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**Kildrum Primary School**

**School Improvement Report**

*2016/2017*

**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 31 May of each year. 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*

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| **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.* | |
| Kildrum Primary School is non-denominational and caters for children aged between four and a half and eleven and a half years of age. The school is based in the Kildrum area of Cumbernauld, approximately a mile and a half from the town centre. Pupils, parents and staff have worked together to form a shared vision for the school:  *We endeavour to create a safe, high quality learning environment which will allow our children to become resilient, independent and responsible as well as being engaged and motivated to achieve everything they can.*  *We aspire to be a school community, recognised for high standards of teaching and learning; with a strong commitment to the provision of appropriately challenging learning experiences geared to meet the needs of all of our children and to equip them with the skills for learning, life and work.*  *We aim to ensure that there are strong partnerships within our immediate school community and beyond.*  The current role is 313 with 17 members of teaching staff, 8 support staff, 2 members of clerical staff, 4 members of catering staff, 4 cleaners and a janitor. The school is led by the head teacher, a depute head teacher and a principal teacher. The catchment area of the school includes a mixture of council housing and privately owned houses. 37% of pupils live within SIMD deciles 1-3. 23% of pupils in Primary 4-7 are entitled to free meals (all children in Primary 1-3 are entitled to free meals.) The school runs a daily Breakfast Club which has 113 children on the register, 31% of which live in SIMD deciles 1, 2 or 3.  For the last two years the school has been a “Key to Success” school within the *Literacy Layer* of the North Lanarkshire Attainment Challenge. This has allowed us to benefit from an additional teacher and 1FTE Additional Support Needs Assistant. Due to the reallocation of SIMD deciles, from August 2017 we will no longer be a “Key to Success” school although we will benefit from “Universal” supports. The school has been allocated £117,000 from the Pupil Equity Fund.  This year we were delighted to achieve the bronze award for Symbolising the Environment and to become only the second school in North Lanarkshire to be presented with the Digital Schools award. The school is currently at the second of three levels within the Fairtrade Schools scheme. We are an *Eco School* and hold *Gold Health Promotion* status.  This year we have improved our parental engagement through the introduction of class assemblies and open class events. Class assemblies are written by the children in order to demonstrate what they have learned in one area, usually an IDL project. Parents/Carers are then invited to the school to watch the assembly and see some examples of the children’s work. The open class events involved parents/carers being invited into classes to spend time working with their children. Both new initiatives were very well attended and received comments such as:   * *“Great idea. I enjoyed the opportunity to see my child in her learning environment. This helps build a link between parents and school and puts homework into perspective. It also increases parent child engagement as provides opportunities to discuss learning.”* * *“I really enjoyed the assembly, it was fantastic to see them speak with confidence and give so much information that they had learned.”*   We also improved our parental communication by introducing an email service and developing our current use of text messages. Information can now be emailed to parents and they are able to text the school regarding their child’s absence. This has further improved the already highly effective school/home communication. This session *Class Showcases* were piloted. Groups of children from each class brought examples of their work to the Head Teacher and discussed what they had learned and what skills they had developed. It is hoped to continue this next session.  We work very closely with staff from Cumbernauld Academy, our associated secondary school. Primary 6 and 7 children take part in an extensive transition programme and staff exchange information regularly in order to ensure continuity and the best possible support for learners. Our nursery to primary transition programme is also extremely effective and includes Primary 6 children visiting our local nursery, Kildrum Family Learning Centre, frequently in order to establish relationships with the children before they start school. These Primary 6 children also take part in one of the transition visits organised for the pre-school children in June. This work ensures that the children feel confident about their transition to school in August.  In a parental survey, which was completed by 66% of our parents, 96% stated that their child was learning and progressing well, 88% said their child felt safe in school and 86% felt that they were treated as a partner in their child’s education. 88% felt that the school was well led and 90% said that, overall, they were happy with the school.  This session our most significant challenge has been lack of teaching staff. From September 2016 the lack of supply staff in North Lanarkshire has meant that we were required to cover a vacancy and long term absence internally. In January a teacher achieved a promotion outside North Lanarkshire and this post also had to be covered internally. At various points in Terms 3 and 4 the number of posts being covered internally rose to four and five. The impact of this has been that support for learning focus groups which ran for the first half of the year had to be stopped. We have been inventive in the way we have covered Non Class Contact Time for teachers through the introduction of “Rights Assemblies” for Primary 1-3 and Primary 4-7, run by the Depute Head Teacher. Through these sessions we have introduce the children to the UN Convention on the Rights of the Child. The lack of teaching staff has meant that our Depute’s class contact time has increased meaning there is less time for management duties. These then fall to the Head Teacher and so the time left for development was decreased. We believe that, throughout the year, we have continued to offer our children a high level of support. However, with a full compliment of staff our capacity to close the attainment gap would increase dramatically.  This session our most significant challenge has been lack of staffing. At some points we had to cover four and five classes. The impact of this has been that support for learning focus groups which ran for the first half of the year had to be stopped. Both the HT and DHT have had to cover classes and this resulted in less time available for planned school improvement work.  However we have been inventive in the way we have covered Non Class Contact Time for teachers through the introduction of “Rights Assemblies” for Primary 1-3 and Primary 4-7, run by the Depute Head Teacher. Through these sessions we have introduced the children to the UN Convention on the Rights of the Child.  We believe that, despite our difficulties, throughout the year, we have continued to offer our children a high level of support. However, with a full complement of staff our capacity to close the attainment gap would increase dramatically. | |
| **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:**  **Literacy and English – Reading**  Improve attainment in reading for all learners through effective learning and teaching including careful and detailed monitoring of learners’ progress at each stage. This will be supported by appropriately targeted interventions to close any attainment gaps which are identified. | |
| NIF Priority   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children   NIF Driver   * Assessment of children’s progress * Performance information | HGIOS?4 QIs   * 2.3 Learning, Teaching and Assessment * 3.1 Ensuring Wellbeing, Equality and Inclusion * 3.2 Raising Attainment and Achievement   NLC 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?)  Assessments have shown that effective teaching, monitoring and targeted support means that almost all of our pupils have reading ages inline with their chronological age, or higher. A large number of them achieve the benchmarking level of “Sapphire 2”, giving them a reading age of 11.5 – 12.5 years, much earlier than would normally be expected, some as early as Primary 4.  Attainment tracking meetings ensure that the progress of all children is regularly reviewed, with specific emphasis given to those children living in SIMD deciles 1, 2 and 3. Staff are provided with additional advice and support by our depute head teacher who is very knowledgeable in learning support strategies and resources. During Terms 1 and 2 our DHT and one other teacher provided additional support to targeted children. Almost all of these children progressed well in their learning.  Input from Speech and Language staff allowed us to run two “LanguageLand” groups for children in Primary 1 and to train support staff in the use of this resource. The programme aims to improve children’s speech and language and includes works on listening, comprehension, concentration and expression. Results show that, taken as a whole, the group made improvements in all aspects of the programme and each child increased their skills in at least five of the thirteen assessed categories.  The “Rainbow Reading” resource was used, by classroom assistants as additional support, for 55 pupils over the course of the year. With this input for roughly ten weeks 90% of these children improved their reading age by at least six months (51% improved by a full year and 20% improved by at least two years). Other supports were also in place for these children so it cannot be proven that this resource was entirely responsible for the improvements but the children and staff talk of it very positively. The planned reduction of classroom assistants next session means we are not certain that this strategy will be able to run next session.  Professional judgement of teaching staff in Primary 1, 4 and 7, as required by the Scottish Government, shows that there is no poverty related attainment gap in Primary 1 and 4. However, 84% of children in SIMD 4 and 5 achieved Second Level in reading by the end of Primary 7 but only 57% of pupils living in SIMD 1, 2 and 3 achieved this level. This shows that there is an increasing attainment gap as children progress through the school. These results will be further analysed along side other assessments.  Next Steps: (What are we going to do now?)   * Further analyse data (including PIPs NGRT and CEM once these are available) in order to fully understand our attainment gap. Teaching staff will be fully involved in this analysis. * Provide further programmes to support children in the later stages of the school (although it is hoped that early intervention strategies in the infant department will prevent a gap forming in the future). * Role out the Wave 3 programme which was planned for this session but could not take place. | |

