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***Driving Equity and Excellence***

**Improvement Report**

**Session 2022-23**

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| **School:** | Glenboig Primary School |
| **Cluster:** | Coatbridge High School |
| **PEF Allocation** | £22,680 + c/f £18,202 |

**Section 1: Establishment Details**

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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; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.* |
| Glenboig Primary is a non-denominational school situated within the village of Glenboig, which is approximately two miles from Coatbridge. The school is part of a shared campus and enjoys links with Our Lady & St Joseph’s Primary. The current school roll is 122 pupils but, with new housing developments nearby, there is an expectation that this may rise.  The school currently has an Acting Head Teacher and a permanent Principal Teacher. The school has 3 fulltime permanent teachers, 2 permanent teachers who are both 0.6fte, 1 probationer (roll related), 1 fulltime member of staff paid for through PEF (0.5 matched funding) and a temporary member of staff (0.8fte) who covers NCCT.  The school currently benefits from having additional adult support from a Classroom Assistant (25 hours) and 4 ASNAs (1 full time/3 part time) for identified needs within the school.  The majority of children at the school now live in SIMD 7/8 (40% -HT Primary Dashboard Nov 2022), with 30% from SIMD 3/4. This means that there has been a shift in SIMD due to the number of new houses being built in the area.    Free School Meal entitlement sits at 19.7% below the local authority average, with Clothing Grants at 21.3%, again below the local authority average.  The school has 7 pupils who fall under the status of Care Experienced; 4 pupils are looked after away from home, 1 looked after at home and 2 previously looked after.  The school’s vision, values and aims were created after a whole school community consultation by the substantive head teacher.  **Vision**  Our vision in Glenboig Primary School is - **Together we … DREAM BIG, WORK HARD, SHINE BRIGHT.**  **Values**  Glenboig Primary School is an inclusive and approachable school which is collaborative in its approach to achieving success.  In Glenboig Primary we value:  High expectations  Working hard  Family & Community  Integrity  Equality  Equity  Nurture  Resilience  **Aims**  Our aims in Glenboig Primary are:  To provide a safe and nurturing environment for all.  For all to be happy, motivated and challenged in learning  For all to improve through support and working together as school community.  To build resilience in children to enable them to persevere in the face of challenge.  For everyone to value and contribute to the local community  To inspire pupils with a progressive & innovative curriculum and varied and challenging opportunities.  To ensure that all children are literate and numerate.  To provide our children & staff with strategies and skills for lifelong learning.  PEF Allocation for this year was £22,680, with a carry forward of £18,202 from the previous year. The majority of PEF has been used to purchase 1fte through the authority’s matched funding scheme. If the school did not utilise this scheme, then the Principal Teacher would have been fully class committed, with the Acting Head Teacher responsible for absence cover and for supporting children requiring an intervention.  Staffing is certainly a factor which affects progress, as when there is a teaching staff absence then the Principal Teacher becomes class committed and interventions have to be put on hold. This year has seen an increase in the number of children in the lower stages needing to be supported socially and emotionally in class and this has taken time away from academic support for other pupils across all stages.  The school was inspected in 2010 by HMIe, and therefore an inspection visit is expected within the next couple of years.  In February 2020, a VSE was conducted by the local authority with areas of strengths highlighted and areas for further development identified. Through this process next steps were agreed relating to 2.3 Learning, Teaching and Assessment and 3.2 Raising Attainment and Achievement. However, in March 2020 the country was placed into lockdown and for the next two years, the school’s priorities have been linked to Covid Recovery. The school is now back on track to take forward these recommendations through the school improvement plan. |
| Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)  Current whole school attendance is 94.6% (HT Dashboard Nov 2022), which is slightly above the local authority average (92.8%).  To improve attendance rates, every family received a booklet at the beginning of the school year entitled ‘Promoting Attendance and Punctuality’, which highlighted the schools expectation and explained the impact of attendance in terms of weeks, days and lessons lost. As part of the Primary 1 induction, attendance was specifically spoken about and related to the literacy programme to show parents/carers the learning that a child could lose in just a week’s absence.  The school monitors attendance on a daily basis, with texts going out to parents who do not phone in an absence. Attendance is also monitored on a monthly basis by the AHT, with parents made aware of their child’s attendance rate through letters. These letters also offer support to parents, with meetings arranged if necessary. Staff also speak to parents about attendance and how it is impacting a child’s progress during Parents’ Evenings. The AHT, when monitoring attendance, links it to ACEL data, in order to show that attendance is affecting progress. It is hoped that this data will show attendance linked to progress over a pupil’s time at primary school.  The school has one long term school refuser, who is currently on a part time timetable. The use of a part time timetable has seen attendance improve from 11% to 36% (05/06/23). The school also is supported by the Educational Psychologist with this pupil and his family.  The school is working alongside Coatbridge High and the associated primaries to improve attendance across the cluster.  At present the school has had no exclusions since 2018/2019. The school supports all children through the GIRFEC pathway to ensure a proactive approach to reduce exclusions. The school also uses other agencies to support children who require support at the additional level. |
| Details of consultation: Pupils/Parents/carers/staff/stakeholders  Views of teaching staff were gathered on the GIRFEC process.  <https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=yInJxcRKBYIYHqkc3goRqgqXqFrJnUUl&id=oyzTzM4Wj0KVQTctawUZKczkwfFpGM1FubyaE_mKyYlUQVNWWVBMU05LSUhFQ1ZaMThPWTdRMzA5OC4u>  Using HIGOS 4 Challenge Questions, staff also reflected on Q.I. 1.3 and Q.I. 3.2  Parental Views were sought at the end of last term through a questionnaire.  <https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=6KvBdkAUdpqqBmrStYWoH1P0DIgFNr2P&id=oyzTzM4Wj0KVQTctawUZKczkwfFpGM1FubyaE_mKyYlUMVFTSUVHUzRQVFpUTk9JWERJMzhUUFJOQS4u>  Children’s views were gathered through an assembly discussion.  <https://twitter.com/MrsCummings15/status/1527710379215822848?t=1UGTyWgbI7EZkTePozQu4Q&s=09>  **January 2023 – Update**  The school gathered the views of pupils and parents on Writing linked to Priority 1 of the Improvement Action Plan.  Primary 1 and 2 responded as a class. The results showed that most children enjoyed writing at school and most thought that they were a good writer. The majority of children felt that they got frustrated when writing. In common with the P 3 – 7 survey, the majority of children said they liked to write more than they liked to read.  **P3 – 7 pupil responses -**  <https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=26QXDMrWbmYzRfhUclXjDsvNHsZ3oEAy&id=oyzTzM4Wj0KVQTctawUZKczkwfFpGM1FubyaE_mKyYlUNEwyUFpVT1hWQzBXNjE5TjU4OEtNSzEyMS4u>  **Parental responses –**  <https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=DzIl7QAr7UXUTu6g1D6yax4uQXY3UlWE&id=oyzTzM4Wj0KVQTctawUZKczkwfFpGM1FubyaE_mKyYlURENDTVk2M1JMUFVGUjMwRDFFMVJGOUtQRC4u>  **May 2023 - Update**  During May in-service day, all staff reflected on challenge questions from Education Scotland’s document - Included, Engaged and Involved Part 1.  GIRFEC Follow up May 2023 - [GIRFEC follow up survey](https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=yInJxcRKBYIYHqkc3goRqgqXqFrJnUUl&id=oyzTzM4Wj0KVQTctawUZKczkwfFpGM1FubyaE_mKyYlUNVUzRk9WRkExR0wyRkwzN0xMUUZZV05JSS4u)  Parental Views May 2023 - [Parental views May 2023](https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=yInJxcRKBYIYHqkc3goRqgqXqFrJnUUl&id=oyzTzM4Wj0KVQTctawUZKczkwfFpGM1FubyaE_mKyYlUNVUzRk9WRkExR0wyRkwzN0xMUUZZV05JSS4u)  Teaching Staff Views May 2023 - [Teaching staff views May 2023](https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=yInJxcRKBYIYHqkc3goRqgqXqFrJnUUl&id=oyzTzM4Wj0KVQTctawUZKczkwfFpGM1FubyaE_mKyYlUNVUzRk9WRkExR0wyRkwzN0xMUUZZV05JSS4u)  Pupils’ Views May 2023 - [Pupils views May 2023](https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=iV5ztloGZndaEU72AgsOFiimM8NNjku3&id=oyzTzM4Wj0KVQTctawUZKczkwfFpGM1FubyaE_mKyYlUQk04VUFOUzEwRERMRDBHRjVRT1gxU0dSQi4u)  Support Staff Views May 2023 - [Support staff views May 2023](https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=gHfR3cnNfUj8pwmr8JLIgSg2AoB4sINo&id=oyzTzM4Wj0KVQTctawUZKczkwfFpGM1FubyaE_mKyYlURFo5TVdUOVRJVEZTTzJZUEhLWVE1QlNXRi4u) |

