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***Driving Equity and Excellence***

**Improvement Checkpoints and Reports**

**Session 2021-22**

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

**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 priorities for Education and Families.

The report should be written using evaluative language.

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 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.**It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). 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. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.* |
| **Cluster Priority :**Develop consistent approaches across the cluster that focus on improving the health and wellbeing of all children, young people and families. These approaches will contribute to closing the attainment gap between most and least disadvantaged children. |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| 2. Closing the attainment gap between the most and least disadvantaged children | 4. Assessment of Children's Progress | 2. Closing the attainment gap between the most and least disadvantaged children | 1.3 Leadership of Change | 1 Early Intervention and Prevention | NA | Article 3 - best interests of the child |
| 3. Improvement in children's and young people's health and wellbeing | 5. School Improvement | 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing | 1.5 Management of Resources to Promote Equity | 2. Social and Emotional Wellbeing |  | Article 28 - right to education |
|  | 6. Performance Information |  | 2.4 Personalised Support | 6. Differentiated Support |  | Article 31 - leisure, play and culture |
|  |  |  | 2.6 Transitions | 7. Using Evidence and Data |  |  |
|  |  |  | 2.7 Partnerships | 10. Partnership Working |  |  |
|  |  |  | 3.1 Ensuring wellbeing, equality and inclusion |  |  |  |
|  |  |  | 3.2 Raising Attainment and Achievement |  |  |  |

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| Evaluative Statement & Actual Impact/Evidence (October) Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**Information provided by Cluster Chair:*** The views of Heads of Establishments regarding the previous progress of the cluster and next steps were collated to inform the priorities. Due to changes within the cluster, the SIP priority was not finalised until September so there has not been the opportunity for significant progress at this point.
* The CIIL has engaged in GIRFEC Refresh training across the cluster so all establishments are familiar with the procedures.
* The cluster is currently engaged in discussion around establishing a shared vision, values and aims for the cluster, ensuring that positive outcomes for all children and young people are prioritised.
* Primary to secondary transition meetings have taken place to ensure that relevant information is shared to meet the needs of children and families.
* Children have been identified who would benefit from enhanced transition and information sessions have taken place. This has supported children and families in being able to discuss their needs at an early stage and secondary school staff have relevant information to support future provision.

Next Steps: (What are we going to do now?)* Establishment of cluster wellbeing base.
* Audit supports and partner links already in place in establishments (CIIL to gather information).
* Create a cluster directory of supports/possible links (CIIL to establish with establishments contributing).
* CIIL to collate ASN information and current interventions across the cluster to promote shared awareness in all establishments of the cluster needs.
* Develop a consistent transition programme from birth to 18, taking account of the individual needs of establishments.
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| Evaluative Statement & Actual Impact/Evidence (January) Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**Information provided by Cluster Chair:*** Heads of Establishments are concerned about the lack of resources allocated to the cluster, e.g. staffing, has resulted in there being no cluster interventions to support the needs of the children.
* The impact of this has been that children in the cluster establishments have not received the support they had prior to the establishment of the new cluster model, e.g. access to literacy support teachers and ELCAT. As a result, there is increased workload and increased administrative tasks on individual establishments.
* Since the last checkpoint in October there has been limited progress in taking forward the shared cluster priorities 1 and 2 as the CIIL has not yet completed the audits or collated the information required.
* The CIIL has been timetabled to provide support for identified children in two of the cluster primary schools five mornings a week
* and one other establishment’s nursery class one afternoon a week. This has supported these establishments by reducing the amount of time the HTs of these establishments have had to devote to supporting individual children out of class.
* There has been continued progress with the transition priority with the establishment of a cluster working party led by school staff members.
* The transition working party are auditing provision in all establishments, sharing good practice models and focussing on developing a consistent transition experience for all families within the cluster.
* Approaches will be piloted in the final term of this session and it is hoped that children and their families will benefit from positive experiences and appropriate information at key stages of transition from starting nursery to beyond secondary.

**Additional Information specific to our school:****C.1*** Teaching staff took part in GIRFEC Refresh part 2 training (27/10/2021), led by Elspeth Green.  Staff are more familiar with some aspects of the GIRFEC pathway.  *Further explanation and discussion will be required to ensure that staff are confident with planning and the associated paperwork.  This will be done on the November in-service day.*
* Prior to the in-service day SLT reviewed the planning in place for each pupil and made changes where necessary.
* Teaching staff given time on in-service day to complete Wellbeing Assessments.
* Staff views gathered re vision, values and aims of the Cluster Model.  Discussion on in-service day and responses sent to Jane Stocks.
* GIRFEC planning data and tracking added to whole school tracking database.
* GIRFEC planning list (previous called Vulnerable Child list) updated and emailed to Bee Hunter.

