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***Driving Equity and Excellence***

**Improvement Report**

**Session 2022-23**

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| **School:** | Mossend PS and NC |
| **Cluster:** | Bellshill Academy |
| **PEF Allocation** | £138,240 |

**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.* |
| Mossend Primary School and Nursery Class is situated in the heart of Mossend. The current school roll is 342 pupils in the school and a 32 FTE nursery class. The school currently has 13 P1-7 classes with a staffing allocation of 16.27 FTE. This session staffing has been enhanced through the PEF allocation, and additionality from the local authority taking the current staffing to 19.27 FTE. Our values are, Aspirational, Caring, Creative, Honest, Respectful and Welcoming.Our Aims are to:* Provide a safe and stimulating environment in which all of our children learn positive attitudes and become confident individuals.
* Ensure our children develop an understanding of their own and others’ feelings, cultures and beliefs and become responsible citizens.
* Create and provide a variety of opportunities for learning for every child which will stimulate and interest their imagination to enable them to become successful learners.
* Extend our children’s abilities to communicate ideas and feelings and become effective contributors in all areas of the curriculum.
* Work co-operatively with the school cluster and wider community to share good practice and to ensure smooth transitions from one establishment to another.
* Enable all children to access an inclusive curriculum that provides appropriate support and challenge to allow them to fully develop their skills and talents for learning, life and work.

The school received £138,240 in allocation of Pupil Equity Funding in session 2022-23, which was predominantly used to enhance staffing in order to support recovery, with a particular focus on Literacy at First Level. This session the school have been able to begin the new session with a permanent management team due to the appointment of the Head Teacher and Depute Head Teacher in June 2022. There are two job-share permanent Principal Teachers, one is PT 0.4/CT 0.2, the other is permanent PT 0.6 but currently enhanced to 0.8 through PEF. There is also one full time PEF Principal Teacher in post. The school population by SIMD is 36% at SIMD 1 and 2 and 43% at SIMD 3-4. This is a little higher than the authority average at SIMD 1 and 2 of 30%. Currently 27.7% of children are FME, with 29.8 % clothing grant entitled. Both of which are higher than the Local Authority average. ACEL data has been submitted by Mossend Primary over the last 5 years. ACEL data submitted by Mossend PS fluctuates over the last 5 years. In session 2020/21 there was improvement in attainment levels at primary 1 and in numeracy at P4 and Listening and Talking at P7.Seven children within the school have an allocation of additional support hours, which results in the school having a number of ASNAs mainly allocated based on medical need. Approximately one fifth of our pupils have a GIRFme Plan, many to coordinate support for Health & Wellbeing as opposed to support for learning.  The school improvement plan was endorsed by the Education and Families Manager, and as a result of professional dialogue the RAG status of the school was agreed as Red. |
| Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)Over the last three years the school has seen a decline in overall pupil attendance percentages, a considerable decrease noted from session 2019/2020 where attendance was 94.1%. Attendance for session 2021/2022 was 88.3% which fell short of the Local Authority Average of 91.2%, and of the National Average of 91.4%. For session 2022/2023 attendance is currently sitting at 92%, however this drops to 88.1% for the 92 children living in deciles 1 and 2. Analysis of whole school data shows that the biggest concern around attendance is children living in deciles 1 and 2 and children in our P2 and P3 cohorts whose attendance is sitting at 83.8% and 86.6% respectively.  Exclusions had dropped over the last 5 years, however there has been a slight increase in session 2021/2022. Intensive support is now in place for children who had been previously excluded. Two children are on part-time timetable with one now attending 2 half days and 3 full days, and the other 3 full days and 2 half days. These plans are regularly reviewed alongside our CIIL. There have been no exclusions to date in session 2022/2023. |
| Details of consultation: Pupils/Parents/carers/staff/stakeholdersIn arriving at our improvement priorities, the school has taken account of Education and Families’ priorities, an audit of the previous year’s improvement plan and engagement with parents/carers and learners.   All staff recognise their professional responsibility to critically evaluate their own practice and to contribute to ongoing school self-evaluation and improvement. This is supported by leadership at all levels, where staff work collegiately to take forward aspects of the school improvement plan, and review this collaboratively at regular intervals throughout the year.   This session the professional capacity of some staff members will be significantly strengthened by engagement with participation in NLC Leadership Programmes, including Digital Leaders, Aspiring PTs, and Aspiring HTs. These staff are well positioned to work collaboratively to use this in order to enhance the professional capital of the wider staff team. Pupil participation is built into the school’s self-evaluation processes, by way of a School Evaluation Group, who help to put the SIP into pupil friendly language, and support evaluation throughout the session. The wider pupil voice is facilitated by way of regular House Meetings, where pupils discuss and share views on aspects of the life and work of the school. Pupils have had the opportunity to express their views on the strengths and improvement areas of the school, particularly this year in relation to Curriculum as we co-create the Curriculum Rationale. Emerging themes from this consultation have informed the key priorities noted above, meaning that for the first time the pupils should recognise their priorities and suggestions reflected in the SIP document, having the opportunity to shape priorities rather than merely evaluate the direction set by the adults in the school. The same is true of the parent and carer curriculum consultation, which for the first time will be followed up by a focus group of representative families, who will provide feedback on the draft rationale and SIP.  |

