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**Guidance on completing the School/Centre Improvement Report**

*2017/2018*

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.

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***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. This session pupils, parents and staff have worked together to form a new vision and value statements for the school: “*Kildrum Primary, achieving everyone’s potential. Be the best you can be!”* Our core values were agreed to be: *Responsibility, Achievement, Resilience, Aspiration, Respect.* As a result of our vision and values, our aims are now:   * To create a happy, inclusive, safe and nurturing learning environment, where everyone’s rights are respected. * To create personalised opportunities to develop our children’s self-esteem, resilience and wellbeing. * To work together to create opportunities for our learners to develop as successful learners, confident individuals, responsible citizens and effective contributors. * To develop a progressive, challenging and meaningful curriculum and provide learning experiences that enable all learners to develop skills for learning, life and work. * To establish effective partnerships between school and home, partner agencies and the wider community to support our children and empower them to have high aspirations for themselves and the school as a whole. * To foster an ethos of achievement for all by celebrating personal achievements within and beyond the school community.   The current role is 315 with 17 members of teaching staff, 9 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 an acting depute head teacher (PEF funded). The catchment area of the school includes a mixture of council housing and privately owned houses. 31% of pupils live within SIMD deciles 1 and 2. 18% 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 89 children on the register, 12% of which live in SIMD deciles 1 or 2.  Overall attendance for 2017/2018 was 93%. This is the same as the North Lanarkshire average and is similar to schools within our authority Family Group. On average, children who live in SIMD have poorer attendance at all stages of the school. 30% of SIMD 1 and 2 children have attendance which is causing concern (attendance rate of less than 90%) compared with 19% of children living in SIMD 3+.  The school benefits from universal Scottish Attainment Challenge offers provided by North Lanarkshire Council and was allocated £117,000 from the Pupil Equity Fund in June 2017.  Attainment data from various standardised assessments and professional judgement shows an attainment gap between children living in SIMD 1 and 2 and those living in SIMD 3+ in almost all areas. However, Primary 1 PIPS data shows improvements in SIMD 1 and 2 in Maths and Reading with the gap narrowing in Maths. InCAS data shows Primary 3 and Primary 5 children outperforming SIMD 3+ children in both Maths and Reading and the gap narrowing for Maths and Reading in Primary 7. SNSA results were similar to staff professional judgements in Reading and Writing (except from Reading at Primary 1 where SNSA results were higher than expected). SNSA results were higher for all stages in Maths. More staff development in relation to moderation and further use of SNSA is required before further analysis of these results can take place. Many forms of assessment show a decrease in attainment in all areas and stages this session. Further analysis of the data is required to identify the reason for this. Additional supports and interventions will be put in place next session in order to target specific pupils and support teaching staff.  This year we were delighted to achieve full Fairtrade School status. We are an *Eco School* and hold *Gold Health Promotion* status. We have continued to improve communication for our pupils through the Symbolising the Environment programme and hold a Digital Schools award.  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 52% of our parents, 98% stated that their child was learning and progressing well (this is up 2% from the previous year), 94% said their child felt safe in school (up 6%) and 92% felt that they were treated as a partner in their child’s education (up 6%). 92% felt that the school was well led (up 4%) and 95% said that, overall, they were happy with the school (this is up 5%).  The school had a requested an additional 1 FTE member of teaching staff to be funded through PEF but lack of staffing in the authority meant that this was not possible for most of the year. From February 0.3 FTE was negotiated meaning that members of the management team could provide additional support rather than covering classes for non-class contact time. Throughout the year the needs of specific individual children required significant input from management and support staff, this reduced the amount of management time available for school improvement and put considerable additional workload and stress onto staff. |

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| **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:** 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. | |
| 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?)  All classes are working towards implementing the *Big Maths* programme. CLIC and Learn Its challenges are well established. A number of pupils started at CLIC levels lower than average for their age and stage but they have made good progress in closing the gap.  SNSA assessments show 98% of pupils in Primary 1, 85% of Primary 4 and 82% of Primary 7 scoring High or Medium for Maths. PIPS and InCas assessment data shows that 81% of Primary 1, 89% of Primary 3, 85% of Primary 5 and 24% of Primary 7 pupils achieved an average or above average score and staff professional judgement was that 84% of Primary 1, 78% of Primary 4 and 78% of Primary 7 pupils achieved the appropriate Curriculum for Excellence level by the end of the session. Other than Primary 7 professional judgement and Primary 5 InCas, these results are all lower than those of the previous session. It is to early to know what has caused this lowering of results and the programme will be further analyised over the next academic session.  A number of ASNA staff have received training in the use of the *Number Box* resource, purchased for the school by NLC as a universal support. Teachers identified pupils requiring additional support with numeracy and we have supported 20 children with this intervention. Anecdotedly teachers have said that this has had a positive impact in supporting children with their basic numeracy skills and helping to keep them with the group within the class.  Next Steps: (What are we going to do now?)   * Teaching staff need to have a clearer understanding of the attainment data held by the school. * Continue to implement *Big Maths* with a particular focus on SAFE aspects. * Continue to track progress using the *Big Maths* mechanisms and tying these in with the benchmarks and Curriculum for Excellence. Address any inconsistencies and/or gaps. * Implement *Number Talks* stratgies along side *Big Maths*. * Provide additional staff in order to further support those children who are currently not attaining as expected. | |