**C.3*** Ann Davis (acting DHT) and Lauren Thomson (class teacher) identified as school representatives for cluster transition working party.

Next Steps: (What are we going to do now?)* Depending on availability of resources, focus on completion of the next steps identified in previous evaluation.
* Continue with the development of the transition programme, including the production of a cluster transition policy and shared resources.
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| Evaluative Statement & Actual Impact/Evidence (May/June) Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**Information provided by new CIIL:*** Cluster Wellbeing Network Team has been established and the first three meetings have taken place on Webex. Two of these meetings included an operational function in dealing with children and young people.
* Cluster HTs meetings have established the role of the CIIL.
* GIRFEC pathways have been strengthened via CIIL support in TAC meetings.
* Planning for next year re CST work has started – a schedule has been devised with equity of provision in mind. This will form the basis of timetables for August.
* Due to TAC and liaison with HTs planning towards transition project has started – to be confirmed at next HT meeting.
* CST will lead Sleep workshops in response to parental needs after recent survey results suggested that parents feel that sleep is the main issue that affects their children’s mental wellbeing.
* Rooms have been established at Abronhill and in Whitelees for the Cluster Wellbeing Base. Abronhill has a classroom, partnership room and family room whereas Whitelees has a board room. Furniture for these rooms has been sourced.
* After having had a good response to surveying the cluster learners (P4+), families and staff, results have informed choices of spending for the Community fund.
* Community Mental Health and Wellbeing funding has been secured and spent on third sector supports including: Outlet Play – support here will be twofold: they will provide a small number of places for children and young people to work on a 1;1 basis in the outdoors 2.5 hours a week building towards social groups if appropriate and in time. This will be for those who are no longer engaging and those with very poor attendance. The other support requested is that which will link into a transition program as aforementioned.
* Other supports will include that from PASP who will provide Play Champ/Leadership support for each of the 5 primaries.
* The Miracle foundation will run three Resilience workshops for children at primary for 10 weeks in the base and one for secondary pupils.
* One Parent Families will work with ten families in a holistic way to support their needs, bringing them together if appropriate in the base where there may also be a creche. Details regarding learners on part-time timetables has been gathered for monitoring and support in liaison with Inclusion.

**Additional Information specific to our school:****C.1*** HT has met with CIIL (14th June 2022) to discuss NBPRs to be submitted before the end of the session – CIIL will pass this information on to Inclusion Support staff.
* HT and CIIL have discussed supports which can be put in place for next session. These include support and advice (from CSTs) for staff on how to change the learning environment in order to cater to all pupils’ needs, particularly autistic children, and intensive support for groups of children who are not on track in literacy/numeracy.