**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?* |
| At Mossend PS and NC we have undertaken robust contextual analysis through PESTLE and SWOT and have utilised the SAC Logic Model to meet our long-, medium- and short-term outcomes.Our long-term aim is to close the poverty related attainment gap in line with stretch aims, and embed a culture focused on equity and equality of opportunity, through our curriculum and learning environments. To ensure sustainability, we aim to meet our medium-term outcomes through Teacher Professionalism, School Leadership, and we are also continuing to refine our use of data and evidence each school session to improve our Performance Information. Our identified short-term aim was primarily focused around improving learner health and well-being as demonstrated through improved attendance.As a result of improved data collation, all staff now have a clearer understanding of the social, economic, and cultural context of the school community. The introduction of ‘School on a Page’ and ‘Class on a Page’ has provided opportunities for staff to gain a deeper and more meaningful understanding of the diversity and barriers which exist within their own classrooms, and the priorities for these across the whole school.Attendance for session 2021/2022 was 88.3% this has risen to 91.96% in term 3 session 22/23. Term 3 attendance monitoring showed that the attendance of targeted children had increased on average by 8%. This increase has been attributed to an intensive focus on attendance by the management team, and an action research project in conjunction with the school Educational Psychologist. PEF funding allowed us to employ a Forest School trained teacher to deliver a quality outdoor learning experience. Initially this was targeted to children living in SIMD 1 and 2, and children with low attendance. However, we were then able to extend this offer to all children across the school. Although we didn’t initially gain the impact we had hoped from this work, observations exemplify increased levels of engagement and softer skills. To ensure future sustainability we have now trained a teacher in Fundamentals Outdoor skills training to continue to embed outdoor learning using the local environment.Outcome Star assessments were completed with 4 children pre-forest visits. Follow up Outcome Star assessments were completed successfully with 75% of these children (3). 1 child was unable to complete the post-assessment. 100% of children who completed the post-assessment had an improved Outcome Star score in at least 1 area.Data demonstrates that the attainment gap at Mossend Primary School in 2022, was 28.8% across Literacy and 24.2% in Numeracy. School data this year indicates that the 2023 gap at ?% for Literacy and ?% for Numeracy. Evidence drawn from Case Studies shows that the steps taken to decrease this gap is due to the success of targeted interventions made possible through enhanced staffing. PEF funding was used to employ x 1 FTE teacher to deliver Literacy interventions. Initially this work was targeted to x 6 P6 children, x 10 P5 children and x 10 P4 children following analysation of TPJ from session 2021/2022.Assessment shows that almost all children have made an improvement in their reading rate, accuracy and comprehension. All P4 children targeted increased in their reading rate and comprehension. Almost all P5 children increased in their reading rate, and all P6 children increased in both areas. There has been a positive impact on attainment with the addition of a 0.2 PEF PT to monitor, track and report on progress at Early Level. TPJ shows that 72% of children in SIMD 1 and 2 have attained Early level in Reading, 77% in Writing, 89% Talking and Listening and Numeracy 83%.Data shows attainment for targeted groups of children has increased following partnership working with Cluster supports including CAT and CRT. Cohort 21/22 have increased their attainment in Reading by 30.8%, in Writing by 23.1% and in L &T by 20.5%, all to 100% achievement at Early Level. This will continue to be monitored.To ensure equality of opportunity all children have been offered the opportunity to participate in a sports-based club. Participation was tracked in terms 1 and 2 and any child at risk of missing out was identified. Pupil Voice at this stage allowed a more targeted approach, offering gymnastics, football and basketball at both lunch time and after school. The request for a Forest School Club, by a number of children, was facilitated with the provision of a Forest School Session for every class. The provision of school-based clubs will be revised this coming session in relation to available school budget. We are continuing to build sustainability in high quality teaching with all staff having received training from the pedagogy team. This will enable all staff to progress in ensuring that learning and teaching across all stages is of a high quality.  |

