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***Driving Equity and Excellence***

**Improvement Report**

**Session 2022-23**

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| **School:** | Kildrum Primary School |
| **Cluster:** | Cumbernauld Academy |
| **PEF Allocation** | £101,675 |

**Section 1: Establishment Details**

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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; 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 289 with 12.6FTE permanent members of teaching staff (one of which is currently in a seconded post for the NLC Digital Team). We have eight full time permanent members of teaching staff and six part time permanent members of teaching staff. In addition we have six temporary members of teaching staff. Three of these teachers are funded through PEF/NLC match funding. The school also has four full time ASNAs and one part time ASNA, two members of clerical staff, four members of catering staff, four cleaners and a janitor.  We have not had a classroom assistant since 2020. 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.  25% of pupils live within SIMD deciles 1 and 2 and a further 29% live in SIMD 3. 30% of our pupils are entitled to free school meals (FSM). This only includes those families who have applied for FSM and does not include the additional Primary 1-5 pupils, all of whom are entitled to free school meals.  Over the course of 2022/2023, 30 children joined our school and 10 children transferred to other schools. 16 of the children who transferred to our school moved directly from Nigeria. Some of these children had never attended school before. Many of the children have required significant additional support to adapt to the Scottish education system and the different routines and expectations. However, most of the children have now settled and are making progress.    The school benefits from universal Scottish Attainment Challenge (SAC) offers provided by North Lanarkshire Council and was allocated £101,675 from the Pupil Equity Fund.    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. 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, 96% of parents/carers stated that they were satisfied with the quality of teaching in the school and 94% 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. This is the same percentage which was recorded last session. 96% of parents/carers felt that the school is well led and managed, 93% said that, overall, they were satisfied with the school and 94% stated that they would recommend the school to other parents.  Towards the end of each school session all pupils have the opportunity to complete a questionnaire (appropriate for their age and stage). This session, most pupils in Primary 1-3 and the majority 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 said that they felt that the school could deal better with bullying behaviour (this question was not asked to Primary 1-3 pupils). Most pupils in Primary 1-3 and the majority of 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, continues to cause significant challenges. 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. |
| Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)  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+ or between genders. Pupil attendance is reviewed frequently and parents/carers are contacted when concerns are raised. This session, one of the Cluster Support Teachers worked with a families whose child is unable to come to school due to anxiety. Resources, such as visuals, and advice are given to parents/carers when there are concerns about their child’s attendance. When necessary, other agencies such as Social Work, The Children’s Reporter or third sector organisations such as counselling provider Teen Talk, are also approached in order to provide support.  Exclusion is only ever used as a last resort. Many additional resources and supports are put in place in order to support children. This session only one pupil has been excluded (on two occasions). Supports put in place for this pupil included advice from our educational psychologist, support from the cluster family engagement support worker, one-to-one teacher support two days per week and three outdoor sessions led by OutLet Play.  Last session a small space, ‘The Wee Den’, was created by converting a built-in cupboard. This gives children a space to use when they need time to regulate their emotions. This session a nurture room, ‘The Big Den’, and an additional small safe space have also been created. All are used regularly by pupils. |
| Details of consultation: Pupils/Parents/carers/staff/stakeholders  **Pupils**  This year we have reinstated our Pupil Voice Circles, these had been paused due to Covid-19 restrictions. Pupils have been consulted on a new school house system and have provided their opinions for our Digital Champions, Eco Committee and Rights Respecting Schools Committee. The RRSC presented their findings (relating to community clubs which are available to our pupils) on a wall display and at a whole school assembly.  Pupils also share their views during ‘Show off your work day’ discussions with members of the SLT and during ‘Class Showcase’ meeting, when they meet with the head teacher.  **Parents**  Parents/carers are consulted throughout the year via the Parent Council. All parents/carers are invited to complete an annual audit in June of each year. This session the results were, again, very positive. However, issues around bullying were highlighted. Bullying was also highlighted as a concern last session and so additional lessons took place every term, in every class. The Roots of Empathy programme was also delivered to our Primary 6 class. Work in this area will continue.  **Staff**  Staff are consulted throughout the session via whole staff meetings, teaching staff meeting and a variety of audits. In Term 4 staff work together to evaluate the progress made with the Annual Improvement Plan and discuss the priorities for the following year. Each term the priorities are reviewed and updated, where necessary. In addition to this, teaching staff hold meetings let by the teachers’ side of the Staff Representative Group. Issues raised during these meetings are then discussed with in formal SRG meetings. This session staff have been consulted on the replacement of digital technology equipment, which resulted in the purchase of 14 interactive boards, and teaching staff have been consulted to the purchase of additional Numeracy resources.  **Stakeholders**  Staff work closely with staff from other departments and other agencies. Cluster Attainment Teachers and Cluster Support Teachers contribute to GIRFMe Plans as do Health staff such as Physiotherapists, Speech Therapists and Occupational Therapists, and other Education and Families staff such as our Educational Psychologist. |