**Section 2: What progress have you made in closing any poverty related attainment gap?**

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| **Equity Plan**  *Please write a brief summary of your approach to ensuring equity and the progress you have made.*  *The following key questions could be considered:*  *Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty? What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process?* |
| **Short Term Outcome**  To provide learners with suitable resources that fit their learning and support them to overcome the specific barriers to their learning.  **Long Term Outcome**  To improve the outcomes for children, which leads them to a positive destination at the end of their time in secondary education.  The table below has been produced showing a generalised view of progress based on teachers’ professional judgements for specific groups within the school at the beginning of the school session (August 2022).   |  |  |  |  | | --- | --- | --- | --- | | **GROUP** | **Not on track** | **Inconsistent** | **On track** | | \*SIMD 1/2 (2) |  |  | 100% (2) | | \*SIMD 3/4 (37) | 30% (11) | 27% (10) | 43% (16) | | FSM (25) | 32% (8) | 36% (9) | 32% (8) | | Young Carers (2) |  | 50% (1) | 50% (1) | | ASN + Awaiting Diagnosis (8) | 37.5% (3) | 25% (2) | 37.5% (3) | | Care Experienced (7) | 29% (2) | 14% (1) | 57% (4) | | Attendance less than 89% (27) | 18.5% (5) | 29.6% (8) | 51.9% (14) |   *\*There has been a recent shift in the school’s SIMD, as previously the majority of children lived in SIMD 3/4 but now most children live in 7/8.*  From this data, the majority of children living in SIMD 3/4 are either not on track or are inconsistent. This is also true of those children in receipt of free school meals.  **To help tackle the poverty attainment gap -**   * Class teachers are more knowledgeable about the children in their class, as at the start of the school year, they are given information regarding their class. This highlights each child’s SIMD, Free School Meal Entitlement, Young Carer status and other relevant tags. This means that class teachers are able to monitor the progress of specific groups and that it is not just a task for the management team. Paperwork linked to Tracking and Progress meetings asks teachers to make specific comments on the progress of children in these groups, with class teachers able to state the need for an intervention and also write about the impact of interventions on learning within the class. * Attendance is also monitored from October onwards on a monthly basis, with appropriate tags set for each child, with attainment of each child highlighted against it 3 times a year (using teachers’ professional judgement). This means that the attendance of specific groups within the school/classes can be looked at and an instant measure of whether poor attendance is impacting learning. The SIMD of low attending pupils can also be viewed, as can their Free School Meal status. * The school made use of NLC 0.5fte matched funding, this allowed for the Principal Teacher to be out of class for most of the week. Following the departure of the Cluster Attainment Teacher, the Principal Teacher was able to carry on work with groups on Rainbow Reading and RTIC. She was also able to target Primary 1 and carry out POLAAR assessments and target common words, which is having a positive impact on reading and spelling. * The school also used money from PEF to purchase MALT assessments and another year of SOFA assessments. Although carried out for the first time in August 2022, it is planned to repeat the MALT in May and to incorporate this into the school’s assessment calendar. In the long term this will mean that the school will be able to gather data over time for the whole school but also on specific groups. Data can also be used to plan teaching and learning for the start of the new term. * SOFA assessments have now been carried out for the third year and are used to identify gaps in teaching and learning. This year the assessments were carried out in February 2023 (initially planned for November 2022 but staff absence impacted this), with staff asked to analyse their results for Tracking and Progress meeting held in February/March. * ACEL Data has been gathered through a discussion at regular points throughout the year. In the last term a number of discussions have taken place with staff in P1/4/7, around children who are inconsistent with staff asked to highlight benchmarks which are preventing children achieving a level.   The school looks to use the school budget and Pupil Equity Fund to cover the cost of any visits by classes, groups and individuals. The school also provides pupils with appropriate clothing for outdoor learning and sports events, making sure items are washed and dried in school. Any dress down days are done at no cost to pupils and events which cost money are kept to the minimum and notice is given to parents to allow for financial planning. This year’s P7 Strathclyde Park week saw the school cover the cost for 2 families.  **The impact of Equity Plan using ACEL Data as a measure -**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **GROUP**  **(School roll – 122)** | **Not achieved expected level: T & L** | **Achieved expected level: T & L** | **Not achieved expected level: Reading** | **Achieved expected level: Reading** | | \*SIMD 1/2 (2) |  | 100% (2) |  | 100% (2) | | \*SIMD 3/4 (31) | 16.1% (5) | 83.9% (26) | 12.9% (4) | 87.1% (27) | | FSM (25) | 8% (2) | 92% (23) | 24% (6) | 76% (19) | | Young Carers (2) |  | 100% (2) |  | 100% (2) | | ASN + Awaiting Diagnosis (10) | 30% (3) | 70% (7) | 20% (2) | 80% (8) | | Care Experienced (7) | 28.6% (2) | 71.4% (5) | 28.6% (2) | 71.4 % (5) | | Attendance less than 89% (25) | 8.7% (2) | 92% (23) | 20% (5) | 80% (20) |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **GROUP** | **Not achieved expected level: Writing** | **Achieved expected level: Writing** | **Not achieved expected level: Numeracy** | **Achieved expected level: Numeracy** | | \*SIMD 1/2 (2) |  | 100% (2) |  | 100% (2) | | \*SIMD 3/4 (31) | 25.8% (8) | 74.2% (23) | 19.4% (6) | 80.6% (25) | | FSM (25) | 28% (7) | 72% (18) | 16% (4) | 84% (21) | | Young Carers (2) |  | 100% (2) |  | 100% (2) | | ASN + Awaiting Diagnosis (10) | 40% (4) | 60% (6) | 20% (2) | 80% (8) | | Care Experienced (7) | 42.9% (3) | 57.1% (4) | 42.9% (3) | 57.1% (4) | | Attendance less than 89% (25) | 24% (6) | 76% (19) | 20% (5) | 80% (20) |   From this data, it is clear that writing is still challenging for children within almost all groupings and there will need to be targeted support to look to increase attainment in this area of literacy.  SLT and class teachers should continue to track and monitor progress of these groups.  **Long-Term Sustainability**   * Planning is in line with 7 principles of CfE, with learners at the centre. * Robust quality assurance calendar involving all stakeholders, which focuses of improvement. * The school looks to gather a body of evidence, from both hard and soft data, to evaluate impact of teaching and learning, assessment and interventions. * The school looks to build staff capacity, through appropriate CLPL activities and collaborative/collegiate work linked to PRD process and school improvement. * Strong emphasis on leadership at all levels, with staff taking the lead on school improvements. All children are members of a pupil voice committee. * School is a Silver Rights Respecting School and is currently working towards Gold. * The school has started to review its GIRFEC pathway, looking to ensure that there is an effective and efficient process to identify children experiencing barriers to learning. * The school strikes a balance between recognising attainment and achievement. * The school looks to use partners, both within and outwith education, to support improvement, attainment and as an intervention resource. |

