collectively, reviewing progress at meetings, and then and individual Microsoft form to give individual responses as to what is next session’s priority * Data used to identify attainment trends over time, impact of interventions * Standardised single word spelling assessment annually used to track spelling attainment over time; SNSA used to support tracking in Numeracy and Literacy. * Tracking (professional judgement) completed four times per year and professional dialogues with senior management * Forward planning completed 4 times annually and professional dialogue with senior management with particular focus on pace/challenge. * Pupil work monitoring built into quality assurance calendar, pupils involved in feedback * Transition information across stages and across establishments is effective * Next session – assessment and moderation in improvement plan – to find a consistent approach * Planning is now online and across the stage so planning should now move seamlessly from stage to stage |

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| **Assigning levels using quality indicators**  *School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6-point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.*  NIF quality indicators | | |
| Quality indicator | School self-evaluation  *( average from staff responses in brackets)* | HMIE Inspection evaluation *(if appropriate)* |
| 1.3 Leadership of change | **3** *(3.46)* | **Not applicable** |
| 2.3 Learning, teaching and assessment | **4** *(4.38)* |
| 3.1 Ensuring wellbeing, equity and inclusion | **3** *(3.69)* |
| 3.2 Raising attainment and achievement | **4** *(4.3)* |
| ***Covid Recovery***  *Choose an aspect of recovery (curriculum, improvement activities etc) and write a statement about how this has developed over the course of this session.*  **Curriculum – Maths and Numeracy (from P2-7)**  Over the course of the last two sessions, we have developed a pace pathway for Numeracy and Maths. This was not used at Early level.  This was initially developed to support our parents and pupils during the pandemic so that their children were covering same outcomes whilst at home and to support staff with workload of provision of differentiated resources for individual children.  To aid recovery and build back of pace after the first pandemic this was continued last session then reviewed with staff. Reviews were positive, with staff rating the pace planner either excellent or very good.  The pathway was adapted for use this session and carried out from P2 – 7.  SNSA results at Primary 4 and 7 show the following. There are significant numbers of pupils working beyond their level. Pupils this session have been using the pathway for 2 years. A significant impact can be seen at second level. Pupils at P7 have been using the pathway for 2 years.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Primary 4** | | | | | | | |  | 9+ | 8 | 7 | 6 | 5 | 4- | | Pre pandemic 2019 | 5% | 18% | 38% | 23% | 15% | 3% | | 2021 | 21% | 11% | 29% | 29% | 11% | N/A | | 2022 | 21% | 17% | 29% | 29% | 4% | N/A |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Primary 7** | | | | | | | |  | 11+ | 10 | 9 | 8 | 7 | 6- | | 2021 | 18% | 22% | 29% | 24% | 4% | 2% | | 2022 | 31% | 21% | 23% | 23% | 3% | N/A | | | |

**SAC/ PEF CHECKPOINT 2: January 2022**

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| **Intervention** | **Impact**  Please include the following information: Use of SAC/PEF allocation over the session and any variances from initial plan; impact using evaluative language. | **Evidence**  Please indicate what evidence you have collected |
| Barnardos five to thrive  £9000 per annum  PEF Principal teacher to support inclusion  (No cost)  Lego therapy  ( (£68 cost for Lego)  Thesaurus  (£611)  Variance from initial plan  Purchased reading books to support P3 children struggling to read  (Jelly and Bean books at pink and red levels)  Cost – £607  IDL spelling  (Cost – paid from last session PEF will be due in April 22)  Further Resources  £257 | Lesley Dempsey, Five to Thrive continues to have impact when working with families  Lesley has carried out the LIAM project with two of our pupils. She has worked with parents who have struggled with managing their child’s behaviour at home and parents report they are more confident  Lesley works with two of our children who are care experienced to enable one to one health and wellbeing support to them  Children who have worked with Lesley on school refusal are now coming into school unsupported  Children with anxieties have worked with Lesley through the LIAM project and this has supported them – less absence, reports of anxiety from parents, and staff  Job discussed with staff and job specification created and sent out to staff to give note of interest. No one applied for the position.  Staff trained, Lego purchased, and organised and initial group set up with P3 children  Thesaurus purchased to support writing across second level. Evidence of wider vocabulary in use in writing lessons  Primary 2 and 3 target groups have just begun this phonetic approach to reading. There had been no improvements in their attainment during the first term and an innovative approach was agreed. After professional dialogue with colleague from a cluster school, Jelly and Bean was identified as a suitable resource using an alternative method to Active Literacy. Children have been using Active literacy core pack, then moved across to the Active literacy for children with literacy difficulties approach, both with limited success  Resource supports pupils who have not achieved success with the North Lanarkshire Active literacy spelling programme. Pupils have a bespoke programme targeting their needs with regular assessments built in.  Over the last 3 years this resource has supported children. Almost all children who use this daily, have made significant progress in their attainment. Where there are smaller increases in spelling age, this is usually due to a specific literacy difficulty or children not completing this as regularly as they should. Our P5 pupils have unfortunately not had Wifi until December 2021 so have only begun to use this again in school.  More sensory resources purchased to replace and enhance the availability in each class, reading rulers purchased to support children identified by cluster support teacher | Wellbeing assessment carried out for all children with support from Barnardos  Barnardos compiles a report at the end of the session  No appointment made  Pupil conversations  Professional dialogue  Tracking data  Use of resources to support writing in class and is evident.  Will review impact staff at end of session. Children are beginning to have success and regaining motivation which has previously been lost, but it is difficult to measure the impact now as they have only been using this approach for a short while.  This approach will be reviewed at end of session with view to using it with targeted groups next session.  Resource supports pupils who have not achieved success with the North Lanarkshire Active literacy spelling programme. Pupils have a bespoke programme targeting their needs with regular assessments built in. Over the last 3 years this resource has supported children. Almost all children who use this daily, have made significant progress in their attainment. Tracking data within IDL  Single word spelling test annually  Children requiring access to the materials have them. Broken resources have been replaced. More varied tangle toys to choose from that are more appealing to our younger pupils. |