**Section 2: What progress have you made in closing any poverty related attainment gap?**

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| **Equity Plan**  *Please write a brief summary of your approach to ensuring equity and the progress you have made.*  *The following key questions could be considered:*  *Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty? What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process?* |
| **Targets**  In relation to closing the poverty related attainment gap, this session’s targets were as follows:   * Reduce the gap at Primary 6 Numeracy (there was a 6% gap when these children were in Primary 5) * Reduce the gap at Primary 7 Numeracy (there was a 10% gap when these children were in Primary 6) * Reduce the gap at Primary 2 Reading (there was a 5% gap when these children were in Primary 1) * Reduce the gap at Primary 4 Writing (there was a 10% gap when these children were in Primary 3) * Reduce the gap at Primary 6 Writing (there was a 10% gap when these children were in Primary 5)   **Method**   * As usual, Literacy and Numeracy groupings were taken into account when formulating the class structure. This session we were able to reduce the number of children in each class through the use of the PEF budget (and NLC match funding) to secure three additional members of teaching staff. * CAT, CRT and CST staff, along with school teaching and support staff (including members of the SLT) ran a variety of Literacy and Numeracy interventions and support groups. These included: * IDL app – spelling * Wave 3 * Rainbow Reading * Read, Write Inc. * Timed Reads * Motor Skills Groups * Literacy Support Groups * Number Box * Numeracy Support Groups * Overall 165 pupils received additional support (57% of the school role). 43 of these pupils live in SIMD 1 and 2, this is 59% of the total children living in SIMD 1 and 2 compared with 56% of children living in SIMD 3+ who also received additional support.   **Conclusions**   * Changes to staffing from year to year, and often throughout the year, make providing consistent additional support challenging. Best possible use of support staff is arranged but lack of staff means that children who require intensive additional support often do not receive it and support staff are not available to lead interventions such as Rainbow Reading and Number Box. * The reduction in class size does not appear to have had a positive impact of the overall attainment of the school but could have contributed to the reduction in attainment gap. * Teachers report that having fewer groups for Literacy and Numeracy had a positive impact on pupils’ attainment, particularly for those children who were not on track. It should be noted that, in many cases, these children are still not on track but teacher professional judgement and observations show that more progress was made than would have been the case if teachers were responsible for a larger number of groups. * Teachers also noted that smaller class sizes had a positive impact on their workload and mental wellbeing. * Based on professional judgement data, the attainment gap at the target stages reduced in all but one year group: * Primary 6 Numeracy gap reduced by 2%, leaving a 4% gap. * Primary 7 Numeracy gap reduced by 2%, leaving a 8% gap. * Primary 2 Reading gap increased by 3%, leaving a 8% gap. * Primary 4 Writing gap reduced by 5%, leaving a 5% gap. * Primary 6 Writing gap reduced by 8%, leaving a 2% gap. * End of session professional judgement data shows that, when taken as a whole, there is very little attainment gap across the school: * Numeracy – 3% gap (= 9 children) * Reading – 1% gap but with SIMD 1 and 2 out-performing children in SIMD 3+ * Writing – No gap * Listening and Talking – 1% gap (= 3 children) * Professional Judgement data for each stage shows the following: * Primary 1 – No gap, SIMD 1 and 2 out-performing SIMD 3+ in Numeracy and Reading. * Primary 2 – Reading gap has increased. * Primary 3 – Slight gap for Numeracy, SIMD 1 and 2 out-performing SIMD 3+ is all other areas. * Primary 4 – Gap for all areas, most significant remains Writing (5%, 2 pupils) * Primary 5 – No gap, SIMD 1 and 2 out-performing SIMD 3+ in all areas. * Primary 6 – Gap for all areas, most significant is Reading (6%, 3 pupils). * Primary 7 – Gap for all areas except Reading. Most significant is Numeracy (8%, 3 pupils), Listening and Talking is also a concern (6%, 2 pupils). * Attendance data of children living in SIMD 1 and 2 follows the same trends as SIMD 3+ but is generally lower, particularly around holiday periods. This could be related to parental views around the importance of attendance, deprivation resulting in more illnesses or access to cheaper holidays. * It should be noted that, although the attainment gap in the majority of target stages and curricular areas decreased this session and the attainment gap across the school appears to be small, overall attainment is lower than we would like. Specific areas for improvement are: * Primary 3, Primary 5 and Primary 6 Numeracy * Primary 2 Writing   where the majority of children are not on track.   * Positives to be noted are: * Primary 1 and Primary 2 Numeracy * Primary 4, Primary 5 and Primary 7 Reading * Primary 1, Primary 5 and Primary 7 Writing * Primary 1, Primary 4, Primary 5, Primary 6 and Primary 7 Listening and Talking   where most children are on track.  **Next Steps**   * Smaller class sizes may not be sustainably. Next session the school role is expected to increase by at least twenty children but this will have little impact on the school staffing allocation. * The PEF budget will, once again, be used to increase teaching staff numbers. Additional staffing will be used to provide a variety of Literacy and Numeracy interventions and support groups in order to reduce the number of groups that each teacher is responsible for. * Poverty related attainment gap targets for next session are: * Primary 3 and Primary 7 Reading * Primary 5 Writing   *Next session’s stages are specified.*   * Data around the attendance of pupils who are not on track has been collected but needs to be analysed in order to identify where further supports are required. * Further research into the reasons for low attendance is also required. * New NLC Literacy and Numeracy Pathways will be introduced to aid with planning and tracking. * New Numeracy resources will be introduced (training will take place on the August in-service days). |