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

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| **Cluster Priority (Long Term Outcome)**: All young people will benefit from a robust integrated approach to improving Health & Wellbeing outcomes for children and families across our Cluster. |  |
| **(Please insert the relevant information below)** |
| **NIF Priority: 2, 3 and 5** | **NIF Driver:** Teacher and Practitioner Professionalism, School and ELC Improvement, Performance Information |
| **NLC Priority: 2** | **QI: 1.3 ,2.3 ,2.4 ,3.2** |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.SAC: RWI, CAT, PEF: PEF Staffing: DHT PEF, HSPO, Nurture PT, PEF Teachers |
| **RATIONALE**:% SIMD 1-2 per school: Aitkenhead 9%, Bellshill Academy 44%, Lawmuir 59%, Mossend 34%, Noble 46%, Tannochside 59%. % Attendance Figs per school are: Aitkenhead 94.3%, Bellshill Academy 87.3%, Lawmuir 90%, Mossend 88.5%, Noble 90%, Tannochside 90%.GIRFMe Plans: Aitkenhead 16, Bellshill Academy 49, Lawmuir 31, Noble 21, Mossend 24 , Tannochside 45.Our cluster has identified that attendance strategies and support around the young person are important priorities to improve wellbeing and attainment. Attendance across cluster schools has been affected by Covid and other factors noted in the Authority’s Attendance Survey March 22 which require support for families. Last session, funding secured through the Children’s Mental Health and Wellbeing Fund (CMHWF) enabled supports and bespoke packages from Third Sector organisations to reach 73 children and young people whose attendance was between 75-85%. Ongoing evaluations have reported positive engagement with programmes expected to see at least a 5% increase in attendance for the identified children. Continuation of this as well as a range of interventions from the cluster will improve overall attendance for each school.Last session 116 young people in P1 to S4 had GIRFEC planning in place across the Cluster (99 children supported at additional level and 7 at intensive level). Over the session, 8 young people were supported at Cluster Network Meetings to access Additional support at Cluster Level and 42 applications were submitted to the Needs Based Pathway Review for specialist provision. 13 young people who entered Bellshill Academy had GIRFME plans; at present 186 pupils across the cluster have these plans. Support across the cluster, outlined in this plan, will be utilised to support these pupils’ attendance, wellbeing and attainment. |
| **OUTCOMES:*** **To improve attendance in each cluster school by identified percentage point.**
* **To agree cluster processes to identify wellbeing support for children working at additional and intensive levels**
* **Continue to increase partnerships across the cluster to improve wellbeing.**
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| **EXPECTED IMPACT:*** ***By June 2023 identified learners’ attendance will improve in each school as follows:*** *Aitkenhead PS: 1.7%, Bellshill Academy 2%, Lawmuir PS:3%, Mossend PS: 1.5, Noble PS 3%, Tannochside PS:5%*
* ***By June 2023 all Heads of Establishment and Cluster Network Team will understand agreed cluster processes for accessing additional and intensive support to improve outcomes for identified learners***
* ***By June 2023 all identified learners will benefit from increased partnership working.***
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| **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?)***By June 2023 identified learners’ attendance will improve in each school.*****Attendance %:** The average attendance rate for 2021-21 across the cluster schools was 90%. Through increased partnership working we have been able to improve this figure by 1%. We recognise that there is still need for improvement and this will be a major focus for next year.**Home School Partnership Officer:** Most of the hardest to reach secondary aged pupils who have attendance issues have engaged with the HSPO at Bellshill Academy, either through home visits or 1:1 in school. The pupils have worked through the ‘Let’s Introduce Anxiety Management’ (LIAM) programme and’ Living life to the Full’. Pupils have been working in the Cluster Wellbeing Hub with a view to returning full time to classes. 8 pupils and their families were offered the support. Almost all young people and their families have had referrals and Requests for Assistance made to other agencies such as Social Work, COVEY Befriending, YMCA Bellshill, North Lanarkshire Disability Forum, Young Carers, and the Financial Inclusion Team.**The Family Engagement Support Officer (FESA):** took up post in April 2023 and has begun working with 6 families across Bellshill and Cardinal Newman High School Clusters. The focus of work is to improve attendance by building positive relationships with children, young people and their families and re-engage them in positive learning experiences. This will continue throughout the summer holidays.**S4 non-attenders SQA support:** The Home School Partnership Officer contact with all S4 pupils who have poor school attendance to give them an opportunity to engage in completing qualifications without having to go to classes. 8 pupils have taken up this offer. All have completed N4 English and N3 Maths. 