

Guidance on completing the School/Centre Improvement Report

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

It should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and North Lanarkshire Council's 'Aspire' priorities.

The report should be written using evaluative language.

A copy of the completed SIR must be submitted to the authority by no later than Monday 27 August 2018. The report should also be shared in an accessible way with all relevant stakeholders - pupils, parents, staff, etc.

The National Improvement Framework's 4 key priorities are:

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

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

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

North Lanarkshire's Aspire priorities are:

- *Improved economic opportunities and outcomes*
- *Supporting all children to reach their full potential*
- *Improving the health, wellbeing and care of the communities*
- *Improving relationships with the communities and the third sector*
- *Improving the council's resource base*

School/Centre 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.

Holy Family primary is a denominational school serving the community of Mossend.

The roll for session 2018-2019 was 176 children divided into 8 classes.

Our FME is 9%, A decrease of 0.8% in the past year. Within this roll 43 of our pupils are within SIMD 1-2 and as a result Holy Family is not included within the keys to success school category. This has still enabled us to access all universal offers from the authority regarding staff training and resources in keeping with national priorities.

This session we received a pupil equity fund allocation of £40,600 which will drop to £31,000 in the session 2019/20

We had 8 children from local schools join us in the course of the session necessitating the creation of an additional P1/2 class. 2 of these children were travellers for whom poor attendance was an ongoing issue. Two other former pupils rejoined us in October. Both of these learners have a history of chronic attendance due to health issues but also school refusal. As a result this has affected our attendance percentages significantly.

Our projected roll is due to change to 184 and we will move to 7 classes in the session 2019/20 as the demographics of our learners this.

One of our principal teachers Johanne Gardner gained a head teacher post in West Lothian authority in February 2019 which allowed us to appoint a new principal teacher. As this vacancy was filled internally we have been given a new permanent class teacher Mrs Simpson who will join us in P2 in August 2019.

The management structure for most of this year consisted of a Head Teacher and two principal teachers. Our principal teacher Johanne Gardner was seconded to an acting HT post during 2018 until December 2018 prior to her moving permanently in February 2019 leaving us with an HT and 2 PT management structure.

Our P1 probationer teacher Miss McNally completed her 2 year post in June 2019 and will return to Ireland to continue her career there in August.

Holy Family has a very hard working, professional staff committed to the care and welfare of pupils which fosters an inclusive nurturing ethos and a very strong relationship with parents and parish. Holy Family places great importance on developing home, school and parish partnership through the gospel values of mutual respect, fairness and equality. We recognise and reward success and set high standards and expectations for all.

Our Vision and Values statement reflects this.

“A place of happiness, faith, mutual respect and kindness
where we can grow and learn together.”

Review of progress for previous session

This section should evaluate the impact of the current School Improvement Plan (SIP) priorities. The links to the NIF priorities and drivers and the authority’s priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. Additionally, there should be clearly defined next steps which may inform future priorities.

School priority 1:

Improvement in attainment and closing the attainment gap between the most and least disadvantaged children in literacy with a focus on reading at P1-3 and spelling at P4-7

NIF Priority

- 1.Improvement in attainment, particularly literacy and numeracy
- 2.Closing the attainment gap between the most and least disadvantaged children
- 4. Improvement in employability skills and sustained, positive school leaver destinations.

NIF Driver

3.Parental Engagement

- 4 Assessment of Children’s Progress
- 6 School Improvement Performance Information

HGIOS?4 QIs

- QI 1.2, Leadership of learning
- QI 3.2 Raising attainment and achievement
- QI 2.4 Personalised support

NLC Aspire Priority

Supporting all children to reach their full potential

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

We have continued to make progress and build on last year’s success in this area.

We have continued to involve the whole school in Book Week Scotland and World Book Day activities where we work in partnership with Mossend Primary by shared reading activities.

Our P1-3 children have benefitted from our focus on developing reading and have grown in confidence and enthusiasm through their regular library visits. In learning conversations and in pupil SIP questionnaires they have identified this as a source of calm and happiness which they wish to continue with their families outwith school time. A devolved budget allowed each class to choose additional classroom texts and respond flexibly to pupil voice. Using PEF funding we purchased a number of dyslexia friendly texts to ensure inclusion and equality of opportunity for all, Thinking Circles feedback demonstrated the positive approach to reading this encouraged.

We received valuable support from the Literacy Base at our development times in terms of our assessment of reading and identification of appropriate interventions through analysis of the data gathered. Pre and post staff questionnaires showed the value of this input to their professional development and confidence.