**Section 3: Summary of Impact of Annual Improvement Plan Priorities**

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| **Cluster Priority(Long Term Outcome)**: *See Cluster Annual Improvement Report* | |  |
| **(Please insert the relevant information below)** | | |
| **NIF Priority:** | **NIF Driver:** | |
| **NLC Priority:** | **QI:** | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. | | |
| **RATIONALE**: | | |
| **OUTCOMES:** | | |
| **EXPECTED IMPACT:** | | |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?) | | |
| **Next Steps:** (What are we going to do now?) | | |

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| **Priority 1 (Long Term Outcome)**:  Increase average attainment in Numeracy and Mathematics across all stages by 10% and close the attainment gap at Primary 6 and 7 by May 2023. | |
| **(Please insert the relevant information below)** | |
| **NIF Priority:**   * Improvement in attainment; particularly in literacy and numeracy. * Closing the attainment gap between the most and the least disadvantaged children. | **NIF Driver:**   * Teacher Professionalism * Assessment of Children’s Progress * Performance Information |
| **NLC Priority:**   * Improvement in attainment; particularly in literacy and numeracy. * Closing the attainment gap between the most and the least disadvantaged children. | **QI**   * 1.3 Leadership of Change * 2.2 Curriculum * 2.3 Learning, Teaching and Assessment * 2.4 Personalised Support * 3.2 Equality and Inclusion |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.   * Three members of teaching staff were funded through PEF and NLC match-funding. | |
| **RATIONALE:**   * This is the first year of a three year Numeracy priority aiming to raise attainment across all stages by 10%. * Professional judgement data shows erratic attainment levels over the past five years with, in some instances, the majority of a year group *not* being on track. * Professional judgement data shows little gender gap but, on the whole, boys out-perform girls in Numeracy across the school. * Professional judgement shows little poverty related attainment gaps across the school as a whole but the gap is most evident at Primary 6 and Primary 7. * Teaching staff report finding planning and tracking Numeracy challenging due to a lack of a clear progression pathway linked to Curriculum for Excellence. * Pupils report basics such as multiplication tables as their next steps. * Teaching staff report that the majority of older children do not appear to have a clear understanding of basics such as place value. * SLT observations show little use of digital technologies across the school. * SLT observations show PowerPoint presentations used as the main teaching element of too many lessons and the use of active tasks involving concrete material used on too few occasions. | |
| **OUTCOMES:**   * 1.1 All pupils will receive appropriate targeted support, where necessary. * 1.2 All pupils will experience a broad and balanced Numeracy and Maths curriculum. * 1.3 Most pupils will be working at a level appropriate to their age and stage. * 1.4 Pupil confidence levels within Numeracy will increase. | |
| **EXPECTED IMPACT:**   * The poverty related attainment gap at Primary 6 (6%) and Primary 7 (10%) will be reduced. * Staff will have a greater understanding of the Concrete/Pictorial/Abstract teaching method and so lessons will become more active and will involve an increased use of concrete materials, particularly in the upper stages. * Staff will have a greater knowledge and understanding of how digital technologies can be used effectively to enhance learning and teaching and so lessons will include a greater use of such resources. | |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)  **Progress**  **1.1**   * CSTs, CATs, and CRTs worked with groups of children across the school and throughout the session (CST and CRT only in Term 1). * 33 children took part in the Number Box intervention (12 of these children live in SIMD 1 and 2). * 72 children took part in Numeracy support groups (19 of these children live in SIMD 1 and 2). * Additional teaching staff (funded through PEF and NLC match-funding) allowed for smaller classes, maximum class size was 26 pupils. * All children identified as ‘red’ or ‘amber’ received additional support. * MALT, PIPS and SNSA data was used to help track progress throughout the year.   **1.2**   * The use of ‘Big Maths’ as a teaching resource was reviewed and it was agreed to research new resources which would support teaching more effectively. Following research new resources were purchased. * All members of teaching staff took part in Number Talks and CPA training lead by NLC pedagogy practitioner. * Interactive panels were purchased for every classroom and all members of teaching staff took part on training on their use.   **1.3**   * Some discussions took place between staff around ACEL and moderation. * The new NLC progression pathways were briefly reviewed at the end of the session.   **1.4**   * ‘Class Showcase’ and ‘Show off your work day’ discussions took place throughout the session. Most children are able to describe their work.   **Impact**   * Professional judgement data shows that attainment in Numeracy decreased in the majority of year groups. Attainment remained the same in Primary 7 and increased in Primary 6. * Teachers report that those children categorised as ‘red’ made greater progress than would have been possible without Numeracy support groups. * The poverty attainment gap at Primary 6 and Primary 7 was reduced: * Primary 6 Numeracy gap reduced by 2%, leaving a 4% gap. * Primary 7 Numeracy gap reduced by 2%, leaving a 8% gap.   *It should be noted that much of the work carried out this session was preparatory and will be fully implemented next session.* | |
| **Next Steps:** (What are we going to do now?)   * Numeracy will be a cluster priority next session. * NLC Progression Pathways will be introduced as part of planning and tracking process. * New Numeracy resources will be introduced (training planned for the August in-service days) * Further training on the use of digital technologies, Number Talks and CPA will take place. * Staff will be encouraged and supported to use digital technologies, Number Talks and CPA more effectively. * Moderation and discussion around tracking and ACEL will be planned for. * Additional staff, (funded through PEF and NLC match-funding) will be used to lead interventions and Numeracy support groups. * Additional cluster staff will be used to support ‘red’ and ‘amber’ children. | |

