



Parent Guide *School Improvement*

2018/2019

In Kildrum Primary we are committed to self-evaluation and continuous improvement. Each year we listen to feedback from pupils, parents and staff in order to review our developments.

We then plan improvements for the next session.

In 2018/2019 our areas of focus were:

- To increase overall attainment in Numeracy and Mathematics and to decrease the attainment gap between children living in SIMD 1/2 and SIMD 3+ by June 2019.
- To improve the emotional wellbeing of target pupils by May 2019.
- To improve assessment and moderation processes, within Literacy, throughout the school by December 2018.

This booklet reviews the progress we made. A full version of the 2018/2019 School Improvement Report and 2019/2020 School Improvement Plan can be found on the school website.



School Improvement Update

Numeracy and Maths

The *Big Maths* resource is now used across all classes. This ensures progression and consistency. Staff are continuing to analyse this resource to ensure appropriate pace and challenge for all pupils.

All teaching staff have taken part in *Number Talks* training. This is a programme which helps children build mental agility strategies. SEAL (Stages of Early Arithmetical Learning) was also introduced to staff. This is a model which ensure children have a solid foundation and sense of number from the early stages. Problem solving has been identified as an area which needs improvement and this will be developed next session. The *Number Box* intervention has been used to support some infant children and has been adapted and developed by school staff to suit the needs of older children too.

This year's Scottish National Standardised Assessments (SNSA) results show no attainment gap (comparing children living in SIMD 1 and 2 with those living in SIMD 3+) at Primary 1, last year there was an 8% gap for children achieving the highest scores. At Primary 4 this year the gap at the lowest two bands reduced significantly but there remains a gap at the highest two bands. At Primary 7 the gap reduced at both the highest and lowest bandings. ACEL professional judgement also showed a reduction in the attainment gap at Primary 1, Primary 4 and Primary 7.

Next Steps:

- *Number Talks* strategies to be used in all classes.
- Review *Big Maths* "I can" statements to ensure pathway is in line with Curriculum for Excellence.
- Improvements to be made in the teaching of problem solving.
- SEAL strategies to be introduced.
- Growth Mindset strategies to be introduced to a pilot group of children.

Emotional Wellbeing

A "Check In" system was established for targeted pupils in Term 2. This was to improve attendance and encourage positive feelings about school through establishing a connection and routine with an appropriate adult. A general improvement has been recognised in pupil attitude, as reported by class teachers, e.g. increased positivity and self-image.

Parents were contacted via letters and phone calls to highlight attendance concerns. This communication is intended to establish reasons for poor attendance and discuss what further support the school can offer. Overall attendance remains in-line with that of North Lanarkshire. The attendance of 17 out of the 20 children whose attendance was specifically targeted improved. 70% of the children improved their attendance by at least 5%.

Staff received in-service training on Adverse Childhood Experiences (ACEs) and an introduction to the *Resilience Toolkit* resource. Teachers implemented whole-class *Circle Time*. Some teachers have found this useful to help resolve some issues regarding friendships and help improve the confidence of some children. All teaching staff have read *When the Adult Changes Everything Changes* by Paul Dix. A number of strategies from the book have been piloted throughout the school and have been discussed collegiately. All staff received training in the *Emotion Works* resource.

An increased selection of activities were offered to pupils via the *Masterclass* programme earlier this year. Due to lack of staffing this programme could not continue as planned. A wide range of After School Clubs have been offered to all pupils. No specific children have been targeted in this area. PEF was used to pay for some pupils to attend North Lanarkshire Summer Camps in July/August 2018. Owing to poor uptake of targeted pupils in lower SIMDs, the school did not use PEF to pay for Easter School.

New playground equipment was bought for the children to play with at breaks. Support staff took the lead in purchasing and organising resources. Most children now play well and are more active.

Next Steps:

- Analyse participation in clubs and achievements and compare to attainment.
- Implement *Emotion Works* in all classes in Term 1.
- Educational Psychologist to train staff in *Nurture* and use of the *Resilience Toolkit*.
- Whole staff training in the strategies recommended by Paul Dix and review of behavior/relationships policy.
- School to achieve bronze *Rights Respecting School Award*.
- Pupil Voice to be reviewed and increased.