Next Steps: (What are we going to do now?)* A plan for the CIP will be formulated at the next HTs meeting at the end of June when overlapping themes and an agreed focus for next year will be found.
* CST deployment will be discussed with HTs in line with data and timetables drawn up.
* A calendar for using the base will be shared.
* Outcomes Star Training will be shared in August with all management teams, strengthening GIRFEC.
* WB app training will be shared and support offered for use of the Wellbeing tools in cluster schools.
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| **School 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; 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 293 with 9 1FTE permanent members of teaching staff, 5 part time permanent members of teaching staff and 5 temporary members of teaching staff. 3 of these teachers are funded through PEF/NLC match funding. 1 member of teaching staff has been working from home for most of the past two years. As her remit cannot be fulfilled from home she has been working with the authority digital team to produce resources. The school also has 3 full time ASNAs and 2 part time ASNAs, 2 members of clerical staff, 4 members of catering staff, 4 cleaners and a janitor.  Since last session our classroom assistant and two ASNAs have resigned/retired and have not been replaced. 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.  26% of pupils live within SIMD deciles 1 and 2 and a further 24% live in SIMD 3.   The school benefits from universal Scottish Attainment Challenge (SAC) offers provided by North Lanarkshire Council and was allocated £112,718 from the Pupil Equity Fund.  At the start of the session the school was allocated an additional 0.5FTE through SAC. However, this was removed at the end of Term 1 due to staff shortages elsewhere in the authority.Pupil attendance at school is broadly in line with the North Lanarkshire average and, across the year, there is little gap between SIMD 1/2 and SIMD 3+. However, the NLC What’s the Story Dashboard shows a significant gap between SIMD 2, when separated from SIMD 1, and SIMD 3+. There was a significant decrease in attendance across all SIMD deciles, in December. This was due to many parents/carers choosing to keep their children at home in order to reduce the chances of catching Covid-19 before Christmas. We have *Fairtrade School* status and hold *Gold Health Promotion* status.  We have been awarded a bronze certificate for 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 *(this was not possible this session due to ongoing Covid-19 restrictions at the time)*.  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 recent parental survey, which was completed by parents/carers representing the majority of our pupils, 98% of parents/carers stated that they were satisfied with the quality of teaching in the school and 97% stated that their child was making progress at school. Almost all parents/carers stated that they felt that their child was safe at school but, although most said that bullying was dealt with well, 13% stated that bullying could be dealt with in a more effective manner. 97% of parents/carers felt that the school is well led and managed, 98% said that, overall, they were satisfied with the school and 97% stated that they would recommend the school to other parents.Some aspects of the end of session questionnaire which pupils completed were more challenging to analyse as more children than usual chose the “Don’t know” option when answering the questions. The majority of pupils in P1-3 and most of the pupils in Primary 4-7 stated that they were happy in school. Most pupils, across the whole school, said that they felt safe and cared for in school and that they had adults they can speak to if they feel upset or worried. However, some children in Primary 4-7 did say that they felt that the school could deal better with bullying behaviour (this question was not asked to Primary 1-3 pupils). The majority of pupils in Primary 1-3 and most pupils in Primary 4-7 stated that they had a say in how they learn in school.Staffing, in particular support for children with additional support needs, has continued to cause significant challenges this session. The number of support staff working in the school has dramatically reduced in recent years while the number of children requiring additional support has continued to rise. Members of the SLT have spent the majority of their time, during school hours, supporting these children. A teacher, who would have been working with children in order to raise attainment, has had her remit altered to allow her to support one child on a one-to-one basis and the cluster has had no CSTs this year. In addition to this, staff short term absence (mostly related to Covid-19), a member of staff working from home whose position in school was not back filled and a teaching staff vacancy, have all had a serious impact on our ability to support our children.However, the plans for the PEF budget were re-configured in order to pay for supports from third sector organisations. Emotional regulation sessions were run for four children, provided by Gerry Shields, two children attended Play Therapy sessions, one classes took part in a team building programme provided by Box Soccer and two children were supported by a worker from the LOVE Group. Staff also worked closely with the school Educational Psychologist who provided advice and training. |
| **Review of progress for previous session***This section should evaluate the impact of the current School Improvement Plan (SIP) priorities.**It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). 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. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.***School Priority 1:**Ensure children have access to high quality learning and teaching in all curricular areas in order to increase overall attainment in Literacy and Numeracy and to decrease the attainment gap between children living in SIMD 1/2 and SIMD3+.  |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| 1. Improvement in attainment; particularly in literacy and numeracy | 2. Teacher Professionalism | 1. Improvement in attainment, particularly literacy and numeracy | 1.3 Leadership of Change | 1 Early Intervention and Prevention | NA | Article 28 - right to education |
| 2. Closing the attainment gap between the most and least disadvantaged children | 4. Assessment of Children's Progress | 2. Closing the attainment gap between the most and least disadvantaged children | 2.2 Curriculum | 4. Targeted Approaches to Literacy and Numeracy |  | Article 29 - goals of education |
|  | 6. Performance Information |  | 2.3 Learning, Teaching and Assessment | 5. Promoting a high quality learning experience |  |  |
|  |  |  | 2.4 Personalised Support | 6. Differentiated Support |  |  |
|  |  |  | 3.2 Raising Attainment and Achievement | 7. Using Evidence and Data |  |  |
|  |  |  |  | 10. Partnership Working |  |  |
|  |  |  |  | 11. Professional learning and leadership |  |  |
| Evaluative Statement & Actual Impact/Evidence (October) Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)**1.1*** An initial discussion about the Curriculum Rationale took place with the Parent Council. Suggestion for inclusion in the school curriculum included:

Specified trips e.g. beach, museum, theatreCPRSign Language**1.2*** Classroom support visits took place in order to monitor and support staff. All staff were visited and provided with feedback. Most teachers demonstrated a good level of teaching.
* Jotters were monitored in order to evaluate tasks being provided and feedback. Almost all children were being provided with appropriate tasks, some children were receiving appropriate written feedback.
* Almost all tracking meetings took place (one did not due to staff absence). Additional supports were then put in place for some children.
* HT spoke to a group of children from every class. Most children were able to discuss their learning, how it is assessed and how they are given feedback. ‘Golden Books’ were used to evidence discussions. Almost all children were enthusiastic about their learning.