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| **Priority 2 (Long Term Outcome)**:  Improve and support the mental, social and emotional health of all pupils by embedding and extending the range of nurture and positive relationship based approaches used across the school. | |
| **(Please insert the relevant information below)** | |
| **NIF Priority:**   * Improvement in children’s and young people’s health and wellbeing. | **NIF Driver:**   * School Leadership * Teacher Professionalism * Parental Engagement |
| **NLC Priority:**   * Improvement in children’s and young people’s health and wellbeing. | **QI**   * 2.1 Safeguarding and Child Protection * 2.2 Curriculum * 2.4 Personalised Support * 2.7 Partnerships * 3.2 Equality and Inclusion |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. | |
| **RATIONALE**:   * During 2021/2022 a number of children displayed distressed behaviour on a regular basis. A number of supports were put in place by school staff but these did not sufficiently support the children or staff. Requests were also made to NLC Inclusion Support. * More supports, which can be used as an early stage, to support children are required in order to prevent so many children requiring intensive support. * More universal strategies are required to promote positive behaviour and mental wellbeing so that almost all children are unaffected by the distressed behaviour of those who require intensive support. * At the end of last session data from pupil questionnaires showed that the majority of Primary 1-3 pupils and most Primary 4-7 pupils enjoyed learning in school and were happy when they were in school. Most children across the school said they felt safe and cared for in school. Some children (23%) in Primary 4-7 felt that the school staff did not deal with bullying behaviour effectively. * In a similar questionnaire issued to parents/carers 13% of those who took part stated that they did not think the school dealt with bullying effectively. | |
| **OUTCOMES**:   * All pupils, in particular this with language and communication disorders, will be supported and will be achieving their potential. * The SEEMIS Wellbeing App will be used to complete wellbeing assessments and to store planning and wellbeing information. * Pupils will have access to a broad, progressive ad stimulating Health and Wellbeing programme. * All children will participate in a range of progressive and creative outdoor learning experiences. * The school will achieve Bronze Rights Respecting School status. * Most children will report that they have not experiences bullying during this session. | |
| **EXPECTED IMPACT:**   * Most children will report that they feel happy and supported in school. * Supports and progress will be effectively monitored and tracked, through the use of the Wellbeing app. * Pupils will report improved mental health. * Most pupils will be aware of their rights and the rights of others. | |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)  **Progress**  **2.1**   * All teaching staff took part in training (Promoting Emotional Wellbeing in Autistic Children), led by our Educational Psychologist. Before the training the average confidence rating of the group of staff was 7/10. After the training this had risen to 9/10. * All ASNAs took part in training – little impact was noted. * All teaching staff took part in cluster training on the CIRCLE framework. * Ann Davis (acting depute head teacher) took part in ‘My Star’ training and the programme was piloted with one child. * Kate Watt (head teacher) completed training in order to become a LIAM instructor and a ‘Drawing and Talking’ practitioner. * The LIAM programme was then followed by one pupil and their parent.   **2.2**   * All member of the SLT took part in training on the Wellbeing app.   **2.3**   * The NLC Health and Wellbeing progression Pathway has not yet been published and so an updated school plan was not created.   **2.4**   * A plan for the outdoor learning space was created by Russell Tod (NLC) in August 2022. Many attempts have been made to find NLC staff who are able to support the Parent Council to progress the project. This work is ongoing.   **2.5**   * RRSA committee was established and baseline audit was completed.   **2.6**   * Additional lessons about relationships/bullying took place every term and in every class. * Pupil consultation took place in relation to the new House system. * School House system was established. * Kate Watt was trained as a Roots of Empathy instructor and delivered the programme to the Primary 6 class.   **Impact**   * Following the training on Promoting Emotional Wellbeing in Autistic Children, many staff reported that they planned to extend or improve their use of visuals within their classroom. * SEEMIS Wellbeing app is now used to store records. * Observations show that most pupils enjoy the school House system and gaining ‘Kildrum Coins’ has a positive effect. * Improvement of the outdoor space has been an improvement priority for seven years. Some progress has been made; two separate plans have been create, a fence has been put up and the Parent Council have obtained a £50,000 grant to fund the work. * Most pupils from the Primary 6 class spoke positively about the Roots of Empathy programme and stated that they were now more aware of their own temperament and were more understanding of others’ emotions. * End of session questionnaires completed by pupils show that most Primary 1-3 pupils and the majority of Primary 4-7 pupils enjoy learning and feel safe in school. Most pupils across the whole school state that they feel safe and cared for in school. * Some Primary 4-7 pupils (32%) do not feel that staff deal with bullying effectively. This is an increase since last session. * 13% of parents/carers continue to believe that the school does not deal with bullying effectively, this is the same number as last session. | |
| **Next Steps:** (What are we going to do now?)   * Start to implement the CIRCLE framework and use it to evaluate and improve inclusion. * Begin to use the Wellbeing app to formulate plans for those children requiring intensive support. * Continue to approach NLC departments in order to find support for the Parent Council to develop the outdoor learning space. * Whole school Health and Wellbeing plan requires to be created at the start of next session. * Implement House events to encourage children to achieve in a number of different areas. * Strategies to combat bullying behaviour will continue to be implemented. The number of reported incidents of bullying behaviour will be analysed. * Further work on inclusion will be done in order to ensure that all children are supported as well as possible. * Digital Wellbeing Webs will be piloted in some classes to allow for easier analysis. | |