**SAC/ PEF CHECKPOINT 2: May 2022**

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| **Intervention** | **Impact**  Please include the following information: Use of SAC/PEF allocation over the session and any variances from initial plan; impact using evaluative language. | **Evidence**  Please indicate what evidence you have collected |
| Emotionworks  £2145  Purchased reading books to support P2 and P3 children requiring additional support with reading  ( Jelly and Bean books at Yellow )  £743  Additional staffing  £24,484  Play therapist  £1200  GL assessments  £237  Achieve Scotland  £3600  Be Active  £1000  Nurture area | Resource purchased March 2022 to support children’s mental health across the school. Introduced to children via assemblies and then trialed in classes  Further level of Jelly and Bean purchased to support reading for children who find reading most challenging. Children beginning to show improvements with phonetic strategy and applying it to reading.  Staff member with final year student organised resources for staff to access.  Zander Rutherford PT full time from April 2022- June 2022 to provide targeted support for P5 pupil requiring individualised, support and provide additional support for P5 pupils in Maths  Frances Spowart CT 0.6 to provide targeted support for literacy across P2 and P3 from mid April – May 2022 . It also allowed the teacher going on maternity leave to complete transition information at the end of May and carry out reading and writing support with targeted groups.  Working with individual children in P2 and P3  YARC and PHAB assessments purchased to support in identifying children with specific literacy difficulties. Staff who had students at P5-7 carried assessments at their stages to identify supports needed and improvements made  Supporting in playground 3 days per week and with small, targeted groups in P2, P3 and P5 to build on teamwork and relationship building.  Wednesday mornings from May – one of our pupils accessed the project where they participate in various physical activities within a group  Area behind stage cleared – use of skip  Furniture coming from another school is due to arrive at end of June and being built and set up in summer holidays. | Shared vocabulary across the school  Centralised display of learning and cogs displayed in the playground to refer to outdoors  Children who completed red level successfully have further materials to access using same approach.  Staff reported that children beginning to have success with blending now and are reading rather than guessing words. Staff feel that as a next step, we need to build more common words alongside this as there are very few in the books.  Assessments carried out  and targeted interventions.    Pupil requiring support to regulate emotions is in class more often.  Frances was able to carry out planned supports that had not happened due to staffing. Impact not measured as time was only 6 weeks.  Children showing more emotional resilience in class  Assessments carried out and pupils identified for creating a literacy profile.  Fewer playground incidents across the targeted stages.  Quote from pupil - *It is good, I like to talk to Stuart and he teaches us rules of different sports and different techniques. It is nice to know I have a fun, exercising break from class where I can use up my energy.*  Quote from staff in playground - *the coaching aspect of it is directing children’s frustrations away from the actions of others during sports and onto what they can do better.*  Limited impact seen currently. Would not use this with current pupil next session.  Area should be fully ready for start of next session. Currently being completed |

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| In order to incorporate as much information as possible into the final report to Scottish Government it would be helpful if you could share any learning on the following: |
| What has worked well in your overall strategy to achieve impact?   * Data analysis and professional dialogues for identifying improvements from data and professional dialogues * Staff completing additional training in their own time - STEM and ICT leadership courses * Numeracy and Maths pace pathway developed over the last two sessions having a significant impact at second level * Staff working across their stages for shared planning and learning (after COVID restrictions lifted) * Transition information between most establishments and across the school – transition events for Primary 1 are effective – one evening session with parents; three transition visits – one active event with parents and pupils, one sharing literacy and numeracy information with parents whilst pupils are in classes, one where the pupils are in class again and can trial a school meal and meet parent council. Forward planning is in year groups and online to plan transitions smoothly from year to year. Additionally transition information is completed and passed on in this same way. |
| What has worked less well or could be improved?   * Staff absence has had a major impact on our ability to support where we identified targeted interventions for curricular areas. * Lack of space/privacy for targeted interventions that require an additional area. * Lack of a nurturing space in the school to provide support for children who require it. * ICT – changes in set ups of Ipads and schools expected to do this without the centralised technical support * Lack of technical support for laptops and desktops which are not working – leading to lack of devices in use. A lot of calls logged which did not get fixed in a suitable timescale. * Setting up of a transition calendar of events with Chryston High to be shared at start of session with all cluster primaries – when enhanced transition information is required, when events are taking place etc |