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***Driving Equity and Excellence***

**Improvement Reports**

**Session 2019-20**

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| **School/ Centre:** | Kildrum Primary School |
| **Cluster:** | Cumbernauld Academy |

Improvement Reports 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.

Reports should be written using evaluative language.

Reports 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 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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| **Cluster Improvement Report** | |
| **Review of progress for previous session** *This section should evaluate the impact of the current Cluster Improvement Plan (CIP) priorities as at March 2020. 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.* | |
| **Cluster priority :** Establishing and embedding STEM experiences and partnerships across the cluster | |
| NIF Priority  1, 2, 4  NIF Driver  1, 5 | HGIOS4 QIs  1.2, 1.3, 1.5, 2.2, 2.3, 2.6, 2.7, 3.2  NLC Priority  1, 2, 4 |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)   * STEM Champion made staff aware of science planners created by the NLC pedagogy team. These areas of science had already been a focus prior to their availability so these will be utilised in future sessions. * STEM Champion identified and attended cluster training, as well as various CLPL opportunities along with other staff members. Arrangements had been made for audit of STEM resources but this could not be undertaken due to lockdown. All children have participated in STEM experiences throughout the session as part of their class curriculum, with these experiences enhanced by visiting specialists and trips * As the school SIP was finalised prior to the CIP’s conception there were limitations regarding the collegiate time we could allocate to STEM development. Staff were keen to be involved and take aspects of this area forward within their own practice. Development will continue in 2020-21. * Head Teacher attended an Education Scotland course on tackling gender inequalities within the area of STEM. The plan had then been to feed this information back to staff but lockdown made this impossible.   Next Steps: (What are we going to do now?)   * STEM will continue to be a focus as part of the school’s curriculum development. * A new STEM Champion will be sought as the member of staff who took on this role last session has left the school. * STEM Champion will continue to lead developments and will support staff in resourcing and delivering aspects of the curriculum. * Training, resources and materials produced by NLC will be incorporated into programmes of work. * There will be a continued focus on tackling inequalities through health and wellbeing and developing the young workforce. * STEM resources will be audited and new items bought where necessary. | |

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| **Establishment Improvement Report** |
| **Context of the establishment:**  *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 establishment community, SIMD, FME, establishment roll etc. It should also include some or all of the following: the establishment’s vision, values and aims; local contextual issues; 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 299 with 15 members of teaching staff, 7 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.  28% of pupils live within SIMD deciles 1 and 2.    The school benefits from universal Scottish Attainment Challenge offers provided by North Lanarkshire Council and was allocated £106,800 from the Pupil Equity Fund.  Under normal circumstance we would use a combination of PIPS, SNSA and ACEL data to compare attainment with previous years and between year groups. However, the Covid-19 lockdown meant that these assessments did not take place and so comparisons are not possible. Last year’s data showed little poverty related attainment gap across the school but assessments which will be completed towards the start of next session will be used to identify if lockdown has had an impact on this.    We 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. This year the transition work which would normally have taken place in Term 4 had to be abandoned. However, Cumbernauld Academy set us various online transition activities for our Primary 7s and their home learning work issued by our staff centred around their move to secondary school. In June we were able to arrange for our new Primary 1 pupils to visit the school in small numbers so that they were more aware of what the school looks like. In addition to this we provided a virtual tour of the whole school which was available to all pupils and parents. |

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| **Review of progress for previous session** *This section should evaluate the impact of the current Establishment Improvement Plan priorities as at March 2020. 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.* | |
| **Establishment priority 1:** 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. | |
| NIF Priority  1, 2  NIF Driver  5, 6 | HGIOS?4/ HGIOELCC Qis  1.1, 2.2, 2.3, 3.2  NLC Priority  1, 2 |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)   * Analysis of SNSA data, which took place on one of the August in-service days, showed that pupils need further support to develop problem solving skills. This analysis gave the staff a better understanding of where there were specific areas which need to be developed across a whole year group. * Numeracy Champion demonstrated *Number Talks* in a number of classrooms and peer observations in September and October had a Numeracy focus. This gave staff a better understanding of *Number Talk* and how it can be used. The peer observations gave the staff a chance to see how other teachers organize their Numeracy lessons and consider how they might adapt their own. * Staff were issued with data from SNSA and PIPS. * Each term teachers reviewed pupil progress in relation whether they were on track or needing further support. * Wider Maths planners were completed to show resources which can be used to support the lessons. * The *Big Maths* resources was compared to the CfE Es and Os to ensure that all areas are covered appropriately. * Three members of support staff were trained to use *Number Box.* * Two members of staff took part on Growth Mindset online training. * It has been difficult to measure the impact this work has had on the children’s attainment as we could not complete the usual standardised assessments. We understand that a lot of revision work will need to be completed during the next term in order to review where the children are and identify their next steps.   Next Steps: (What are we going to do now?)   * Numeracy policy to be written and implemented. * Further staff training on *Number Talks* and *SEAL* to allow these strategies to be used across the school. | |