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| **Priority 3 (Long Term Outcome)**:  Develop digital pedagogy across all stages, ensuring quality and equity for all learners. | |
| **(Please insert the relevant information below)** | | |
| **NIF Priority:**   * Improvement in attainment; particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. | **NIF Driver:**   * School Improvement * Performance Information | |
| **NLC Priority:**   * Improvement in attainment; particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in employability skills and sustained positive school leaver destinations for all young people. | **QI:**   * 2.2 Curriculum * 2.3 Learning, Teaching and Assessment * 2.4 Personalised Support * 3.2 Equality and Inclusion | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. | | |
| RATIONALE:   * The school continues to be relatively well resourced with digital technology equipment. However, staff feel that this is not put to best use due to their lack of knowledge. * Classroom observations and discussions with pupils show that digital technologies are mainly use for research along with a few apps such as SumDog. iPads are often used after a main task is completed rather than being used to enhance the main task. | | |
| OUTCOMES:   * Staff will have the skills, knowledge and confidence necessary to plan, teach and assess the use of digital technologies in order to enhance learning and teaching. * Attainment data will be used to inform targeted digital interventions. * All pupils will experience a progressive digital technologies curriculum and most children will be able to use the skills they develop across other curricular areas. | | |
| EXPECTED IMPACT:   * During classroom observations, digital technologies will be seen to be enhancing learning and teaching. * Pupils will be able to discuss how digital technologies are helping them to learn. | | |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)  **Progress**  **3.1**   * Teaching staff started to work through the Microsoft Educator training programme. * Training on the NLC Progression Pathways took place.   **3.2**   * Where appropriate, children were enrolled onto the IDL app, to support their spelling.   **3.3**   * Additional laptops and iPad were distributed to classes. * All Primary 7 pupils now have access to their own iPad. * A green screen was purchased. * All class interactive whiteboards were replaced with interactive panels. * Training on the use of the panels took place.   **Impact**   * All classes have reported an increased used of interactive panels and pupils are showing increased confidence using this resource. | | |
| **Next Steps:** (What are we going to do now?)   * Further training on the use of digital technologies to support those at risk of not achieving is required. * Questionnaire data shows that staff require training in the Microsoft Office suite, in particular Sway and OneNote, and coding. | | |

**Section 4: Key strengths/successes linked to Quality Indicators**

(Please note: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered during through ongoing self-evaluation processes, including discussions in attainment trios, please outline briefly key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.) When making specific reference to a NIF driver please highlight this is bold for example:

**Teacher Professionalism**: CLPL has impacted positively on staff confidence levels and understanding of best pedagogical practice, in writing. ACEL data (P4 and P7) has increased by 5% and 10 % respectively. (QI: 1.3, 2.3 and 3.2)

**How good is our leadership and approach to improvement?**

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| **QI 1.3 Leadership of change** | | |
| Developing a shared vision, values and aims relevant to the school and its community | Strategic planning for continuous improvement | Implementing improvement and change |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.** | | |
| **NIF Priority:** | | |
| **NIF Driver:** | | |
| **UNCRC:** | | |
| **RECR (if appropriate)** | | |
| **Linked SIP/PEF Priority:** | | |
| **How well are you doing? What’s working well for your learners?** | | |
| **Developing a shared vision, values and aims relevant to the school and its community**   * All staff are committed to achieving the highest possible standards and success for all our pupils, this is based on our vision. * Pupils, parents and staff were involved in the creation of our vision and values. * Most staff have a good understanding of the context of the school use this to shape improvements. * Results of pupil, parent/carers and staff audits show that, through effective leadership at all levels, we work together to turn our vision into a reality.     **Strategic planning for continuous improvement**   * Senior leaders create an ethos where staff feel confident to suggest and lead change. * Senior leaders protect time for professional dialogue, collegiate learning and self-evaluation. * All staff are involved in evaluation of improvements through professional dialogue, audits, SRG and PRDs. * Data from pupil, parent/carer and staff audits help to share the School Improvement Plan. * Assessment data such as SNSA, PIPS etc. is analysed by teachers and the SLT in order to inform future priorities. * Staff are engaged in regular CLPL opportunities, linked to the annual SIP.     **Implementing improvement and change**   * Staff at all levels take responsibility for implementing change and ensuring equality. * Senior leaders promote the need for continuous improvements. * We regularly reflect on our practice and develop improvements. * Staff are supported and encouraged to learn from peers.  Peer learning takes place throughout the school. * The school works with partners to evaluate and improve current practice. | | |
| **How do you know? What evidence do you have of positive impact on learners?** | | |
| **Developing a shared vision, values and aims relevant to the school and its community**   * Almost all children know the vision and values of the school and can give examples of how these relate to their life in school. * William Collum, EFM, held a parent workshop in relation to our vision, values and curriculum rationale and a parent survey gathered the views of the wider parent forum. * Most pupils state that they feel happy and safe in school (June 2023 audit)     **Strategic planning for continuous improvement**   * Surveys show that most staff feel that they have regular opportunities to undertake leadership roles. * The Working Time Agreement and school calendar shows time allocated to collegiate work and school improvement. * The Working Time Agreement shows times when the SRG will meet and PRDs take place annually. * Surveys are used to gather information from staff throughout the year e.g. confidence and knowledge of the use of digital technologies. * Most parents/carers state that the school takes their views into account when making changes (June 2023 audit). * Most children states that they have a say in making the way they learn in school better (June 2023 audit).     **Implementing improvement and change**   * Minutes of staff meetings show improvements being discussed and developed. * Most staff are able to describe how they have contributed to improvement and change. | | |
| **What are you going to do now? What are your improvement priorities in this area?** | | |
| * Continue to develop opportunities for staff to collaborate with staff from other establishments. * Develop further opportunities for pupils and parents/carers to contribute to strategic planning. | | |