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| **School priority 2:**  **Numeracy and Mathematics**  Improve attainment in Maths for all learners by developing highly effective teaching approaches through staff training in SEAL and Number Talk.Appropriately targeted interventions including Maths Recovery will address any attainment gaps which are identified. | |
| NIF Priority   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children   NIF Driver   * Assessment of children’s progress * Performance information | HGIOS?4 QIs   * 2.3 Learning, Teaching and Assessment * 3.1 Ensuring Wellbeing, Equality and Inclusion * 3.2 Raising Attainment and Achievement   NLC 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?)  Training in SEAL and Maths Recovery were not provided by North Lanarkshire and so these strategies were not used.  A new Numeracy resource, “Big Maths” was purchased and staff took part in two full day training sessions. It is hoped that use of this resource will provide progression and consistency across the school and will improve the confidence and understanding of teaching staff.  Focus groups for pupils identified as requiring additional support ~~which~~ were planned but staff absence and the lack of cover meant that these could not take place.  As with Literacy, PIPs and CEM results have still to be fully analysed but the professional judgement of staff again shows an attainment gap in the upper stages. With 68% of Primary 7 pupils in SIMD 4 and 5 achieving Second Level and 57% of pupils in SIMD 1, 2 and 3 achieving the same level it is also clear that further improvement is required in overall attainment. These results will need to be analysis and compared to NLC and national results, when they are available.  Next Steps: (What are we going to do now?)   * Fully implement the new “Big Maths” resource, including devising a method of tracking throughout the session. * Provide additional support for those children who are identified by class teachers as not achieving. * Further analyse data in order to fully understand our attainment gap. Teaching staff will be fully involved in this analysis. * This priority will continue in next session’s School Improvement Plan. | |