We also received support from the literacy team in the successful delivery of wave 3 to identified pupils and used this to train our ASN assistant in this intervention using a shadowing technique that proved highly effective.

At our P3-P6 level our classroom assistant continued to deliver Rainbow Reading to those children identified as having difficulty with fluency and the results of this have shown marked improvement.

At P4-7 the use of the paired spelling approach has been very successful with most learners experiencing increased levels of confidence from this partnership working. Spelling results at these stages have maintained or improved for most learners and they appear to be transferring these skills into their independent writing.

The training received by our literacy champion Gillian Gallagher has also been invaluable in providing an up to date level of knowledge and expertise which can be accessed by all staff.

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

We will embed the developments we have made this year to ensure stability and continued improvement in attainment for our learners.

We will continue to focus on developing a love of reading at the P1-4 level through embedded community library visits to ensure we create lifelong learners who can access text independently to facilitate this.

We will continue to offer Story Sacks as an after school family club to encourage shared reading.

We will continue to use the paired spelling approach at our P4-7 stage.

We will develop our staff skill base by using our classroom assistant to shadow the wave 3 intervention and rotate our ASN assistant to deliver our Rainbow Reading intervention thereby developing the skill set of both ladies.

We will continue to use PEF funding to provide effective learning experiences such as author visits and writing workshops for all learners to ensure our more vulnerable pupils experience equality of opportunity.

We will remove our literacy coach from McCrone Assembly duties to create a weekly drop in opportunity for all staff to seek support and guidance within the working day.

School priority 2:

Improvement in attainment and closing the attainment gap between the most and least disadvantaged children in numeracy with a focus on mental agility at all stages.

NIF Priority

1.Improvement in attainment, particularly literacy and numeracy

NIF Driver

2. Teacher professionalism

3. Parental Engagement

4 Assessment of Children's Progress

6 School Improvement

Performance Information

HGIOS?4 QIs

QI 1.2,

Leadership of learning

QI 3.2

Raising attainment and achievement

QI 2.4

Personalised support

NLC Aspire Priority

Supporting all children to reach their full potential

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

Within numeracy we have continued to prioritise mental agility as a means of raising attainment and our data continues to reflect the impact this is having at some stages

Data shows that our older pupils who have only had input at the upper end of their school life are continuing to struggle to talk through their strategies and tending to revert to limited approaches with which they are familiar. A significant number of these pupils received targeted learning support in numeracy in the session 2017-18 and this was reflected in improved data for that session. In session 2018-19 however, despite being placed in significantly smaller classes, but without the same level of support these learners have failed to sustain the progress they made the previous year. This was recognized in the March of 2019 during summative assessments and immediately addressed through targeted number box interventions on a one to one basis.

Through embedded class use of number talks throughout the school we have continued to build on the existing levels of understanding and confidence within the area of mental agility.

While this makes a positive impact for most learners some pupils remain reluctant to voice their strategies and indeed lack confidence to move away from the most simple ones. Where this was observed it was highlighted during pupil progress meetings and staff TLC sessions where we came together to support one another in a professional capacity and share expertise as to how to overcome challenges when they arose. Teaching staff also visited St Bernard's Primary in Coatbridge to observe teachers working with number talks within their own class environment and were also able to engage in professional dialogue with them regarding their own experiences of this.

This year we had bid for 2 x 12.5 hour classroom assistants under PEF to support our delivery of number box but were unable to access this level of staffing. In an effort to address this we ensured that all our current single status staff and 2 parents attended the training sessions available in the numeracy hub.

The effective use of the numberbox resource has been identified as a powerful tool in addressing these issues as has high levels of parental engagement in its delivery on a thrice weekly basis.

Having completed our refreshed maths planners we used these at all stages of the school and edited them heavily to reflect teachers hands on experience and the validity of the highlighted suggested resources. As part of our family group our P1/2 teachers explored the area of SEAL maths under the guidance of Tracey McCulloch ,HT of Dykehead Primary.

They found this to be an effective way of teaching maths and welcomed the opportunities it allowed for very focused group teaching and also for the children to use their own creativity to develop depth of understanding. At this time they tried to work between the 2 planners for comparison purposes but subsequently felt this was ineffective and that the SEAL planners were more appropriate to their needs. While the initial programme stressed the need to avoid written recording of work as the year progressed this viewpoint adapted towards a more balanced mixture of practical and written work. Both teachers feel more confident about embedding this approach in the year ahead when they will be at the P1 stage.

We have continued to work with sumdog within the class and at home.

