

Progress Report
North Lanarkshire Council
Clarkston Primary and Nursery Class

Area for improvement 1 - Develop a more strategic approach to managing change, informed through reliable evidence-based self-evaluation.

500 words

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

The permanent appointment of Mrs Yvonne Callander as Head Teacher (HT) in June 2022, has further strengthened the school's capacity to lead change and improvement. The management team work collaboratively to provide effective leadership across the school community, enabling and promoting consistent messaging and development of a shared vision and purpose of the school and nursery. A parent/carers survey in May 2021 showed that most parents indicated that the school had a shared purpose, and were aware of the vision.

There is a clear alignment of management remits which is supporting the strategic leadership of improvement areas and modelling leadership of change for all staff. This approach further builds capacity and empowers staff to voluntarily take on leadership roles. The Head Teacher has built a culture that supports continuous improvements in individual and collective staff capacity across the school and nursery. This is facilitated through career long professional learning (CLPL), professional review and development (PRD) discussions, and leadership opportunities across curricular areas. Staff confidence has grown, and they are seeking opportunities to develop their own leadership capacity and positive, collaborative culture within the school and nursery. Staff have opportunities to share good practice across stages and to engage in collaborative planning and moderation discussions. School and nursery staff have had opportunities to share practice and plan learning across early level to develop pedagogical approaches to play.

The HT has established effective procedures to improve parental engagement in self-evaluation and decision making processes with a clear focus on specific areas of improvement priorities. Regular feedback on improvement areas along with the use of Pupil Equity Funding (PEF) is impacting positively on collaborative ethos and continuous improvement. Evidence indicates that significant efforts have been made to improve focused parental engagement in line with identified school improvement priorities.

Continued implementation of quality assurance processes is impacting positively on learning experiences, planning for improvement and reflective practices. Change is effectively planned and managed to maximise impact for staff, learners and the wider community.

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

Parent/carers questionnaires highlight areas of progress and next steps in improvement.

Planned staff meetings, inset days and working groups ensures a focus on priority areas. Monitoring calendar is established and aligns with key priorities to support implementation. Further opportunities are provided for collaborative working through joint planning sessions for staff, across stages, further building individual and collective staff capacity.

Qualitative and quantitative evidence indicates that almost all stakeholders feel the school is making good progress linked to improvement priorities and key areas of the school. This was evident in feedback from parents/carers and staff in relation to the implementation of play pedagogy within early level.

The Head Teacher continues to look outwards to further develop practices and is currently working across the cluster to develop STEM learning experiences. (Cluster Improvement Plan for SSERC)

What are they going to do now?

Effective procedures are in place to facilitate parental engagement in learning discussions through the use of digital platforms at all levels. The school recognises that further progress is required to capture a range of quality feedback from all parents/carers.

Area for improvement 2 - All members of staff should work together to ensure consistency in teaching and learning across the school.
500 words

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

The Principal Teacher has led and modelled lessons, to upskill staff and ensure more confident and consistent high-quality pedagogical approaches across the school. This has led to improvements in the quality of learning and teaching approaches as staff have a deeper understanding of the knowledge and skills being developed, how to assess these and plan next steps for learning.

The clear use of Learning Intentions is evident in all classes. Success Criteria and Feedback linked to this is now evident in the majority of classes, supporting learners to understand the purpose of learning and inform next steps. There are a variety of approaches used to provide feedback across classes and HGIOurS has been used effectively to gather pupils' views on conversations in classes.

Following whole school CLPL, there is evidence of SEAL approaches being implemented effectively in classes for numeracy. Increased consistency and structure of numeracy lessons is enriching learning and improving pace. Through the use of progressive pathways, joint planning discussions and continuous monitoring and tracking, planned learning experiences have improved and are providing appropriate challenge.

Staff use a variety of formative and summative assessment approaches to demonstrate learners' progress and are beginning to track progress across all curricular areas. Assessment evidence and benchmarks are used to inform teacher professional judgement (TPJ). This is ensuring more robust and reliable understanding of standards and consistency in judgement. High quality assessments (HQA) are now being used for literacy and numeracy with planned, collaborative, moderation discussions, within and across levels.

New progressive planners for computing science and digital literacy allow all staff and learners to confidently access and use technology. Conversations with groups of learners indicate that there was improved engagement and enjoyment.

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

Classroom monitoring highlights evidence of improved pedagogical approaches to learning and teaching in most classes. Individual and whole staff written and verbal feedback is ensuring a continued focus on improving practice. Feedback is further reviewed through management meetings and moderation discussions.

Triangulation of assessment information is being used to support TPJ and also to diagnostically inform planning matched to pupil needs. Progress is recorded through robust monitoring of planning, PLPPs and tracking systems. This allows for tracking for individuals and cohorts across and through levels and is beginning to demonstrate progress over time. Most P1 pupils are achieving expected levels in literacy, with almost all achieving in numeracy. Almost all P4 and most P7 pupils are achieving in literacy and numeracy.