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| **School priority 3:**  **Health and Wellbeing – Food and Health**  Improve the physical health of children by increasing opportunities for Health and Food education and developing teacher capacity in Health and Wellbeing. Interventions will be targeted where appropriate to ensure equity. | |
| NIF Priority   * 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   NIF Driver   * Assessment of children’s progress * Performance information | HGIOS?4 QIs   * 2.3 Learning, Teaching and Assessment * 3.1 Ensuring Wellbeing, Equality and Inclusion * 3.2 Raising Attainment and Achievement   NLC 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?)  A voluntary CPD session on teaching food preparation and cooking took place and staff were encouraged to use the skills they learned in their classrooms. Cooking sessions have now been added to long term plans and so each pupil should have the opportunity to cook at least twice each session. This has increased the discussion of healthy food options in classes and gives children a wider experience of healthy food, thus increasing the chances of them making healthy food choices themselves.  Attempts were made to convert a classroom into a cooking room. Funding has been allocated but discussions with other departments are still ongoing. However we will continue to pursue this valuable resource.  The planning for Health and Wellbeing was to be reviewed but staff absence meant that this was not started.  Next Steps: (What are we going to do now?)   * Staff will continue to work with other departments in order to convert a classroom into a cooking room. * The school Health and Wellbeing curriculum will be reviewed and revised. * This priority will continue in next session’s School Improvement Plan. | |

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| **School priority 4:**  **Curriculum Rationale**  Involve all stakeholders in the development of an aspirational vision and rationale for our curriculum so that everyone understands what we are trying to do and how we plan to achieve it. | |
| NIF Priority   * 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   NIF Driver   * School Leadership * Teacher Professionalism * Parental Engagement | HGIOS?4 QIs   * 2.2 Curriculum * 2.3 Learning, Teaching and Assessment * 3.1 Ensuring Wellbeing, Equality and Inclusion * 3.2 Raising Attainment and Achievement   NLC 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?)  Workshops sessions took place with all pupils in which they discussed what they wanted in their curriculum and what they felt they needed. Further discussions will take place next session, on an individual class basis and programmes will be updated to reflect pupils’ views.  Curriculum rationale was discussed at a Parent Council meeting and plans were made to hold a workshop for parents/carers - staff absences prevented this from taking place this session.  A new IDL whole school plan was devised (this is currently in the final stages and will be completed at the start of next session). This includes planning for all composite classes. Plans were also put in place for science investigations at each stage.  Next Steps: (What are we going to do now?)   * Some aspects of long and medium term planning will be finalised. * Further consultation will take place with pupils, parents and staff. * A final vision and curriculum rationale will be written and adopted by all stakeholders. * This priority will continue in next session’s School Improvement Plan. | |

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| **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.* |
| Action and Impact  PEF budget has not been used yet but arrangements have been made to allow our PT to take on an acting DHT post and for an additional teacher to take on a Support for Learning role. This will provide much needed support for our pupils who are most at risk if under achieving. A request has also been made for an additional ASNA and for a cluster CLD worker and Early Years Practitioner. The DHT and additional 1FTE teaching post have been approved and staffing has been allocated.  Next Steps:   * Investigate the possible use of PEF budget to improve the outdoor space within the school grounds thus allowing for better outdoor learning. |