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| **School priority 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. | |
| 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?)  For a second year we have attempted to work with other departments within North Lanarkshire in order to convert a classroom in a cooking room. Further delays have meant that this has still not been possible. However, plans have now been drawn up and a request for a building warrant has been submitted. It is hoped that the building work will take place during the summer break or early in the new session. The delay has meant that, once again, the *Kildrum Cooking Together* parent and child class has not taken place.  A new Food and Health whole school plan has been written. This will provide pupils with increased opportunities to cook and discuss healthy eating as part of their curriculum. The plans will be put into use from the start of next session.  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 new cooking room will allow pupils to experience a range of cooking experiences. * The new cooking room will allow the *Kildrum Cooking Together* class to run. | |

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| **School priority 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. | |
| 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?)  All stake holders were consulted about our school vision, values and curriculum rationale. A parents’ conference was held in the school and led by William Collum (Continuous Improvement Officer). This allowed parents to discuss what makes our school unique and what they want for their children. In additional to this a wider number of parents took part in a parental survey where they were asked for their views on what the school vision and values should be.  Pupils were consulted through a number of class lessons and workshops where they were asked what they want from their school and how this can be achieved. Later in the year they were also asked for their views of the school values and vision.  Staff were consulted through a number of workshops, one led by William Collum, and a questionnaire.  The results for all three sets of stakeholders were fairly similar and so our vision was agreed as:  “*Kildrum Primary, achieving everyone’s potential. Be the best you can be!”* and our core values were agreed to be: *Responsibility, Achievement, Resilience, Aspiration, Respect.*  Using the information from these various consultations a curriculum rational has been started. This will be completed and launched, along with the vision and values, at the start of the new session.  Next Steps: (What are we going to do now?)   * Our curriculum rationale document will be completed. * Vision, values and curriculum rationale will be launched and promoted throughout the school. | |

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| **School priority 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. | |
| NIF Priority   * Improvement in children's and young people’s health and wellbeing   NIF Driver   * School Leadership | 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?)  Interventions such as *Fab Fifty*, 50 minutes of reward time which can be earned throughout the week, and *Lunchtime Timeout*, a time for reflection on inappropriate behaviour, were introduce but anecdotally this had little impact on low level behaviour.  More recent research into Adverse Childhood Experiences (ACEs) and more positive methods of supporting children with their behaviour meant that developments in this area were postponed until more research could be carried out. Aspect of this priority will be incorporated into a Mental Health and Wellbeing priority for next session.  Next Steps: (What are we going to do now?)   * Work to be carried out to improve the mental health of pupils and so improving their behaviour in school. * Staff training to take place to make staff more “trauma aware”. * New interventions to be put in place in line with a more supportive methods and recent research. | |

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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.* |
| Allocation and Impact  Additional ASNAs have implemented a number of Literacy and Numeracy interventions including: Rainbow Reading, Wave 3, Number Box and Colorful Semantics. Children were targeted if they were working significantly below their chronological age. Initial analysis shows that these interventions have increased the attainment of these pupils, however, more analysis of the data is required. Resources have been purchased in order to support the interventions mentioned above.  The development of our outdoor space has started but it is too early to evidence any impact on attainment.  A pilot of *Snacks for Success* involved four classes having a selection of healthy food easily available for the children throughout the day. This was to ensure that hunger wasn’t the cause of loss of concentration or negative behaviour. Teachers observations show that this had a positive effect on some pupils, most obviously children living in SIMD 1 or 2. Further analysis and discussion will take place to see how this can be taken forward next session.  Resources have been purchased to develop a school library and nurture space. Delays mean that this will not be operational until the start of next session. The space will allow reading for enjoyment to be developed through the school and children who have experiences a high number of ACEs to be further supported.  This year we also used PEF budget for a 0.4 FTE CLD Worker. The general remit of this member of staff was to work with identified individual parents who required additional support and to run workshops which would enhance parents’ abilities to support their children. Work with individual did take place but little impact on pupils was seen. Workshops were very poorly attended, and no impact was measured. Planning and support for the worker also added workload to the school management team. On evaluation of this form of intervention it has been decided not to continue with this form of support.  Next Steps:   * Next session we hope to spend the majority of our PEF budget on staffing: 1FTE teacher, 1 FTE acting Depute Head Teacher and 3 ASNAs. The additional teaching staff should allow groups within classes to be reduced thus allowing each pupil to have increased direct teaching time. The ASNAs will undertake the support interventions of Rainbow Reading, Wave 3 and Number Box to an increased number of children. * Money will continue to be spent on resources for Literacy, Numeracy and Health and Wellbeing. * A Primary 1 lending library will be introduced in order to increase the amount children are read to at home, thus improving aspects of reading such as vocabulary, phonological awareness and fluency. * The *Emotion Work* resource will be purchased along with staff training. * Books will be bought for staff as part of training to improve their understanding of the effects of trauma on children. * Assessments such as PIPs and InCase will be purchased as these will no longer be funded by NLC and are required in order to create a long term overview of attainment. * The school will be registered on the Rights Respecting School programme. |

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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).* |
| * 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. |
| **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 (fewer observation took place this session). 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 the amount of this type of monitoring was reduced due to the additional time spent by member of the management team supporting specific children. Feedback will be shared and discussed with the staff as a whole. Annual Professional Review and Development meetings take place in June and August 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. 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. Initiatives, 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 continued to use the North Lanarkshire tracking database with some analysis taking place and being shared with teaching staff. Further development of this type of data is required.  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. They also add their own views to their annual report, which is discussed with them before it was issued to parents. The school has a 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. Parents are also consulted on a range of issues through online surveys. This year the annual survey was complete by 52% of our families and provided. Very positive feedback. Next session work will continue to encourage parents to take a greater part in school improvement with additional opportunities being offered throughout the year. |

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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.*  NIF quality indicators | | |
| 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 | *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 |
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