**How good is the quality of care and education we offer?**

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| **QI 2.3 Learning, teaching and assessment** | | | |
| Learning and engagement | Quality of teaching | Effective use of assessment | Planning, tracking and monitoring |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.** | | | |
| **NIF Priority:** | | | |
| **NIF Driver:** | | | |
| **UNCRC:** | | | |
| **RECR (if appropriate)** | | | |
| **Linked SIP/PEF Priority:** | | | |
| **How well are you doing? What’s working well for your learners?** | | | |
| **Learning and engagement**   * The school ethos is built around establishing positive relationships. * Pupils’ achievements in and out of school are recorded and celebrated. * Most pupils are active in their learning and highly-motivated. * Learning experiences in most classes are challenging, stimulating and matched to the interested of the children. * Pupils are given appropriate amounts of responsibility within the school and this increases as they become more independent. * Our pupils contribute positively to the life of the school. Most of them state that their views are sought, valued and acted upon.     **Quality of teaching**   * We use a range of learning environments and creative teaching approaches are used in most classes. * Learning is enhanced by increasingly effective use of digital technologies. * Explanations, instructions and feedback are clear in most classes and lessons. Learning intentions and success criteria are used in almost all classes for the majority of lessons. In some classes pupils are beginning to devise success criteria with the support of their teachers. * Teachers work alongside SLT to use interventions to support learning at appropriate times.     **Effective use of assessment**   * We observe and assess pupils closely in order to inform appropriate interventions. * We use a variety of assessment approaches to allow pupils to show their progress. * SLT provide effective support and advice on interventions and strategies to further learning. * Pupils with GIRFMe Plans benefit from a range of interventions. * Moderation activities have encouraged professional dialogue in relation to benchmarks and expectations.   **Planning, tracking and monitoring**   * Learning is appropriately planned for across most areas of the curriculum and meets the needs of almost all learners. * Pupils are involved in the planning of some curricular areas. * Tracking of progress, interventions, assessments and achievements are robust. * Data gathered is used to plan next steps and to evaluate interventions and strategies. | | | |
| **How do you know? What evidence do you have of positive impact on learners?** | | | |
| **Learning and engagement**   * Achievements are celebrated through assemblies, Twitter, Class Dojo, ‘Star Worker’ awards and ‘Cakes with Kate’ and are recorded on the school tracking database. * The majority of pupils can discuss some of their rights. * Observations, professional dialogue and learner conversations show that most children are engaged in their learning and are eager to talk about it. * In pupil audits the majority of pupils stated that they enjoy learning and most stated that they are happy in school. * Pupils from a variety of stages are represented in committees and all pupils take part in Pupil Voice Circles. * Pupil audits show that most children feel they are listened to and that their views matter.   **Quality of teaching**   * Classroom visits confirm that most teaching is effective and appropriately challenging. * Classroom visits show digital technologies are used to support and enrich learning in some classes. * Classroom visits and monitoring of pupil work show that most instructions and feedback are clear. * A variety of interventions are used throughout the school.   **Effective use of assessment**   * After taking part in a staff training about formative feedback in November 2022 all teachers stated that they had a better understanding of formative feedback and most said that they used different types of formative feedback prompts. * Formative assessment is carried out in most lessons and summative and standardised assessments are used throughout the session. * 20% of our pupils have GIRFMe plans. Almost all comments from parents in relation to these have been positive.   **Planning, tracking and monitoring**   * Each term the context of IDL projects is decided in consultation with pupils. Pupils are given the opportunity to lead the learning by discussing what they would like to learn. * Staff are provided with detailed tracking information for the children in their class. * Minutes from teaching staff meetings show professional dialogue around attainment data and the resulting actions. | | | |
| **What are you going to do now? What are your improvement priorities in this area?** | | | |
| * Moderation activities need to be embedded into the school calendar. * Further work is required to develop the use of learning intentions/success criteria and to involve the children in the formation of these. * *How good is OUR school?* to be used to further involve pupils in school improvement. | | | |