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| **Establishment priority 2:** Improve the emotional wellbeing of target pupils by December 2019. | |
| NIF Priority  3  NIF Driver  5 | HGIOS?4/ HGIOELCC QIs  1.1, 2.4, 3.1  NLC Priority  3, 5 |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)   * Educational Psychologist led training on the Nurture Principles. * *Pivotal Education* undertook a school “Health Check” in order to help with the evaluation of the current behaviour policy. * HT and DHT took part a two day behavior management course run by *Pivotal Education.* * HT and DHT led behaviour management training on in-service days and twilight meetings. This allowed staff to discuss different strategies and start to review the school behavior policy. * More staff have started to use the Resilience Toolkit as a way of identifying strategies and resources which could be used to support children. * *Teen Talk* counselling service based in Cumbernauld Academy was made available to all cluster primaries. One Primary 5 pupil was allocated a weekly session. This will continue into the new session. At the moment it is too early to be able to measure the impact this is having.   Next Steps: (What are we going to do now?)   * Staff to continue to work through *Pivotal Education* training. * School relationships policy to be created. * Continue to work towards the RRSA award. | |

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| **Establishment priority 3:** Ensure children have access to high quality curriculum by May 2020. | |
| NIF Priority  NIF Driver  2, 5 | HGIOS?4/ HGIOELCC Qis  2.2, 2.3  NLC Priority |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)   * Curricular pathways were reviewed. R.M.E., Health and Wellbeing and Expressive Arts required to be updated. * School moderation sessions were started to allow staff to discuss and evaluate the children’s work. * Cluster moderation events took place where staff planned a periodic assessment and then later discussed and evaluated the work which the children had completed. This allowed staff to share expertise and learn from each other. Overtime it is hoped that these events will increase staff confidence in their professional judgement of Achievement of a Level.   Next Steps: (What are we going to do now?)   * Continue to take part in school and cluster moderation events. Detailed planning will need to take place to ensure this can be done safely. * Curricular pathways to be completed. | |

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| **Assigning levels using quality indicators**  Please provide evaluations, as at March 2020, against the four following quality indicators from *HGIOS?/ HGIOELCC?*  1.3 Leadership of change, 2.3 Learning, teaching and assessment, 3.1 Ensuring wellbeing, equity and inclusion and 3.2 Raising attainment and achievement.  *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/ Centre self-evaluation | Nursery Class Evaluation (where appropriate) | 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/ Securing Children’s Progress | **4** |  |  |

**SAC/ PEF Summary**

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| **Intervention** | **Impact**  Please include the following information: Use of SAC/PEF allocation over the session and any variances from initial plan; impact using evaluative language. | **Evidence**  Please indicate what evidence you have collected |
| Additional Staffing  Online Resources  Staff Training  Pupil Experiences  Additional Resources | Additional ASNA hours has allowed the implementation of a number of Literacy and Numeracy interventions including: Rainbow Reading, Number Box, Precisions Teaching 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.  An additional member of teaching staff allowed support groups to take place for Literacy and Numeracy. This meant that no class had more than two groups and that specific children could have targeted interventions such as Wave 3 and Read, Write inc.  Subscriptions for *Big Maths, IDL* and *Espresso* have all be purchased in order to enhance learning and teaching.  Two members of staff were trained in Paul Dix strategies by *Pivotal Education.* Whole staff training was started in this programme. This is ongoing.  Trips to places such as Dynamic Earth and New Lanark enriched the curriculum.  A range of resources and materials were bought to support to enhance the curricular provision in the classroom. | Formative and summative assessments show children making progress through these interventions.  Standardised assessments are not available but formative assessment and teacher professional judgement shows that this improved attainment.  Impact evidence of this is not yet available.  Impact evidence of this is not yet available.  Surveys completed by the children highlighted the lack of experiences available to some of them outside school. Impact evidence is not available.  This allowed a range of interventions to take place. Teacher professional judgement shows that this had a positive impact. |

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| In order to incorporate as much information as possible into the final report to Scottish Government it would be helpful if you could share any learning on the following; |
| What has worked well in your overall strategy to achieve impact?  Additional staffing always has the greatest impact in our school. Being able to reduce the number of Literacy and Numeracy groups within in each class and provide specific interventions such as *Read, Write Inc.* for support groups has increased attainment and children’s confidence. |
| What has worked less well or could be improved? |