**Section 3: Summary of Impact of Annual Improvement Plan Priorities**

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| **Cluster Priority (Long Term Outcome)**: Attainment in Literacy & Numeracy will show improvement through improving attendance rates by 5% across the Cluster average through the GIRFEC Pathway. | | |
| **(Please insert the relevant information below)** | | |
| **NIF Priority:** 1/2/3/4/5 | **NIF Driver:** 1/2/3/4/5 | |
| **NLC Priority:** 2/5 | **QI:** 1.3/2.2/2.3/2.4/3.2 | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. | | |
| **RATIONALE**: As a result of post pandemic recovery attendance rates have dropped across each establishment. Establishments in the cluster have P7 attendance rates of 90.4%, 89.7%, 84.7%, 88.2% below the Local Authority average of 90.7%.  Through analysis of the Cluster Attendance Survey data return last session it was identified there were a number of reasons for non-attendance highlighting resilience and coping skills as well as disengagement with the school curriculum as the key priority areas. | | |
| **OUTCOMES:** | | |
| **EXPECTED IMPACT:** | | |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)  **Glenboig’s Perspective**  There is still a number of pupils whose attendance falls short of NLC expected attendance rate of 98%. The current attendance rate for the school is 92.81% (Seemis 31/05/23), down on last year’s attendance rate of 93.6%. In examining the data it is clear that attendance is a problem in a number of classes – P6, P5 and P7. In these classes the number of pupils whose attendance is below 90% is 7, 3 and 5 – it is worth noting that a pupil who is classed as a school refuser is in P5 (current attendance rate is 36%). The data also shows that these low attenders come from SIMD 5, 2 and 3.  The school does have a whole school tracking system in place and, after discussion last year with an associated cluster primary, attendance has been linked to attainment (ACEL Data). This has allowed for attendance to be tracked not only one school year but over two, this will then build up to allow staff to view attendance across a child’s whole time at primary. It will be easy to identify children/families who are persistent low attenders each year.    It has to be noted that there is one pupil who has lifelong medical issues which does impact his attendance on a regular basis due to becoming unwell, having to attend appoints and also has spells in hospital. This year there has been a further two other pupils who have had ongoing health issues, which have affected their attendance.  The school’s attendance was affected over December and into January with the outbreak of Strep A and with children with tonsillitis, sore throats and scarlet fever. One pupil was particularly unwell and was absent for a number of weeks with reoccurring infections.  The school routinely texts parents of absent children. The Senior Clerical Assistant and SLT will also call parents to ask about absent children or to discuss absences. The school has made use of letters to inform parents of their child’s attendance rate and, as part of reporting to parents, class teachers have shared attendance rate as part of their discussion on progress, highlighting the impact on attainment.  A booklet entitled ‘Promoting Attendance and Puctuality’ was shared with new P1 parents at a transition event and then with all parents in August. Attendance is also highlighted in school newsletters and through AHT report to the Parent Council. As stated earlier, attendance is discussed with new parents, this is done by linking it to the P1 Active Literacy Programme and showing parents exactly what a child would miss in one week of absence and then two weeks of absence.  This year to support attendance, the school made use of the Cluster Integration and Improvement Lead, in supporting our school refuser through reular meetings with parents and in advising the school. The school was not able to make efffective use of the Family Engagement Support Assistant due to her absence. The school aslo made use of a part time timetable to support the pupil. Unfortunately, there has been linited long term success, with attendance increasing over a number of weeks only to fall again.  The school has also used Social Work effectively to support a child and their family to engage with the school and for the child’s attendance to increase.  The school has used the Education Scotland resource, Promoting Attendance: Included, Engaged and Involved Part 1 - Self-reflection questions for educational settings.  Through collaborative working the following key points were noted -  **What do we have in place now?**   * Positive relationships – children welcomed/Nurturing school * Staff know each pupil * Fully engaged and involved – Pupil Leadership/Pupil Voice * Addressing barriers – TAPS Meetings/Tracking/Outside Agencies * Attendance Policy * Attendance is now part of Tracking and Progress meetings   **What do we still need to do?**   * Diversity – resources * Parental involvement & engagement/ Value of education * Review Policy/Link to other policies & UNCRC Rights/Share Policy more widely * Nurture sessions to target pupils * Utilise partner agencies/third sector/GDT   **Attainment in Literacy & Numeracy will show improvement through improving attendance rates by 3 - 5% across the Cluster average through the GIRFEC Pathway**.    The school did not improve its attendance rate this year and actually saw a decrease, which means that there needs to be a new approach to how the school is engaging and involving parents, as it is the parent who is making the decision about their child attending school.  On the question of literacy and numeracy showing improvement through improving attendance, as the school did not improve their attendance rate, then any increase can be put down to work related to priority one. Working on improving staff engagement with writing benchmarks looks to have had a positive impact across all curricular areas. | | |
| **Next Steps:** (What are we going to do now?)  **Specifically for Glenboig Primary**  From using Education Scotland materials –   * The school would benefit from looking at resources which promote inclusion and diversity. * The school should look at the area of parental involvement & engagement, looking to encourage parents to value of education * The school should look to review its Attendance Policy, linking it to other policies & UNCRC Rights. The policy should then be shared more widely. * A targeted approach to low attenders should be taken, with the school considering nurture sessions and using programmes such as, Let's Introduce Anxiety Management (LIAM) and **Emotional Literacy Support Assistant (ELSA). The school has already asked about LIAM training for HWB Champion.** * The school should also utilise partner agencies/third sector/Glenboig Development Trust to support low attenders. | | |