**How good is the quality of care and education we offer?**

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| **QI 3.1 Ensuring wellbeing, equality and inclusion** | | |
| Wellbeing | Fulfilment of statutory duties | Inclusion and equality |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.** | | |
| **NIF Priority:** | | |
| **NIF Driver:** | | |
| **UNCRC:** | | |
| **RECR (if appropriate)** | | |
| **Linked SIP/PEF Priority:** | | |
| **How well are you doing? What’s working well for your learners?** | | |
| **Wellbeing**   * Staff place great importance on the wellbeing of pupils and their families. * Most pupils feel safe, healthy, achieving, nurtured, active, respected, responsible and included. * Relationships across the school community are positive and supportive. Most staff and partners feel valued and supported. * Staff are proactive in promoting positive relationships in the classroom, playground and wider learning community. * We ensure that pupils are active participants in discussions and decisions which may affect their lives. * Pupils who are in need of additional support are identified at an early stage and a proactive approach is taken to supporting them.     **Fulfilment of statutory duties**   * We comply fully with statutory requirements. Our staff know what is expected of them in these areas. * National and local policies in relation to Child Protection and Safeguarding are followed.   **Inclusion and equality**   * Staff and partners have created an environment where children feel listened to and feel they are treated with respect. * Most pupils who live in the most deprived areas, who are care experienced or who have additional support needs are well supported and are achieving appropriately. Those who are not achieving as expected are monitored closely and afforded additional interventions targeted on their areas of need. * Our curriculum offers many opportunities for children to explore diversity and multi-faith issues as well as discrimination and intolerance. * Effective transition procedures are in place from nursery, through primary and onto secondary school. | | |
| **How do you know? What evidence do you have of positive impact on learners?** | | |
| **Wellbeing**   * Wellbeing webs are completed by pupils each term and analysed by staff to help identify needs. * Staff audits show that all staff feel valued and supported. * Audits show that almost all parents and most pupils feel pupils are supported to do their best. Most pupils, parents and staff feel they are treated with respect and in a fair manner. * Surveys show that the majority of parents and pupils feel that the schools deals with any bullying behaviour effectively. * *What I Think Tools* are used in variety of situations but particularly when a child is experiencing challenging circumstances. * The *Emotion Works* programme gives pupils the opportunity to discuss their emotions, triggers and behaviours.   **Fulfilment of statutory duties**   * All staff, including catering and cleaning and janitorial, take part in annual Child Protection training and are aware of what is expected of them. * *Know the Child, Follow the Child* documents are updated regularly to ensure all relevant information about each child is passed on during transitions. * Information such as Social Work involvement, care experience, the number of Police Concern Reports/Initial Referral Discussions are recorded and tracked effectively. * Attendance is promoted and closely monitored and appropriate action is taken when concerns arise.   **Inclusion and equality**   * Surveys show that most pupils feel listened to, treated with respect and that they have a trusted adult to go to with any concerns. * Identified children *Check-in* with senior leaders on a daily basis. Staff and parents report that this has had a positive impact on the children. * Our data shows little attainment gap between those living in SIMD 1/2 and those living in SIMD 3+. * Health and Wellbeing, RME and Literacy programmes all provide opportunities for the exploration of diversity and discrimination. * Children and parents visit the school on a number of occasions in the pre-school year in order to become familiar with the school and allow staff to start assessing their needs. * Extensive data and information is passed across stages to ensure smooth transitions from year to year. * A primary to secondary transition programme prepares pupils for their move to secondary school and ensures that secondary colleagues have all relevant information. This includes enhanced transition sessions for more vulnerable children. | | |
| **What are you going to do now? What are your improvement priorities in this area?** | | |
| * Attempts to redevelop areas of the school grounds continue. * Use of GIRFMe Plans will continue to be improved to further include pupils, parents and partner agencies. | | |