In order to remove barriers to learning we continued to offer this at a reduced level of a two times per week after school club where our learners could use our computer facilities to access this resource. This has again been very enthusiastically received by our learners and we plan to increase this to a three times per week basis again in the forthcoming session.

We have added a Maths Star award for each class to our monthly merit assemblies and created a display board to showcase the names of the highlighted learners.

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

As part of our family group's ongoing target our P2 teacher will explore the area of SEAL maths under the guidance of Tracey McCulloch ,HT of Dykehead Primary. This aims to ensure

continuity of approach for our learners as we gradually develop this through a year on year model and also supported staff development for a teacher who is new to our staff and has no experience of SEAL maths.

We will remove our numeracy coach from McCrone Assembly duties to create a weekly drop in opportunity for all staff to seek support and guidance within the working day.

We will continue to develop our use of number talks throughout the school to promote mental agility at all stages.

We will continue to develop our use of number box throughout the school in partnership with our parents as a means of developing learner confidence and a more solid bedrock for future learning.

School priority 3:

NIF Priority

- 1.Improvement in attainment, particularly literacy and numeracy
- 2.Closing the attainment gap between the most and least disadvantaged children
4. Improvement in employability skills and sustained, positive school leaver destinations.

NIF Driver

- 1.School Leadership
- 2 Teacher professionalism
- 3Parental engagement
- 4Assessment of children's progress

HGIOS?4 QIs

3.2 RAISING ATTAINMENT AND ACHIEVEMENT

3.3 INCREASED CREATIVITY AND EMPLOYABILITY

NLC Aspire Priority

Supporting all children to reach their full potential

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

Children benefited from a weekly ICT McCrone focused on Computing Science and a weekly class teacher ICT session focused on Digital Literacy. Staff were invited to observe Miss Gallagher teaching ICT and fed back that they found this helpful for developing their own ICT skills. The TLC was also used for staff to share ideas and to feedback on their own ICT lessons and to help each other with next steps. Learner Feedback questionnaire results were positive. The results demonstrated that the majority of children at all stages said the focus on Digital Literacy and Computing Science had helped them become more confident in ICT. Some children also identified the ICT after school club as another reason they had become more confident. A number of children also said that they had been practising the ICT skills learned in school whilst they were at home.

In her role as ICT coordinator Miss Gallagher attended one of the 'Dip Into Digital NL' sessions in June 2019 along with 3 pupils. This workshop was focused on using Spheros and the children were given lots of hands on experience. They were then able to feed back to the rest of the school during an assembly and will be supporting classes in using Spheros for coding next session.

A number of upper school children shared their learning with parents during our Curriculum Night. They were able to show parents how to access and use the school website and Twitter account. They also demonstrated their knowledge of using Glow to send/receive e-mail and how

to complete some of the coding activities they had been working on that term. There was a high uptake of children attending weekly ICT after school sessions where they were able to access Sum Dog, their Glow account etc. Some children without ICT access at home used this opportunity to complete homework projects on PowerPoint, Sway, Word. There was also an increase in parental engagement with a higher number of parents attending these weekly ICT sessions.

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

All teachers will continue to commit to teaching identified experiences and outcomes as part of the TLC strategy to enhance Digital Literacy.

We will continue to provide ongoing professional learning opportunities to develop learning and teaching within the area of Digital Literacy through our TLC.

We will provide ongoing professional learning opportunities for Gillian Gallagher at authority level to update her skill base, in keeping with her PT remit as leader of Technologies.

We will continue to provide pupil led parent/carer information sessions to share current learning.

We will continue to provide parent/carer/pupil weekly after school club to access ICT resources without cost.

Pupil Equity Fund

There should be a brief statement on how the Pupil Equity Fund (PEF), if appropriate, has been used and its impact on closing the attainment gap.

Allocation and impact

We have sent teaching staff to additional cpd courses to support pupil health and wellbeing such as drawing therapy .

We have continued prioritise developing the whole learner and have worked closely with Active Schools to provide each class with one expert led pe session each week, thereby also upskilling our teaching staff in keeping with a sustainability model.

We have paid for trainers to teach non riders to ride a bike independently and ensure equity of access to bikeability training for all learners.

We have also linked this to our after school provision where all pupils can further develop their skill set in a group setting throughout the year.

Single status staff have continued to be paid to provide afterschool cooking opportunities, and clubs in art,board games and ICT for all stages within the school.

We have have continued to purchase additional ICT equipment to ensure we maintain a whole class set of laptops and that ipads are embedded at every stage to allow interventions such as IDL to run seamlessly within the class setting.