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| **Priority 1 (Long Term Outcome)**: To increase attainment in Writing from 62.3% (Combined Data 2022) to 75%, through improved pedagogy and increase teachers’ confidence in the assessment and moderation process. | | |
| **(Please insert the relevant information below)** | | |
| **NIF Priority: 2/5** | **NIF Driver: 2/4/5/6** | |
| **NLC Priority: 1/2** | **QI: 1:1/2:2/2:3/3:2** | |
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| **If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.**  0.5fte matched funding to release PT - £26,275  CEM P1 (Pips) Assessments - £228  SOFA Assessments P2 - 4 - £720 | | |
| **RATIONALE**: Attainment in writing is showing a decrease from last year (2021 – 76.92%). Data over time shows that for five out of the six years ACEL data has been collected, writing results have been the lowest in comparison to other areas of Literacy. The number of children reaching expected levels does not show any particular pattern of dips at a specific stage but from looking at the data for 2022, it would be beneficial to target Primary 1. In targeting Primary 1, the school would look to ensure they use an effective tracking and monitoring system to highlight children who may not attain their next level at the earliest opportunity. The school has used the Scottish Criterion for writing to measure progress for a number of years and a move to engaging more with the Benchmarks on a regular basis would benefit teachers’ professional judgement. | | |
| **OUTCOMES**: | | |
| **EXPECTED IMPACT:** | | |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)  ACEL Data suggests that the target of 75% has been surpassed, with the expected ACEL combined percentage to be 76.7%. This is down to the commitment of staff who saw value in the activity of changing how the school approached the marking of writing assessments, moving away from the Scottish Criterion towards assessments based on the benchmarks.  **Primary 7 (18 pupils) – breakdown of specific groups achieving 2nd level**  From these results one pupil who sits in both FME and Attendance groups has been diagnosed as having a literacy difficulty (dyslexia), this has impacted her writing attainment.  A second pupil who sits in both care experienced and ASN categories has a syndrome, which impacts working memory.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | FME (2) | SIMD 1/2 (1) | SIMD 3/4 (4) | C.E. (2) | ASN (1) | Attendance less than 90% (4) | | 50% (1) | 100% (1) | 100% (4) | 50% (1) | 0 | 75% (3) |   **Primary 4 (13 pupils) – achieved first level**  One pupil sitting across 4 categories (FSM/SIMD 3-4/ASN/Attendance) has not achieved the expected level in writing due to not having enough evidence to confidently assign a level.  **Primary 1 (25 pupils) – achieved early level**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | FME (3) | SIMD 1/2 (1) | SIMD 3/4 (5) | C.E. (0) | ASN (6) | Attendance less than 90% (4) | | 66.7% (2) | 100% (1) | 40% (2) |  | 50% (3) | 75% (3) |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | FME (2) | SIMD 1/2 (0) | SIMD 3/4 (6) | C.E. (1) | ASN (1) | Attendance less than 90% (1) | | 50% (1) | 0 | 83.3% (5) | 100% (1) | 0 | 0 |   Children in this class can sit in more than one category. From data, it can be stated that writing progress has been impacted by both their SIMD and an additional support need identified by the school. These children have come into school not equipped with the necessary pre writing skills and were not ready to start on the formal curriculum in August. They have found writing a constant challenge throughout the year and even having an additional support needs assistant has not been enough to impact their attainment. Going forward the school must look to support children earlier and look to develop and build on pre writing skills through targeted support.  After working with a number of cluster primaries, all staff took ownership of this priority and worked together to take this initiative forward by working on the narrative writing assessment criteria across early, first and second produced at the cluster event. Kirsty Wright, who led the Writing Working Party, then went on to work on the criteria for recounts and reports across all levels before bringing them back to the working party to be moderated.  Through these planned activities staff confidence around the benchmarks has grown and all staff are engaging with them on a regular basis. This engagement has helped all staff identify when children have achieved the end of a level and has impacted the collection of data this year.  Completing SOFA assessments in January allowed all staff to evaluate teaching and learning in writing, identifying gaps and addressing them by adapting plans. Staff at P1/4/7 have now completed SNA and results will now be looked at closely to identify themes for individuals, groups, classes and the school.  Tasks planned in relation to this priority helped bring about change which was relevant and useful. However, too many surveys were planned to gather information and some of these were replaced with discussions. For future reference, focus groups would be useful and would possibly engage more parents and pupils.  Having an open discussion around ‘what makes a lesson good’, was worthwhile, as staff were able to identify different elements required, e.g. shared learning intention, creating a success criteria and plenary. This meant that all staff were made aware of the expectations and through planned SLT observations, these elements were noted in all taught writing lessons. | | |
| **Next Steps:** (What are we going to do now?)   * Staff have now identified the periods next year where writing assessments will be carried out and will use the writing criteria to assess work. Completing these assessments will allow them to gather data across a whole school year and in turn measure the progress of a child. * It is also planned to continue to use SOFA assessments to identify gaps in learning and teaching. * As stated staff will now take time to analyse SNA data looking for areas of development. * Monitor ACEL data on a regular basis, with a focus on amber children – asking about benchmarks which are leading them to not achieve a level. (Look at a body of evidence.) * Identify necessary support/intervention for amber children (baseline/carry out intervention/monitor/evaluate impact). * Continue to carry out SLT/peer observations, looking for high quality teaching and learning across all classes. | | |