**1.3*** All class teams set up so that all children have access to shared documents and a class collaboration space.
* All parents issued with Virtual Classroom instructions so that all children can have access to high quality remote learning if required to isolate.
* All classes shown how to use the Virtual Classroom, most children feel confident using this resource.

**1.4*** School moderation event took place (29/09/2021). Almost all teaching staff engaged in professional dialogue around planning (including assessment).
* All teaching staff took part in training on the use of assessment data (25/08/2021). Children will be provided with more appropriate tasks and feedback as a result of staff having a greater understanding of the data.
* All teaching staff were trained in the use of the school tracking database (01/09/2021). This is now available for staff to access.
* An Internal Request for Assistance was introduced. Children will receive appropriate additional support where it is identified that this is necessary. Staff will have a greater understanding of the variety of supports which they can put in place within their own classroom.

Next Steps: (What are we going to do now?)* Curriculum rationale to be reviewed throughout Term 2.
* Review “Make Every Lesson Great” document in Term 2.
* Second moderation event to take place in order to review pieces of work and assessments.
* Planning policy will be created (additional task, not originally on SIP).
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| Evaluative Statement & Actual Impact/Evidence (January) Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)**1.2*** Classroom support visits did not take place due to staffing issues.
* Jotters were monitored, more children now know their CfE levels and more formative comments are evident.  Individual feedback was issued to class teachers to ensure that improvements continue.
* Four classes have now taken part in gardening sessions.
* Seven classes visited the immersive classroom.
* “Make Every Lesson Great” document reviewed by working group and personalised for our school.

**1.3*** Request for support submitted to Digital Pathfinder. *It came to light in Term 4 that this had not been passed on by the Digital Team and so support will be provided next session instead.*

Next Steps: (What are we going to do now?)* Stakeholders to be consulted re Curriculum Rationale.
* SNSA to be completed by Primary 1, 4 and 7 pupils and results analysed.
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| Evaluative Statement & Actual Impact/Evidence (May/June) Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)**1.2*** Working group produced guidance on what should be available for children in each classroom. From next session this will ensure consistency, high standards of classroom organization and equity of children with additional support needs.
* Working group fed back to staff re-changes to long term planning. Discussion took place and new procedures are in place for next session – reduction in unnecessary bureaucracy, discussion grids now on Teams. This will ensure consistency across classes and ensure that staff are effectively using Es and Os to plan and benchmarks to assess learning.

**1.4*** All Primary 1, 4 and 7 staff took part in analysis around SNSA and ACEL data. This identified areas for development for next sessions, in particular, around the teaching of grammar and problem solving/word problems within numeracy.
* Overall school data was analysis by HT. This has identified that:

SNSA* Across all areas (other than Primary 4 numeracy), pupil attainment in SNSA data is better, sometimes significantly, than ACEL data, Primary 4 numeracy results are identical.

ACEL (NLC data for ACEL is not yet available and so cannot be compared to school data)* At Primary 1, ACEL data across all areas shows an improvement since last session. However, reading remains significantly lower than other areas.
* Primary 4 numeracy data shows a significant improvement since last session.
* Primary 7 numeracy data is below that of previous years.
* There is no significant SIMD gap in any area.
* When year groups are analysed across their time in the school, end of session tracking shows fluctuations across all stages which require to be analysed in more detail.

Attendance* Overall, attendance is broadly in line with the North Lanarkshire average.
* Overall, there is little gender gap across the school. Gaps between genders at Primary 2 and Primary 4 can be identified as individual children who are receiving additional support.
* 88 pupils had an annual attendance of less than 90% (26 of those children live in SIMD 1 or 2).
* Attendance of children in all SIMD deciles dropped significantly in December as parents/carers chose to keep their children at home in order to prevent the need to isolate over the Christmas period.
* Overall attendance remains below pre-pandemic rates.
* On average, children living in SIMD 1 and 2 have a *slightly* lower annual attendance (1% lower).

