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

*2018/2019*

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 priorities for Education and Families.

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 26th August 2019. 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 Education and Families’ priorities*** *are:*

*- Attainment and Achievement: improvement in attainment, particularly in literacy and numeracy*

*- Equity: closing the attainment gap between the most and least disadvantaged children and young people*

*- Health and Wellbeing: Improvement in children’s and young people’s health and wellbeing with a focus on mental health and wellbeing*

*- Developing the Young Workforce: Improvement in employability skills and sustained, positive school-leaver destinations for all young people*

*- Vulnerable Groups: Improved outcomes for vulnerable groups*

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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. Previously pupils, parents and staff worked together to form our 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 312 with 16 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 an acting depute head teacher (PEF funded). The catchment area of the school includes a mixture of council housing and privately owned houses. 29% of pupils live within SIMD deciles 1 and 2. 26% of pupils in Primary 4-7 are entitled to free meals (all children in Primary 1-3 are entitled to free meals).  Overall attendance for 2018/2019 was 94%. This is a slight increase on last session and inline with the North Lanarkshire average. Children who live in SIMD have slightly poorer attendance at some stages of the school. 26% of SIMD 1 and 2 children have attendance which is causing concern (attendance rate of less than 90%) compared with 11% of children living in SIMD 3+.  The school benefits from universal Scottish Attainment Challenge offers provided by North Lanarkshire Council and was allocated £116,400 from the Pupil Equity Fund.  Primary 1 PIPS results show a significant increase of Maths and Reading scores over the course of the session and a reduction of the attainment gap in all areas by the end of the Primary year. Overall results in all areas were within the “average” score for this assessment.  SNSA results were higher than expected in Primary 1. Staff feel that these results give an inaccurate picture of attainment. These results showed no gap at Primary 1. In Primary 4 SNSA results show a gap at bands 8 and 9 for Numeracy and Reading but very little gap in Writing scores. Primary 7 results showed an attainment gap in Numeracy but not reading or Writing.  ACEL results are higher than authority and national results in all areas and stages other than Primary 7 Numeracy. There is some variation between ACEL and SNSA results at all stages. There is no obvious pattern to this variation and more staff development in relation to moderation will take place next session. ACEL data shows only a very small gap between SIMD 1/2 and SIMD 3+.  We are an *Eco School*, have *Fairtrade School* status and hold *Gold Health Promotion* status. We have been awarded a bronze certificate for the 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 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%).  Once again, this year the lack of supply teachers to cover for absence significantly affected the school’s ability to move forward. The school was not fully staffed from October onwards with at least one member of teaching staff being absent at any one time. This put additional strain on the Senior Leadership Team and meant that it was not possible to address some aspects of the School Improvement Plan. Careful allocation of staff and timetabling meant that disruption to pupils was kept to a minimum. |

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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:** 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. | |
| NIF Priority: 1, 2  NIF Driver:2, 4, 5, 6 | HGIOS?4 Qis: 2.2, 2.3, 2.4, 3.1, 3.2  NLC Priority: 1, 2 |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  The *Big Maths* resourcesis now used across the school. This ensures progression and consistency. Almost all children in Primary 1 are on track in relation to “Core Numeracy” and most are also on track in relation to “Wider Maths”. Further up the school more able children are making good progress but those who are less able are not progressing at the same speed. A database of resources relating to wider maths has been created by staff to ensure that a range of resources are easily available. After careful scrutiny staff have confirmed that all Curriculum for Excellence benchmarks are covered within the *Big Maths* resource, however, it has become apparent that some aspects are expected to be taught at a stage earlier than specified in Curriculum for Excellence. This will need to be addressed next session as it could be slowing the pace.  All teaching staff have taken part in *Number Talks* training and received an introduction to SEAL pedagogy. Problem solving has been identified as an area which needs improvement. The *Number Box* intervention has been used to support some infant children and has been adapted and developed to suit the needs of older children too.  This year’s 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 at the “high” capacity region. 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. Achievement of a level professional judgement also showed a reduction in the attainment gap at Primary 1, Primary 4 and Primary 7.  Next Steps: (What are we going to do now?)   * *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. | |

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| **School priority 2:** To improve the emotional wellbeing of target pupils by May 2019. | |
| NIF Priority: 2, 3  NIF Driver: 2, 3, 4 | HGIOS?4 Qis: 2.1, 2.2, 2.4, 2.7, 3.1, 3.2  NLC Priority: 2, 3 |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  All classes are working towards the development of pupil emotional wellbeing. Certain pupils have been targeted for particular focus based on attendance, behaviour or SIMD.  A “Check In” system was established in Term 2 in order 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*. 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 *Emotion Works*. The resource has not get been used in classes.  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.  *Know the Child Follow the Child* documents have been completed by teaching staff to track pupils as they move through the school. These documents will provide a valuable overview of each child for teachers at the start of each new session. Achievements both inside and outside school are now tracked.  Next Steps: (What are we going to do now?)   * 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. | |

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| **School priority 3:** To improve assessment and moderation processes, within Literacy, throughout the school by December 2018. | |
| NIF Priority: 1, 2  NIF Driver: 2, 4 | HGIOS?4 Qis: 1.2, 1.3, 2.3, 2.6, 3.2  NLC Priority: 1, 2 |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  One member of staff has been trained as a *Pedagogy Practitioner*. Training included the process of designing and reviewing periodic assessments. 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 staff from Family Group schools met 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, ACEL, the benchmarks and evidence have all 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: (What are we going to do now?)   * 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 Family Group staff to meet to discuss moderation and pedagogy. | |

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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 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. Resources have been purchased in order to support the interventions mentioned above.  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 experiences 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 all areas (other than Primary 7 Numeracy) 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.  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. * The subscriptions for *Big Maths, IDL and Expresso* will continue. |

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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).* |
| * 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. |

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| **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 leadership 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. 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 leadership team with additional information about learning and teaching. 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 is well conducted in order to measure pupil progress. 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 becoming more familiar with the benchmarks. The original North Lanarkshire tracking database has been developed by the school and now allows pupils progress, interventions, attendance and achievements to be tracked over time.  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 55% 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** |  |
| 2.3 Learning, teaching and assessment | **4** |  |
| 3.1 Ensuring wellbeing, equity and inclusion | **5** |  |
| 3.2 Raising attainment and achievement | **4** |  |
| **Additional Quality Indicator**  *It is anticipated that schools will follow the advice of How good is our school? 4th edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.* | | |

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| Quality indicator | School self-evaluation |
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