|  | |  |
| **Priority 2 (Long Term Outcome)**: For all staff to be familiar and understand the principles and processes related to the GIRFEC Pathway in order to support children academically, emotionally and socially. | | |
| **(Please insert the relevant information below)** | | |
| **NIF Priority:**  **1/2** | **NIF Driver: 2/3** | |
| **NLC Priority: 3** | **QI: 3:1** | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. | | |
| RATIONALE: This areas was outstanding from last year’s plan and as it is an extremely important element for our children at the additional and intensive level of the GIRFEC Pathway, it has become a priority. This area also brings staff, pupils and parents together along with other agencies and it is important that all plans are reflective of this and that there is an opportunity to review their role in this planning. It would allow the school to review staff’s confidence and understanding of the principles of GIRFEC and the processes involved. The school’s ability to measure any progress linked to GIRFme plans, especially those plans with health and wellbeing targets, needs to be more reliant on collecting robust data rather than from just teacher observations. Outcome Star offers the school a way to collect meaningful data to measure a child’s progress with health and wellbeing targets. The Principal Teacher is undertaking training on how to use Outcome Star effectively and this training could be shared with appropriate staff. An opportunity to look outwards and see GIRFEC in action in other schools would allow the school to develop excellent practice. | | |
| OUTCOMES: | | |
| EXPECTED IMPACT: | | |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)  **Staff will have a better understanding of the GIRFEC principles and processes**.  Pre questionnaire completed - [Click here to read staff responses to GIRFEC survey.](https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=yInJxcRKBYIYHqkc3goRqgqXqFrJnUUl&id=oyzTzM4Wj0KVQTctawUZKczkwfFpGM1FubyaE_mKyYlUQVNWWVBMU05LSUhFQ1ZaMThPWTdRMzA5OC4u)  Initial survey showed that -   * Majority of staff had never had any GIRFEC training (71%) * Majority had never used assessment tools linked to GIRFEC   This meant that staff were creating plans without gathering any information. 43% of staff did not know about the 5 key GIRFEC questions.  Post survey - [Click here to access results of follow up staff survey.](https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=yInJxcRKBYIYHqkc3goRqgqXqFrJnUUl&id=oyzTzM4Wj0KVQTctawUZKczkwfFpGM1FubyaE_mKyYlUNVUzRk9WRkExR0wyRkwzN0xMUUZZV05JSS4u)  100% of staff now aware of GIRFEC questions.  75% of staff found in-service day training to be very informative, with 25% finding it informative. All staff said that the training made them feel more confident about creating a GIRFme Plan.  Confidence around using assessment tools is still showing to be an area requiring additional work and this will be partly addressed before the summer break  Staff also identified Resilience Toolkit training to be a priority and have requested in-service training on it.  **The use of the Wellbeing Application provides a secure recoding system for wellbeing assessments.**  Wellbeing App checked daily for Police Concern Reports and other Wellbeing Reports.  SLT staff need to become more confident and consistent at uploading documents – identify who is responsible and procedure for making sure it is completed.  **Staff will have a better understanding of why a child has a GIRFme Plan.**  Pre Questionnaire completed -  [Click here to read staff responses to GIRFEC survey.](https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=yInJxcRKBYIYHqkc3goRqgqXqFrJnUUl&id=oyzTzM4Wj0KVQTctawUZKczkwfFpGM1FubyaE_mKyYlUQVNWWVBMU05LSUhFQ1ZaMThPWTdRMzA5OC4u)  Although responses were generally positive, with almost all staff understanding the reason why a pupil had a plan, staff indicated that there was a need to revise aspects of the GIRFEC process specifically linked to creating GIRFme plans.  Post questionnaire - [Click here to access results of follow up staff survey.](https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=yInJxcRKBYIYHqkc3goRqgqXqFrJnUUl&id=oyzTzM4Wj0KVQTctawUZKczkwfFpGM1FubyaE_mKyYlUNVUzRk9WRkExR0wyRkwzN0xMUUZZV05JSS4u)  This highlighted the need for better use of GIFREC assessment tools and the need for staff to be trained in using the Resilience Toolkit to support them in creating plans.  **Staff will understand how to use the Outcome Star as an effective way to measure a child’s progress linked to HWB.**  Helen Macindoe, Principal Teacher, now trained in using Outcome Star. However, due to losing February in-service day, Outcome Star awareness raising session with staff has not been completed.  Outcome Star assessments have been completed for a number of children, with a selected group of child also having a follow up assessment.  **GIRFme Plans will be appropriate to each child, and written with SMART targets.**  May In-set day, PT from Kirkshaws visited and completed a session with staff on their GIRFEC pathway. Staff identified gaps in the school’s own process  Following training staff feel more confident and have identified areas for further development.  Using Kirkshaws as an example of good practice – a GIRFEC pathway was created and shared with staff. This will now be followed with SLT overseeing it.  **Staff will understand how to use the Resilience Toolkit as an effective way to measure a child’s progress.**  Following training, staff are keen to learn more about the Resilience toolkit and how it can support them in creating SMART targets for a GIRFme Plan.  AHT contacted Susan Neary, Educational Psychologist to arrange training. Training will not be carried out until after summer holidays due to Susan’s diary commitments. | | |
| **Next Steps:** (What are we going to do now?)   * Staff will now use 5 key GIRFEC questions during tracking and progress meetings when identifying a child in their class who is not meeting their expected level. * Staff will refer to GIRFEC Pathway for guidance. * SLT will monitor GIRFEC Pathway and GIRFme Plans. * Training with Educational Psychologist on using the Resilience Toolkit effectively will be arranged. * Continue to use Outcome Star for specific children. * Awareness raising session with staff on Outcome Star to be arranged. * Continue to use Wellbeing App. | | |