Assessment and Moderation

One member of staff has been trained as a *Pedagogy Practitioner*. Continuous Improvement Officer, Margaret Hunter, has led cluster moderation sessions where staff from local primary schools planned an assessment and then, at a later date, reviewed the evidence they had gathered in relation to this assessment. This work has been collated and Margaret Hunter will arrange for it to be reviewed so that feedback can be given to the staff involved.

Primary 7 teachers met staff from similar schools and discussed Numeracy in each establishment. The staff found this very beneficial and asked that the format be repeated for different curricular areas.

Comparisons of staff audits completed before and after this work show that overall confidence in moderation has increased. As staff become more confident and knowledgeable they will be more able to provide effective and accurate feedback to pupils which, in turn, should improve attainment.

Next Steps:

- Create a bank of examples of periodic assessments including evidence showing achievement of a level.
- Continue to work with school and cluster staff on moderation.
- Include staff from Kildrum Family Learning Centre in moderation activities.
- Provide opportunities for teachers to meet with staff from other similar schools.

PEF Update

Additional ASNAs (Additional Support Needs Assistants) have implemented a number of Literacy and Numeracy interventions including: Rainbow Reading, Wave 3, Number Box and Sunnybank Colour Coding. Children were targeted if they were working significantly below their chronological age. Analysis shows that these interventions have increased the attainment of most of these pupils.

The development of our outdoor space has continued and resources have been bought for children to play with at breaks. Staff report this has reduced the number of incidents of challenging behaviour.

Computer tablets have been purchased for colleagues to use in Kildrum Family Learning Centre. This allows staff to use online profiling which is more time efficient and will provide more detailed transition information when the children move to our school.

Resources have been purchased to complete the development of the school library and a nurture/support for learning space. The space will allow reading for enjoyment to be developed through the school and children who have experienced a high number of ACEs to be further supported.

Subscriptions for *Big Maths*, *IDL* and *Espresso* have all be purchased in order to enhance learning and teaching. ACEL data shows an improvement in almost all areas since last session.

Primary 5 pupils took part in a twelve week block of swimming lessons. Feedback from children shows that most children found the experience increased their confidence and their swimming skills.

Feedback from Parents

In a parental survey, which was completed by 55% of our parents, 99% stated that their child was learning and progressing well (this is up 1% from the previous year) and 99% said their child felt safe in school (up 5%). 96% felt that the school was well led (up 4%) and 99% said that, overall, they were happy with the school (this is up 4%).

Priorities for 2019/2020

After evaluating the improvements which we made last session, and consulting with parents and pupils, we have agreed the following priorities for this session.

- Increase overall attainment in Numeracy and Mathematics and to decrease the attainment gap between children living in SIMD 1/2 and SIMD 3+ by June 2020.
- Improve the emotional wellbeing of target pupils by December 2019.
- Ensure children have access to high quality learning and teaching in all curricular areas by May 2020.



Explanation of Terms

SIMD

Scottish Index of Multiple Deprivation (SIMD) is a grading put on each postcode in Scotland to show how deprived the area is. 1 is the most deprived and 10 is the least deprived. 29% of our pupils live in SIMD 1 or 2. In general, across Scotland, children living in SIMD 1 and 2 are less likely to achieve well in school. We work hard to ensure that deprivation is not a barrier to learning and we work to close the gap between those living in SIMD1/2 and those living in SIMD 3+.

SNSA

Scottish National Standardised Assessments (SNSA) are completed by children in Primary 1, 4 and 7. The assessment covers Numeracy and Literacy and is completed on a computer or tablet.

ACEL

Achievement of a Curriculum for Excellence Level (ACEL) is information which teachers submit to the Scottish Government each June. This shows which children in Primary 1, 4 and 7 have achieved the expected level. Most children will achieve Early Level by the end of Primary 1, First Level by the end of Primary 4 and Second Level by the end of Primary 7. However, some children will achieve these level earlier and some will achieve them later.

ACEs

Adverse Childhood Experiences (ACEs) are specific traumatic events which occur before the age of 18. Without appropriate support these can have a negative effect on a child's attainment, relationships and health.

PEF

The Pupil Equity Fund (PEF) is additional money given directly to schools by the Scottish Government for the purpose of raising attainment in Literacy, Numeracy and Healthy and Wellbeing in order to close the gap between the most and least deprived children. Last session we were given £116,400 for this purpose.

If you have any feedback which you would like to share in relation to our School Improvement programme please come along to one of our Parent Council meetings. Dates and times for these meetings were issued at the start of the session and can be found on the school website.

Kate Watt
Head Teacher