**How good is the quality of care and education we offer?**

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| **QI 3.2 Raising attainment and achievement** | | | |
| Attainment in literacy and numeracy | Attainment over time | Overall quality of learners’ achievement | Equity for all learners |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.** | | | |
| **NIF Priority:** | | | |
| **NIF Driver:** | | | |
| **UNCRC:** | | | |
| **RECR (if appropriate)** | | | |
| **Linked SIP/PEF Priority:** | | | |
| **How well are you doing? What’s working well for your learners?** | | | |
| **Attainment in literacy and numeracy**   * The majority of pupils are working at an age and stage appropriate level in numeracy, reading and Writing. Most children are on track for listening and talking. * Across all areas, some children have exceeded the expected levels. * There is little gap in attainment between those living in the most and least deprived areas. * The school data demonstrates that the majority of our current pupils are making good progress. * Attainment levels are a major priority for the school are discussed regularly. * Staff are working on using CfE Benchmarks, along with other assessment data, to provide accurate professional judgement of attainment levels.   **Attainment over time**   * A robust tracking system is in place which allows staff to ensure that all children who are at risk of not attaining are receiving additional support/interventions. * Robust tracking together with effective interventions ensures continuous progress for learners. * Most pupils are fully engaged in all aspects of school life.   **Overall quality of leaners’ achievements**   * Most of our pupils are successful, confident and they contribute to the wider life of the school. * We provide a wide range of activities and work with a variety of partners to ensure pupils have wide experiences. * Our Master Class programme, curricular focus weeks and pupil voice arrangements allow children to achieve in a wide range of areas. * These achievements are celebrated within the school and, where appropriate, with the wider community.   **Equity for all learners**   * The Pupil Equity Fund is used effectively to reduce social and economic barriers to learning and ensuring equity for all. * Children’s success and achievements are celebrated in the school environment, we make use of a variety of media and broadcast successes on our website, Twitter feed and the Class Dojo app. | | | |
| **How do you know? What evidence do you have of positive impact on learners?** | | | |
| **Attainment in literacy and numeracy**   * ACEL data shows: * **Numeracy** * Most Primary 1 pupils achieved Early Level by the end of Primary 1. * The majority of Primary 4 pupils achieved First Level by the end of Primary 4. * The majority of Primary 7 pupils achieved Second Level by the end of Primary 7. * **Reading** * The majority of Primary 1 pupils achieved Early Level by the end of Primary 1. * Most Primary 4 pupils achieved First Level by the end of Primary 4. * Most Primary 7 pupils achieved Second Level by the end of Primary 7. * **Writing** * Most Primary 1 pupils achieved Early Level by the end of Primary 1. * The majority of Primary 4 pupils achieved First Level by the end of Primary 4. * Most Primary 7 pupils achieved Second Level by the end of Primary 7. * **Listening and Talking** * Most Primary 1 pupils achieved Early Level by the end of Primary 1. * Most Primary 4 pupils achieved First Level by the end of Primary 4. * Most Primary 7 pupils achieved Second Level by the end of Primary 7. * Teacher professional judgement shows that, across the school, the majority of children are on track for Numeracy, Reading and Writing and most children are on track for Listening and Talking.   **Attainment over time**   * Data shows little gap related to deprivation. * SNSA results in Primary 1 and 4 dropped in 2020/2021 but have been improving in recent years. Primary 7 results have improved, over time, for Reading and Writing. Numeracy has improved this session but is not yet at the level it was in 2018/2019. * Professional judgement data over time has been recorded since 2028/2019. Data continues to be erratic and shows few patterns. It is likely that this is due to differing expectations of staff and so more moderation work is required to ensure that professional judgement data is accurate and robust.   **Overall quality of leaners’ achievements**   * For the past six years we have worked with the Clyde River Foundation, this partnership allowed Primary 5 pupils to look after trout eggs and then release the young fish into the river Clyde. * We work with charities such as Mary’s Meals, NSPCA and the Cumbernauld and Kilsyth Clothing Bank. * Children have the opportunity for success through are range of activities such as sporting events and art competitions. * Children have the opportunity to be part of pupils committees. * Each year our Primary 5 children take part in swimming lessons, funded through PEF. * All classes enjoy day trips linked to their learning which allow children to take part in new experiences.   **Equity for all learners**   * Our school uniform bank, situated at the front door of the school, is well used by parents. * Parents/carers are not charged for school trips. * Entry to almost all school events is free e.g. Christmas Fayre, Harvest celebration, Burns Supper etc. * Tickets prices for the school show is kept to a minimum. * We work with a range of charities into order to support our families e.g. uniforms and other items of clothing, food and gifts at Christmas, sponsored places at dance workshops etc. * The NLC Tackling Poverty Team is regularly promoted through school newsletters and referrals are suggested to individual families. | | | |
| **What are you going to do now? What are your improvement priorities in this area?** | | | |
| * More opportunities for moderation and professional dialogue are required to improve professional judgements. * Additional support staff will be sought from the cluster in order to provide the support required by some children. * Data will continue to be shared with staff and used to target interventions and staffing. * Additional opportunities for achievement will be created through the new House system. | | | |

**Section 5: NIF Quality Indicators: Summary**

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| **Assigning levels using quality indicators**  *School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.* | | | |
| Quality indicator | School self-evaluation | | HMIE Inspection evaluation *(if appropriate)* |
| 1.3 Leadership of change | 4 | |  |
| 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.* | | | |
| Quality indicator | | Self-evaluation | |
| 2.4 Personalised Support | | 5 | |

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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).* |
| **Numeracy** (year two of a three year priority and also a cluster priority)  Improve teacher knowledge, skills and confidence in the teaching of Numeracy in order to raise attainment across all stages. By May 2024 most children in Primary 1-3 and the majority of children in Primary 4-7 will be on track. There will be a particular focus on children in Primary 4, Primary 6 and Primary 7, where the majority of children are currently not on track.  **Inclusion**  Improve staff knowledge, skills and confidence to support the inclusion of all learners within the school environment. By May 2024 almost all children will feel safe and supported in school and most will feel that bullying behaviour is dealt with effectively. Almost all parents will feel that the school gives them advice on how to support their child at home and most will feel that bullying behaviour is dealt with effectively.  **Creativity**  Develop pedagogy, resources and learning environments in order to maximise opportunities to support children’s creativity. By May 2024 almost all children in Primary 4-7 will feel that the school supports them to become more confident, most children in Primary 4-7 and almost all in Primary 1-3 will enjoy learning and feel happy in school. Most children will feel that they are creative. |