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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).* |
| 1. Improve attainment in Maths for all learners by developing highly effective teaching approaches through the implementation of “Big Maths” strategies across the school.Appropriately targeted interventions will address any attainment gaps which are identified. 2. Improve the physical health of children by increasing opportunities for Health and Food education and developing teacher capacity in Health and Wellbeing. Interventions will be targeted where appropriate to ensure equity. 3. Involve all stakeholders in the development of an aspirational vision and rationale for our curriculum so that everyone understands what we are trying to do and how we plan to achieve it. 4. Improve the ethos of the school through the introduction of a new positive behaviour programme designed to encourage all children to achieve their best. |
| **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* |
| As a school we are committed to improving as a result of self-evaluation. Staff work very well as a team, share practice enthusiastically and support each other very effectively. Teaching staff meet with members of the management team for formal attainment tracking meetings once each term. Throughout the term more informal meeting are regularly held in order to discuss the needs of pupils and how best to support their learning. Classroom observations are planned to take place three times each session (this was only possible during Term 1 this year). These observations are focused on specific aspects of quality indicators and an evaluative professional dialogue takes place after each one. *Class Showcase* days and *Learning Walks* also provide the senior management team with additional information about learning and teaching. This session these were each carried out once by the head teacher but next session they will be carried out by more members of the management team and on a more regular basis. Feedback will be shared and discuss with the staff as a whole. Annual Professional Review and Development meetings take place in June and are an opportunity to evaluate the progress each member of staff has made over the course of the session and to plan their next steps. These take into account the needs of the individual and those of the school as a whole. Whole staff and teaching staff meetings take place throughout the year and often take the form of evaluative discussions where improvements are discussed. This session long and medium term planning methods were reviewed to ensure they were manageable and effective. The whole staff are involved in the annual self-evaluation process where *How Good Is Our School?* is used to evaluate the progress which has been made over the year and the priorities for the nest session.  Tracking of pupil attainment in reading is particularly well conducted in order to measure pupil progress. The tracking of progress in numeracy requires to be improved and will form part of the numeracy priority in next session’s improvement plan. New initiative, such as this year’s *Rainbow Reading*, are carefully evaluated through the use of baseline and end of programme assessments which show if the initiative has improved the outcomes for pupils. Staff use a range of assessments to measure pupil progress and are starting to become familiar with the new benchmarks. This year we have started to use the North Lanarkshire tracking database with some analysis taking place and being shared with teaching staff. Next session the use of this data will be developed.  Pupils review their own learning at a level appropriate for their age and stage, with older children using e-portfolios to record their achievements and next steps. This session they also added their own views to their annual report, which was discussed with them before it was issued to parents. The school has a strong Pupil Council consisting of a pupil from every class who represents the views of their peers and discuss how the life and work of the school can be improved. Pupils are also consulted through the use of an annual questionnaire. This year Primary 4-7 pupils completed this digitally. Pupil *Our Week In School* jotters allow pupils to look back at their work and review their own learning.  The school Parent Council is consulted on a range of issues. This year these have included homework, communication with parents and school/council budgets. The chair of the Parent Council has managed to secure funding to allow an area of school ground to be fenced thus allowing us to start plans for and outdoor educational space. Parents are also consulted on a range of issues through online surveys. This year these have included homework as well as the annual whole school review. This survey was complete by 66% of our families which is a significant improvement on previous years. Next session work will continue to encourage parents to take a greater part in school improvement with additional opportunities being offered throughout the year.  Next Steps:   * Extend the use of peer observations. * Extend the use of Class Showcase days and Learning Walks. * Share results of pupil questionnaires with Pupil Council. * Further consult with parent through the introduction of an annual Parents’ Conference. * Develop the use of the school tracking database. |

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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 | *Not applicable* |
| 2.3 Learning, teaching and assessment | 4  *Assessment and tracking within Numeracy prevent this being 5.* | *Not applicable* |
| 3.1 Ensuring wellbeing, equity and inclusion | 5 | *Not applicable* |
| 3.2 Raising attainment and achievement | 4 | *Not applicable* |
| **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.* | | |

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| Quality indicator | School self-evaluation |
| 2.2 Curriculum | 4 |