**Section 4: Key strengths/successes linked to Quality Indicators**

(Please note: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered during through ongoing self-evaluation processes, including discussions in attainment trios, please outline briefly key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.) When making specific reference to a NIF driver please highlight this is bold for example:

**Teacher Professionalism**: CLPL has impacted positively on staff confidence levels and understanding of best pedagogical practice, in writing. ACEL data (P4 and P7) has increased by 5% and 10 % respectively. (QI: 1.3, 2.3 and 3.2)

**How good is our leadership and approach to improvement?**

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| --- | --- | --- |
| **QI 1.3 Leadership of change** | | |
| Developing a shared vision, values and aims relevant to the school and its community | Strategic planning for continuous improvement | Implementing improvement and change |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.** | | |
| **NIF Priority: 3/5** | | |
| **NIF Driver: 1/2/3/4/5/6** | | |
| **UNCRC: 12/13/28/29** | | |
| **RECR (if appropriate)** | | |
| **Linked SIP/PEF Priority: Cluster Priority/School Priority 1** | | |
| **How well are you doing? What’s working well for your learners?** | | |
| * The school has a clear vision, which is shared with pupils, staff and parents through newsletters, at assemblies and in the school handbook – Dream Big, Work Hard, Shine Bright. * Pupils, staff and parents were involved in creating vison, aims and values previously with the substantive head teacher, who is currently on secondment. * Staff are aware of the social, economic and cultural context of the school, having information on SIMD, FME, EAL, and Care Experienced shared with them at the beginning of each school year. * All staff have a curricular role of responsibility and attend relevant meetings, e.g. Literacy Coach, Numeracy Coach, and Digital Champion. * Staff are involved in working parties – Digital (Sports)/Health & Wellbeing, which directly benefits learners, as these groups take forward initiatives such as Schools Sports Award/School Digital Awards. * All children are members of a pupil voice committee – Fairtrade & Road Safety/Fundraising/Eco & Community/Health & Wellbeing/Digital/Sports, with a group of children across all stages being in our Pupil Council/Rights Respecting School Committee. These committees see children being given the opportunity to express their views and opinions in line with Articles 12 and 13 of the UNCRC. * Staff collect relevant assessment data, which is then used to impact teaching & learning. Assessment Calendar created to outline assessments across early, first and second level. * Baseline data is collected for children on an intervention, with post assessment data collected to measure impact. * SLT and staff meet on a regular basis to discuss teaching, learning & assessment of pupils. * SLT gather ACEL data on a regular basis, monitoring groups of specific children and those children who are not achieving expected levels. * Staff take part in continuous professional development, with 3 members of staff completing a critical enquiry in the last academic year. * School have made use of Cluster Attainment Teacher for children requiring additional academic support. | | |
| **How do you know? What evidence do you have of positive impact on learners?** | | |
| * Through assembly discussion, children indicated that they felt that they were listened to in class and in school. * Data from SOFA/ACEL, showing year on year progress. * YARC data, pre/post intervention. * School Awards – Gold Sports Awards/Silver Rights Respecting Accreditation/Digital Schools Award. | | |
| **What are you going to do now? What are your improvement priorities in this area?** | | |
| * School will look to make the school’s aims and values more visible with staff, pupils and parents, to ensure that the whole school community is aware of them. * School will look specifically at the assessment of writing to ensure staff are fully familiar with and using the CfE Benchmarks to measure the progress of pupils especially those in P1, 4 and 7. * Renew Gold Sports Award. * Work towards Gold Rights Respecting Accreditation. * Finalise application for Digital Wellbeing Award. * Continue to consult staff, pupils and parents. | | |