PIPs* Initial assessments administered in August/September provided the lowest average results, across all areas, since this data was first collected (2014). The average reading score of 42 was particularly low.
* The gap between SIMD 1/2 and SIMD 3+ was most significant within the reading assessment.
* Assessments administered to Primary 1 pupils at the end of the session show little or no gap between SIMD 1/2 and SIMD 3+ (in Maths, Reading and Phonics).
* Data shows there is a reduction in the gap from the start of the session, particularly in Reading.
* A range of data is included as an appendix to this report.

Next Steps: (What are we going to do now?)* More analysis of data is required.
* Moderation sessions between school and cluster staff must continue.
* New “Make Every Lesson Great” policy to be implemented.
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| **School Priority 2:**Improve and support the mental, social and emotional health of all pupils and staff by embedding and extending the range of nurture and positive relationship based approaches used across the school.  |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| 3. Improvement in children's and young people's health and wellbeing | 1. School Leadership | 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing | 2.1 Safeguarding and CP | 1 Early Intervention and Prevention | NA | Article 12 - respect for the views of the child |
|  | 2. Teacher Professionalism |  | 2.2 Curriculum | 2. Social and Emotional Wellbeing |  | Article 24 - health and health services |
|  | 3. Parental Engagement |  | 2.4 Personalised Support | 3. Promoting healthy lifestyles |  | Article 28 - right to education |
|  |  |  | 3.2 Raising Attainment and Achievement | 10. Partnership Working |  |  |
| Evaluative Statement & Actual Impact/Evidence (October) Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**2.1*** Pre-training evaluation completed (last term).
* Results analysed (during the summer).
* Nurture introduction session led by educational psychologist 12/08/2021.

**2.2*** SDQ data downloaded and results for specific children who require significant additional support needs analysed.

**2.3*** Teaching staff took part in GIRFEC Refresh part 2 training (27/10/2021), led by Elspeth Green. Staff are more familiar with some aspects of the GIRFEC pathway. *Further explanation and discussion will be required to ensure that staff are confident with planning and the associated paperwork. This will be done on the November in-service day.*

**2.4*** HT completed Wellbeing Application e-learning module and course (22/09/2021) and so is now more confident in the use of the programme.
* Newly created or received documents are now being added to the Wellbeing app.

**2.7*** Pre-training evaluation completed (last term).
* Results analysed (during the summer).
* Nurture introduction session led by educational psychologist 12/08/2021.

**2.8*** Staff wellbeing co-ordinator identified – Ashley French.

Next Steps: (What are we going to do now?)* Provide staff with additional GIRFEC training.
* Audit RRSA.
* Identify nurture principle of develop.
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| Evaluative Statement & Actual Impact/Evidence (January) Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)**2.1*** Pre-training evaluation completed (last term).
* Nurture evaluations completed on in-service day (15/11/2021). Principle 5 identified and further evaluation then completed.
* Kate and Chris took part in Resilience Toolkit training with Elspeth Singleton, 17/01/2022.
* Kate registered with Resilience Toolkit website, 18/01/2022 – waiting for registration to be completed.

**2.3*** Kate trained in the use of the Needs Based Pathway Review paperwork, January 2022.

**2.4*** Teaching staff trained in how to add and read documents, also received update training on how to add and read pastoral notes. (in-service day, 15/11/2021).
* Clerical staff not having access to upload GIRFMe Plans causes additional workload of SLT.

**2.5*** Four classes have taken part in gardening sessions.
* Primary 7 classes are booked to take part in Strathclyde Park programme.
* Primary 7a took part in a body systems lesson outside.
* Primary 7 classes are taking part in swimming lessons (which they would normally have had in Primary 5 but covid restrictions prevented this).
* Primary 6 and 5 classes booked for later in the year.
* Primary 5, 5/6 and 6 all taking part in Clyde in the Classroom (Primary 6 pupils missed this in Primary 5 due to covid restrictions). Classes have visited the Glasgow Science Centre, 14/01/2022, and will release fish later in the term.
* Primary 7a completed maths lessons outside.

**2.7*** Nurture evaluations completed on in-service day (15/11/2021). Principle 5 identified and further evaluation then completed.

**2.8*** *(Staff snacks trolley and emergency toiletries established.)*
* Wellbeing packs established for new members of staff. Issued to all staff 18/01/2022.