Analysis of data indicates that, across the year, pace of learning in numeracy in particular, has improved.

Learning walks, planning and discussions with staff and pupils, indicate that the majority of classes are implementing the use of digital technology on a regular basis into classroom experiences.

What are they going to do now?

Continue to focus monitoring visits, planning and discussions with staff and pupils ensuring appropriate pace and challenge in all curricular areas.

Through discussion and evidence, the HT has identified the need to extend approaches used to provide feedback to ensure progression across the school and to maximise impact for learners.

Further planned opportunities to moderate within and outwith, for all areas of literacy, will strengthen current approaches and TPJ.

**Area for improvement 3 - Continue with the planned review of the curriculum to reflect more accurately the principles and entitlements of Curriculum for Excellence.
500 words**

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

Curriculum rationale continues to reflect the school and nursery's vision, values and aims post Covid. It is used well to inform planning and is supporting the collaborative, nurturing ethos of the school and nursery.

Progressive planners have been implemented in all curricular areas. Staff discussions, learning walks, monitoring and tracking evidence progression. Learning experiences are well planned and match the needs of learners. This ensures that children's progress is consistently tracked and measured from nursery through to Primary 7.

The impact of whole school CLPL is evident in all classes, particularly in literacy and numeracy.

Wider experiences are well planned throughout the year to ensure children have greater opportunities for development of skills and capacities across learning. Children across the school and nursery are enthusiastic, confident and motivated.

Pupils are involved in a range of opportunities to lead their learning and demonstrate wider skills and achievement.

Parent/carers are involved in children's learning through effective use of digital technologies at all levels.

The Principal Teacher has led the development of STEM within the school and nursery, working with staff to deliver CLPL to improve staff knowledge and children's learning experiences. There is an increased focus on planned outdoor learning experiences, with the

<p>development of a forest school and bespoke teaching resources to support progression and consistency ongoing.</p> <p>The school are piloting the use of local community facilities, including the outdoor gym to support learners to develop their HWB, within their local community.</p>
<p>How do you know? (What is the evidence of improvement?)</p> <p>The curriculum rationale underpins planning across all curricular areas.</p> <p>Clear evidence of progression through the consistent use of pathways for all areas of the curriculum is evident in monitoring of planning, moderation discussions and class visits. Progression across the curriculum is tracked by staff and management team. Planning builds upon prior learning, informs next steps and ensures learners are appropriately challenged in their learning.</p> <p>Skills Academies and other planned opportunities provide learners with experiences which promote wider achievement and skills development. Achievements are celebrated and tracked by staff. Out of school achievements are celebrated through OSCAR awards (Out of School Celebration and Recognition).</p>
<p>What are they going to do now?</p> <p>Continue to embed Children's Rights into all aspects of school and nursery life.</p> <p>Refine processes to track skills progression in relation to wider achievements.</p> <p>Continue to improve access to high quality outdoor learning experiences and maximise the use of local community facilities to enhance the curriculum.</p>

Area for improvement 4 - Improve attainment through developing further the assessment and tracking of progress to ensure appropriate challenge and support for all children.

500 words

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

There is a shared understanding of the quality assurance processes and their impact on self-evaluation and continuous improvement. Almost all staff are confident in their analysis and use of data to identify gaps and areas for improvement, with a focus on attainment and equity.

Pupil progress is effectively tracked through a streamlined system (PLPP) providing a clear focus for staff.

Staff across the school engage in a range of quality assurance processes which are impacting positively on improvement. Nursery staff are building confidence through local

authority training and management team support to ensure a deeper understanding of effective use of data for tracking and monitoring.

Focused CLPL, linked to improvement priorities has developed staff's understanding and confidence in appropriate use of baseline assessments. Interventions are tracked by staff to ensure impact on children's progress and attainment.

Staff are continuing to extend their use of play-based pedagogy across the school and the SLT are monitoring this to support consistency. Planning and classroom observations indicate that teachers have a better knowledge and understanding of skills being taught and how to assess these. Feedback from pupils and parents is positive and levels of pupil engagement levels have increased.

Resources are effectively deployed to deliver interventions and regularly tracked and monitored to ensure positive impact on learners.

Pupil Equity Funds have been well used to provide additional staffing to implement bespoke programmes for targeted pupils, which are positively impacting on their health and wellbeing.

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

All staff have been trained in the use of standardised assessments in literacy and numeracy and can use these to respond to the needs of their learners. Staff are able to monitor and track progress and report impact to management team through professional dialogue.

GIRFEC training has ensured a continued focus on health and wellbeing and effective staged intervention approaches are in place. Children requiring support are identified earlier and targeted support is in place to ensure progress in learning.

Attendance of a small group of pupils has improved through the targeted use of PEF and implementation of bespoke programmes.

What are they going to do now?

Further develop opportunities to moderate within and outwith school.

Continue to monitor impact of quality assurance processes.