**How good is the quality of care and education we offer?**

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| **QI 2.3 Learning, teaching and assessment** | | | |
| Learning and engagement | Quality of teaching | Effective use of assessment | Planning, tracking and monitoring |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.** | | | |
| **NIF Priority:** 1/2/3/4/5 | | | |
| **NIF Driver:** 2/3/4/5/6 | | | |
| **UNCRC:** Articles 28/29/31 | | | |
| **RECR (if appropriate)** | | | |
| **Linked SIP/PEF Priority:** Priority 1 PEF1/4/5/6/7/10 | | | |
| **How well are you doing? What’s working well for your learners?** | | | |
| * Staff develop positive relationships with pupils, which in turns means that learning environments are positive and nurturing. * All pupils in all classes have access to digital technologies on a daily basis, using technology to enhance learning for most areas of the curriculum. * The school has access to a forest, which is located within a safe walking distance from the school. * Most pupils are motivated to learn and engage in learning. * The school has a timetable of interventions for specific pupils – e.g. Rainbow Reading, RTIC. This has been disrupted recently due to staff absences. * School has recently started recoding and recognising pupils’ outside achievements. * In school achievements are celebrated at a class level and then through awarding WOW pupil at weekly whole school assembly. Once per month a digital award is presented to one pupil in each class. * Recently the school has started to award Secret Student, which links directly to the School Charter/Playground Charter, looking to recognise those small positive behaviours, which children display around the school. This award can be awarded by all members of staff. * Primary 7 pupils have leadership roles and also lead after school clubs for pupils. * Each class is formed into a class committee and has an allocated area of responsibility, e.g. P1 – Fairtrade/Road Safety. * Yearly overview and Medium term planning is online, which allows plans to be archived and accessed by all staff, meaning important information on teaching and pupils’ learning is not lost. * Through recent work on writing, a structure for a ‘good’ lesson has been discussed, created and shared. Highlighted through this work was the need for an appropriate learning intention to be shared at the start of a lesson, a linked success criteria and a plenary at the end of a lesson. * The school has worked with fellow cluster primaries - Carnbroe, Sikeside & Shawhead, on creating assessment slips linked to CfE Benchmarks for different writing genres. Following this, Glenboig staff looked closely at assessment slips for narrative, looking at progression across all levels. * Staff provide positive feedback for pupils and identify next steps through written comments * Most staff encourage children to self-assess their own work. * The minority of staff provide opportunities for pupils to peer assess. * Snapshot jotters are sent out 3 times per year for parents to discuss with their child and for comments to be made. * Twice a year parents are able to view all class jotters/written work and work on walls during parents’ evenings. * The school uses a mixture of formative and summative assessments. * The school also measure progress in writing on a termly basis – recently the marking of these has been changed from using the Scottish Criterion for Writing to assessment based around the CfE Benchmarks. * The school re-introduced a Baseline Assessment in Primary 1 completed within the first 4 weeks of school and plans to complete a follow-up assessment in May. * Pupils from P2 upwards all complete a MALT assessment at the beginning of the school year. This will be repeated in May to allow a comparison. Going forward it is anticipated to use the MALT in May every year. This will provide the school with data over time. * For children identified for literacy interventions, a baseline YARC assessment is carried out and then after a suitable length of time, a follow up YARC is administered to determine the effectiveness of the intervention and the pupils’ progress. | | | |
| **How do you know? What evidence do you have of positive impact on learners?** | | | |
| * Glenboig has a warm, friendly and supportive ethos, with most pupils displaying a polite and respectful attitude. * Initial analysis of SOFA data, shows that most children have made progress when compared to last year’s assessment data. * Pre/Post YARC assessments show that targeted interventions are having a positive impact on learners. * The school is now collecting data over time through SOFA and SNSA assessments and using information from these to target gaps in learning and teaching. * The school gathers feedback about pupils’ progress from parents through comments in Snapshot jotters and from returns following school reports. * The school looks to gather views of parents and pupils and recently a survey linked to writing showed that 75% of parents (60 returns) felt that their child was making progress in writing. However, only 51% of pupils felt that they were good at writing.   Pupil Survey Results - [click here](https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=26QXDMrWbmYzRfhUclXjDsvNHsZ3oEAy&id=oyzTzM4Wj0KVQTctawUZKczkwfFpGM1FubyaE_mKyYlUNEwyUFpVT1hWQzBXNjE5TjU4OEtNSzEyMS4u)  Parental Survey Results - [click here](https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=DzIl7QAr7UXUTu6g1D6yax4uQXY3UlWE&id=oyzTzM4Wj0KVQTctawUZKczkwfFpGM1FubyaE_mKyYlURENDTVk2M1JMUFVGUjMwRDFFMVJGOUtQRC4u) | | | |
| **What are you going to do now? What are your improvement priorities in this area?** | | | |
| * School could make better use of our community to deliver a more regular focus on outdoor learning throughout the year. * Staff should work on providing children with an opportunity to peer and self-assess. This would lead to a more consistent approach across the school. * Staff should continue to analyse information from both formative and summative assessments to make an informed judgement on pupil progress and to evaluate teaching and learning. * Through planned observations of teaching and learning, the school’s management team should look to see how well staff are using ‘good lesson’ structure for taught writing. * The school should look to gather the views of pupils and parents on how good they feel the care and education is at Glenboig Primary. | | | |

How good are we at improving outcomes for all our learners?