Next Steps: (What are we going to do now?)* Nurture training to be run by Educational Psychologist – *very difficult to arrange due to lack of EP time allocated to the school and restrictions on when EP can meet e.g. not on in-service days or during many planned staff improvement meetings.*
* Add outdoor learning opportunities to IDL planning grids.
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| Evaluative Statement & Actual Impact/Evidence (May/June) Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)**2.5*** All classes went on day trips related to an aspect of their learning. This extended the children’s experiences.
* Additional funding for outdoor development was secured from NLC.
* Work started on outdoor development: cabin, two poly tunnels and pergolas were all completed.
* Two more classes have taken part in gardening sessions.
* Pupils were consulted on the use of outdoor development.
* Design plans for the rest of the area are underway.

**2.7*** Kate attended online course on Trauma Informed Approaches. This provided resources which can be shared with the rest of the staff in the new session.

**2.8*** In the absence of Staff Wellbeing Co-ordinator, Kate and Ann continue to email health and wellbeing information to staff on a regular basis.

Next Steps: (What are we going to do now?)* Nurture training to continue into next session.
* Outdoor development to be completed.
* Continue to work towards the Rights Respecting Schools Award.
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| **School Priority 3:**Develop digital pedagogy across all stages, ensuring quality and equity for all learners.  |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| 1. Improvement in attainment; particularly in literacy and numeracy | 5. School Improvement | 1. Improvement in attainment, particularly literacy and numeracy | 2.2 Curriculum | 5. Promoting a high quality learning experience | NA | Article 28 - right to education |
|  | 6. Performance Information |  | 2.3 Learning, Teaching and Assessment |  |  |  |
| Evaluative Statement & Actual Impact/Evidence (October) Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**3.1*** Primary 7 classes using Teams and a rubrics for Taught Writing so that children are more aware of their next steps.

**3.2*** Wifi within the school upgraded. *This has not improved internet reliability and will result in approximately 80 iPads no longer being able to connect to the wifi.*

**3.3*** Arrangements made for Digital Pathfinders to support staff with the use of the immersive classroom in order to improve their knowledge, understanding and confidence.

Next Steps: (What are we going to do now?)* Review digital technologies pathway.
* Staff to completed training in the use of the immersive classroom and other Microsoft Office packages.
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| Evaluative Statement & Actual Impact/Evidence (January) Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)**3.2*** 80 iPads and 8 laptops purchased (PEF), delivery likely to be June.

Next Steps: (What are we going to do now?)* Review digital technologies pathway.
* Staff to completed training in the use of the immersive classroom and other Microsoft Office packages.
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| Evaluative Statement & Actual Impact/Evidence (May/June) Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)**3.1*** All classes issued with their own set of iPads for next session. Pupils in Primary 6 and Primary 7 classes will have their own iPad.

**3.4*** Digital Pathfinders are developing a planning format for us in primary schools. Once launched, this will be used across the school from August 2022.

Next Steps: (What are we going to do now?)* Investigate methods of online planning.
* Improve staff knowledge of digital technologies.
* Implement new NLC Digital Technologies planning.
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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 planning 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).* |
| * The mental, social and emotional health of pupils will be improved by embedding and extending the range of nurture and positive relationship strategies used across the school.
* Attainment in Literacy and Numeracy will improve through the use of digital technologies and moderation.
* Children will have access to a broader range of Expressive Arts experiences through progressive and consistent planning and enhanced resources.
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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*
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| 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 is 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.  Interventions, such as *Rainbow Reading*, are carefully evaluated through the use of baseline and end of programme assessments which show if the intervention 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.   The database also contains information relating to involvement of other agencies, Police Concern Reports etc. and provides a wealth of information about each child.   Pupils review their own learning at a level appropriate for their age and stage. They also add their own views to their annual report, which is discussed with them before it was issued to parents.  Pupil Voice Circles are used to gather the views of pupils on a range of issues affecting the school. Pupils are also consulted through the use of an annual questionnaire.  This year almost all 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 the majority 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 | **4** |  |
| 3.2 Raising attainment and achievement | **4** |  |
| ***Covid Recovery****Choose an aspect of recovery (curriculum, improvement activities etc) and write a statement about how this has developed over the course of this session.***Health and Wellbeing**Since returning to more “normal” learning and teaching the mental health and wellbeing of some of our pupils was highlighted as a significant concern. The PEF budget was used to purchase sessions from the following outside agencies:Gerry Sheilds (behaviour support)Play TherapistBox SoccerBe-ActiveLOVE GroupThese agencies worked with either whole classes or individuals.Strategies were also put in place in order to reduce the anxiety felt by some pupils, especially autistic children. Daily check-ins with SLT continued for specific children. An additional “safe place” was established for children who require some quiet time out of class. |