We have also continued to subsidise school trips and holiday clubs for all our FSM children and purchased additional uniform to ensure equity of appearance and opportunity.

We purchased P Buzz musical instruments for all pupils at the P5-P7 stage and arranged for an NLC music instructor to deliver instruction on a Monday morning. Class teachers attended these lessons to improve their skill base and ensure sustainability. This has proved successful as the instructor did not have the impact we had hoped for but teachers now have the skillset to take forward this learning independently in the session 2019/20 using pupil and teacher text resources purchased through PEF. Pupil voice has shown that our learners are keen to engage in this revised approach and they plan to showcase this at our September open evening.

At this stage we appear to be addressing the attainment gap successfully.

Learner feedback continues to show that most pupils feel secure, valued and listened to within our school. They are able to confidently discuss their learning with their class teachers and SMT and identify personal targets based on this.

All learners continue to help shape our school improvement plan through our Thinking Circles model and their identified target of ICT with a focus on digital literacy and computing science is showing a rise in attainment that is reinforced in our learner SIP questionnaires.

As a result of our PEF spending we are now well placed to continue our structured approach towards closing the poverty related attainment gap.

Next Steps:

We will continue to embed the after school community learning opportunities we have offered in session 2018-19 in keeping with our HWB priority.

We will continue to embed enhanced supported learning through funding additional staffing.

We will continue to support inclusion and remove financial barriers through the subsidy of school trips and holiday clubs for those entitled to free school meals.

We will provide enhanced musical tuition in P Buzz to all P5-7 learners through the purchase of learner text materials.

We will provide enhanced access to learning experiences within and outwith the school community

We will fund swimming and Clyde In The Classroom for our P5 classes.

We will purchase outdoor play and learning resources to improve our provision of outdoor learning opportunities to our P1-3 children.

Key priorities for improvement planning next session

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Improvement in attainment, particularly in literacy within the area of writing

Planned moderation activities at school, cluster and beyond level.

Development of a more robust shared understanding of the standards and in clusters plan regular opportunities to have professional dialogue about children's achievement of a level.

Improvement in the role of pupil voice through exploration and embedding of How Good Is OUR School within Holy Family Primary

Improvement in understanding of mental health triggers and the corresponding use of strategies for emotional self regulation through exploration and embedding of Emotionworks resource.

Improvement in attainment and progression of skills in ICT leading to improvement in employability skills.

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*

Every year we revisit our analysis of the 4 key QIs which we undertook in depth at the start of our 4 year cycle. We did this by answering every challenge question in detail and we review this on an annual basis to ensure the ongoing validity and relevance of our responses, amending them to add the detail of new developments. In addition to this we examine an additional 3 Qis on a rolling basis. This ensures all QIs are explored in depth on a four year cycle with the 4 key QIs being targeted annually.

We consult with our Parent Council, pupils and all families on school improvement planning, planned PEF spending and evaluation of our existing spend. We have created increased opportunities for parental voice e.g. questionnaires, paper and online, parent council and have increased parental engagement in learning support, Thinking Circles involvement and partnership learning.

All our learners are involved in learning conversations with smt members and all form our focus groups which are rotated on a 3 year cycle. In Our School Improvement Plan for this year we are developing our use of HGIOS 4 for learners and will share this information with parents at information evenings throughout the year.

All teaching staff have access to the Holy Family Database where all summative assessment information is stored as well as teacher professional judgement. All teaching staff are involved in an annual cycle of 3 pupil progress meetings where learner progress is discussed and evidenced against barriers for learning / ACES with the smt and appropriate next steps are identified.

All teaching staff are involved in the analysis of the previous year's summative assessment data and edit the HT analysis of this in the form of data stories.

Through learner questionnaires we have the opportunity to gather pupil voice as to the impact of our improvement planning on their learner experience, attainment and level of confidence. We also use Thinking Circles to collate this information effectively as well the CEM attitudes section. When analysing data such as teacher professional judgement , SNSA or CEM we can see evidence of sustained improvement in most pupils and where we do not see this we have evidence within our data stories to explain why.

Assigning levels using quality indicators

School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

NIF quality indicators

Quality indicator	School self-evaluation	HMIE Inspection evaluation (<i>if appropriate</i>)
1.3 Leadership of change	5	
2.3 Learning, teaching and assessment	4	

3.1 Ensuring wellbeing, equity and inclusion	4	
3.2 Raising attainment and achievement	4	

Additional Quality Indicator

It is anticipated that schools will follow the advice of How good is our school? 4th edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.

Quality indicator	School self-evaluation
QI 2.6	5
QI 1.5	4
QI 2.5	4