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| **QI 3.1 Ensuring wellbeing, equality and inclusion** | | |
| Wellbeing | Fulfilment of statutory duties | Inclusion and equality |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.** | | |
| **NIF Priority:** 1/2 | | |
| **NIF Driver:** 1/2/3 | | |
| **UNCRC:** Articles 3/5/12/19/23/30/31 | | |
| **RECR (if appropriate)** | | |
| **Linked SIP/PEF Priority:** Priority 2 PEF 1/2/3 | | |
| **How well are you doing? What’s working well for your learners?** | | |
| * Following two surveys- [initial survey results](https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=yInJxcRKBYIYHqkc3goRqgqXqFrJnUUl&id=oyzTzM4Wj0KVQTctawUZKczkwfFpGM1FubyaE_mKyYlUQVNWWVBMU05LSUhFQ1ZaMThPWTdRMzA5OC4u) and [follow-up survey](https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=yInJxcRKBYIYHqkc3goRqgqXqFrJnUUl&id=oyzTzM4Wj0KVQTctawUZKczkwfFpGM1FubyaE_mKyYlUNVUzRk9WRkExR0wyRkwzN0xMUUZZV05JSS4u), all staff have stated that they know and have an understanding of GIRFEC. * Staff follow the HEALTHY programme, linked to SHANARRI indicators and now updated to include the Rights of the Child. * UNCRC is well established in the school, with the school being reaccredited at Silver and now working towards Gold. * Weekly assemblies are based around UNCRC articles and have more recently started to refer to SHANARRI wellbeing indicators. * Staff provide a nurturing and inclusive environment where children feel valued. * All class teachers are provided with relevant information on their class at the start of each school year. This information highlights specific groups the children fall into, e.g. FME, SIMD, Young Carer, ASN, Care Experienced and Poor Attenders. * All staff attend 3 Level meetings per year. These meetings look at aspects of Literacy, Numeracy and Health and Wellbeing and are split into early, first and second. At recent meetings, staff have discussed assessment of writing across stages, looking for progression linked to the CfE Benchmarks. * Through Tracking and Progress meetings specific groups of children are highlighted by class teacher and SLT – e.g. SIMD, FME, Care Experienced. * The school has a Health & Wellbeing Champion who has been trained in a number of interventions. Her timetable has been arranged, so that every Wednesday (part of the day), she is able to work with individual children and small groups who require social & emotional support. * The school has a hardworking and enthusiastic Health and Wellbeing Working Party lead by the Health & Wellbeing Champion. This groups organises whole school events and recently organised a very successful Children’s Mental Health Week. * The school works with partner agencies to benefit children at an additional level – educational psychologist, Cluster Attainment Teacher, Cluster Support Teacher, Woman’s Aid Support Worker, CAHMS Outreach, Big Chef, Little Chef and more recently The Spark. On a universal level, we have had Marnoch F.C. and Owen Coyle from Queen’s Park. We have long established links with Glenboig Development Trust and Our Lady & St. Joseph’s Nursery. Recently we established a link with Taylor Wimpey, due to ongoing housebuilding in the area. * Most children show consideration for others and demonstrate positive behaviours and relationships. However, it is clear that children at our younger stages need work to help them co-regulate and also to self-regulate. There are a few children at the upper stages, who would benefit from working on this also. * A member of staff has been trained in using Outcome Star. This has been used to gather the views of children and these views have been shared at meetings with other agencies. It will also be used as a measureable tool for health and wellbeing. * One class worked with the Cluster Support Teacher, using the CIRCLE resource to make the class environment more inclusive for children with additional support needs. Another staff member attended West Partnership training on this resource, initially to help with their class and classroom environment but also to cascade learning with colleagues. * Communication with parents is very good with monthly newsletters and an extremely active Twitter account. The school also uses text and email to share additional information or information relevant to specific stages. The school uses the newsletters as an opportunity to share work on the UNCRC Rights of the Child. | | |
| **How do you know? What evidence do you have of positive impact on learners?** | | |
| * Primary 1 and 2 are the stages that have had the most interruptions to learning due to individuals difficulties with self-regulation. There have been a few incidents in one the upper classes where self-regulation has impacted the learning of others. * Most children were able to name SHANARRI Wellbeing Indicators, when asked. * Class Teachers and SLT are responsible for tracking the attainment of children within specific groups. * Through discussion with class teacher and SLT and by analysing data, children are identified for interventions. Staff use Tracking and Progress paperwork to record their views/data. | | |
| **What are you going to do now? What are your improvement priorities in this area?** | | |
| * Staff have identified the need to review GIRFme Plans to ensure that the plans are targeted to the right pupils and that the plan is relevant, containing SMART targets. * After work within the school’s Health and Wellbeing Working Party, the school will look to implement Emotion Works throughout the school. * Continue to use Outcome Star with identified groups to gather views and as a measureable tool for health and wellbeing. * Look to cascade CIRCLE training with staff to ensure that classes are inclusive environments. * Communication with parents, especially related to supporting behaviour, GIRFEC and bullying could be directly addressed with parents through workshops. * There is a need to gather information on whether children do feel safe, healthy, active, nurtured, achieving, responsible, respected and included. This information would also be gathered from parents. * Evaluate – diversity and inclusion within the school. | | |

How good are we at improving outcomes for all our learners?

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| **QI 3.2 Raising attainment and achievement** | | | |
| Attainment in literacy and numeracy | Attainment over time | Overall quality of learners’ achievement | Equity for all learners |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.** | | | |
| **NIF Priority: 3/4/5** | | | |
| **NIF Driver: 2/4/5/6** | | | |
| **UNCRC: Articles 28/29** | | | |
| **RECR (if appropriate)** | | | |
| **Linked SIP/PEF Priority:** Priority 1 PEF 1/4/5/6/7/9/10 | | | |
| **How well are you doing? What’s working well for your learners?** | | | |
| * Across P1/4/7, overall levels of attainment are good, with most children achieving appropriate CfE levels for listening & talking and reading. The majority of children are also reaching appropriate levels in numeracy and writing. * Focus on writing through the school improvement plan, has allowed discussions around benchmarks and the achievement of a level. * Robust tracking systems are in place for monitoring literacy, numeracy, mathematics and attendance over the school year and over time. * Improvement in attainment is being made by improved confidence in teacher judgement together with engaging with the benchmarks on a more regular basis and by using an appropriate range of assessments * Staff use a range of assessments - SOFA/Active Literacy/PM Benchmarks/End of Unit Assessments/SNA – to identify gaps in teaching and learning. * MaLTS have been introduced this year to provide a baseline for maths progress. It is planned that these will be repeated annually * The school has had no exclusions * The school is working with Educational Psychologist, Cluster Support Teacher and other agencies to ensure children with additional needs are successfully included in learning * Children enjoy a range of afterschool clubs delivered by staff, pupils and partner agencies * Participation in clubs has been tracked by Sports Co-ordinator to ensure all stages are being offered an opportunity to attend clubs * The school has introduced a ‘Have you heard’ board to allow children to share out of school successes with the whole school. These successes are also shared on Twitter for the whole school community * Staff know children and their families very well. * The school considers the cost of trips/activities and will meet the cost through the school budget, and, where appropriate , from PEF * Contributions to fundraising activities is optional and managed sensitively * Acting head teacher tracks the attendance of all children carefully. Action is taken when required, meeting with parents and partner agencies * PEF was used this year to provide additional staffing, allowing for PT to be released from class, allowing interventions to be delivered across the school * Children are identified for literacy interventions through discussion between SLT and class teachers and from evidence gathered from assessments * The impact of literacy interventions is measured | | | |
| **How do you know? What evidence do you have of positive impact on learners?** | | | |
| * Comparing last year’s ACEL data to this year’s projected results for P1/4/7 combined shows that in listening & talking, reading and writing that there is a small increase. * Staff have an increased confidence around their own professional judgement. * Tracking system is used to identify pupils who require an intervention to support progress. These interventions are leading to children’s attainment improving. * Data is used as a focus in all tracking and progress meetings with staff. * MaLTS have been carried out in August and May, initial results show that the majority of pupils have moved up one band | | | |
| **What are you going to do now? What are your improvement priorities in this area?** | | | |
| * At all stages children would benefit from further challenge in their learning * Extend tracking system to cover all areas of the curriculum * Continue to use a wide variety of assessments to gather information about learning and teaching and to inform teacher judgement * Continue to promote engagement with the benchmarks to inform teacher judgement * Continue to gather data over time * Continue to share successes of children through ‘Have you heard’ board * Continue to identify children who require interventions through discussion and from evidence * Track impact of interventions, especially in terms of helping children achieve a CfE level | | | |

**Section 5: NIF Quality Indicators: Summary**

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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.* | | | |
| 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 | | Self-evaluation | |
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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 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).* |
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