**SAC/ PEF CHECKPOINT 2: January 2022**

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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  |
| **0.5FTE**Devon Galt will work in our school Monday – Wednesday | * SAC teacher transferred to another school in order to cover core staffing (27/10/2021).
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| **Acting DHT***(enhanced post August 2021 – April 2022)**Cost TBC* | * Working with a literacy group using the Read, Write Inc. intervention.
* Work on outdoor development not yet started.
* Significant time spent supporting children with emotional/additional needs.
 | Formative assessments show children making progress. |
| **3 FTE** *(teaching post August – March)**Cost TBC* | * Working with Literacy and Numeracy groups across the school.
* Providing cover for NCCT to allow DHT and acting DHT to support behavior of individual children.
* Cover for staff absence.
 | Formative assessments show children making progress. |
| **25 hrs ASNA***(August – March)**Cost TBC* | * ASNA and Classroom Assistant left leaving only 10 hours PEF funded. This is entirely used to support one pupil.
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| **Big Maths Annual Subscription***£1,100* | * Big Maths being used across the school.
 | “On Track” data to be analysed after this term’s attainment tracking meetings are completed and compared to that of Family Group. |
| **Emotion Works Annual Subscription***£150* | * Emotion Works used across the school especially at the start of the session.
 | Wellbeing Webs to be analysed. |
| **PIPS Assessments***Cost TBC* | * Assessments completed by all Primary pupils in August/September and will be repeated in May/June.
 | Analysis of results compared with previous years and start/end of this session. |
| **Laptops/iPads***£TBC* | * 80 iPads and 8 laptops ordered December 2021. Delivery may not be until June 2022.
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| **Outdoor Learning Resources***£TBC* | * Successful in receiving a £50,000 grant to develop outdoor space.
* Gary Stark currently liaising with Parent Council and NL department in order to arrange project management services.
* Once work begins additional outdoor learning resources can be purchased.
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**SAC/ PEF CHECKPOINT 2: May 2022**

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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  |
| **Acting DHT***(enhanced post August 2021 – April 2021)**Cost TBC* | * Increase in Literacy attainment for targeted pupils.
* Work on outdoor development not yet started.
* Significant time spent supporting children with emotional/additional needs.
 | YARC assessments show that all children involved in the Read, Write Inc. intervention made progress. |
| **Box Soccer**Primary 5 class | * When others do better 68% of children say they do not feel annoyed.
* 77% of children say they are going to keep trying when things get tough.
* 86% of the class are saying positive things to each other.
* When they are frustrated, 72% of children say they are not going to give up.
* 86% of children believe they can learn from their mistakes.
* 77% of the class now consider how their actions will impact on others.
 | Questionnaires issued and analaysed by Box Soccer staff. |
| **Be-Active**Two Primary 7 pupils | * No evidence of positive impact.
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| **LOVE Group**Two Primary 5 pupils | * No evidence of positive impact.
* One pupil did not engage with her worker.
* One pupil enjoyed the sessions but staffing was inconsistent and so no strong relationships could be formed.
* Communication from LOVE Group staff was poor and workers were not prepared for initial sessions.
 | Views of pupils and staff. |
| **Play Therapist**Two pupils (Primary 5 and Primary 2) | * Staff received information about the issues which were impacting on behaviour.
 | Views of staff |

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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?Support provided by the Play Therapist has started to work well. Relationships are developing and the information provide to school staff by the play therapist can be used to further develop the supports available in school. |
| What has worked less well or could be improved? Lack of staffing and inconsistent staffing has impacted on the progress which we were able to make. The reduction in teaching staff from what was originally planned e.g. SAC 0.5FTE removed and 0.8FTE working from home not back filled meant that support groups were not able to progress as planned.This year many children (six in particular) required significant additional support. It was not possible to obtain additional resources (staffing or funding) from central budgets and so staffing and funding had to be re-distributed form existing school resources. This had a significant negative impact on the rest of the school.Communication and support from Inclusion teams was minimal. |