5 have went on to complete other qualifications including N3 Social Subject, N3 Science and N4 Business. This has proved to be an excellent opportunity for the hard to reach and hard to engage families with pupils leaving school with qualifications.**GIRFEC Wellbeing Assessments:** The Cluster Support Teacher, has carried out 56 wellbeing assessments across the Cluster with 'additional level' children as part of Staged Intervention and the Girfec Planning Pathway and as a result has been designing bespoke health and wellbeing programmes to increase engagement and improve attendance.**Nurture Groups: have been delivered by the HSPO in the Cluster wellbeing base** to identified vulnerable pupils including those at additional level. These groups are supported by teaching staff. Support has not only helped with the overall Health and Wellbeing of the pupils but has also had a positive impact on attendance. All of the pupils involved in the groups are vulnerable and have multiple barriers to accessing education. A strong positive relationship with staff in the school is key to the success of this programme. Three targeted groups for S3 pupils with a group running each day. Pupils were selected from the information shared from the P7 – S1 transition. As the pupils move up the school the pupil support staff identify pupils who are in need for this type of support. Pupils come straight from breakfast club. Attendance at the nurture groups is excellent with most pupils asking to take part in the group for additional periods. ***By June 2023 all Heads of Establishment and Cluster Network Team will understand agreed cluster processes for accessing additional and intensive support to improve outcomes for identified learners.*** **Enhanced Transition Programme**: ‘The Moving On Project’ was designed and delivered by PT Inclusion and Learning Support at Bellshill Academy in May 2023 with the help of the CST. 19 identified pupils from Noble Primary School, Mossend Primary and Lawmuir Primary attended the programme. Communication and involvement of Parents/Carers was strong with them supporting the programme by bringing pupils to the wellbeing base. The Project was hailed an example of good practice and effective Cluster working and was presented as such at the NLC Inclusion Conference in April 2023.**Emotional and Educational Support for Ukrainian Displaced Young People:** Bellshill Academy Wellbeing Hub has provided a nurturing and supportive environment for 11 Ukrainian young people who were enrolled at the Academy when initially moving to the area. The Cluster Support Teacher (CST), has provided intensive support for this group and has built positive and trusting relationships with each of them, not only supporting confidence within their language skills but working on ESOL qualifications and liaising with New College Lanarkshire and Glasgow City to identify courses, assist with applications and support interviews. The CST has also made worthwhile links with Bellshill YMCA which have proved successful for the Ukrainian students who are now working with staff at the YMCA on the 'New Scots Programme'. She will continue to communicate with North Lanarkshire's Resettlement Team next session to ensure all information is up to date to support all transition planning and positive destinations.**Peer Support and Buddying Programme:** delivered by HSPO. Senior pupils volunteered their own time to work with an identified group of vulnerable S1 and S2 pupils. This offered a fantastic opportunity for Senior Pupil Leadership and senior pupils will receive a Saltire Award for their efforts. This also offered the S1 and S2 pupils a good support mechanism in school. Pupils felt safer and more confident knowing they had the support of an older pupils in the school. 13 pupils received Saltire Awards for their dedication and commitment to the project.**Zones of Regulation**: The Educational Psychologist, worked with the HSPO in the Cluster Wellbeing Base to deliver programmes which focus on developing emotional intelligence for some of the most fragile pupils who require to build resilience to understand and regulate their emotions. **Cluster Attainment Teacher** Has been used to support children across the cluster living in SIMD 1 and 2 who are not on track to achieve expected level. Almost all pupils have made progress from previous levels of attainment. The majority of learners are now on track to achieve expected level.**The Spark Counselling:** In total 47 secondary and 15 primary pupils received counselling from Sparks. Almost all pupils reported positive experiences feeling more supported and confident to talk about their mental health and wellbeing.**Cluster Planning for Childrens Wellbeing Meetings:** 3 children have been presented at the monthly Cluster Planning for Children’s Wellbeing Meetings This multi-agency cluster level meeting is designed to support Cluster planning and the GIRFEC process. As a partnership Team we have been able to identify additional resources at Cluster level to support a wellbeing plan or access to specialist pathways if required. The team is a problem-solving group where barriers arise in supporting children’s wellbeing plans and where all available measures have been exhausted within the Cluster resources, approving a move to specialist pathways. The introduction of monthly school meetings undertaken by the CIIL have resulted in a reduction in the number of children referred compared to the previous year. **LGBTQ plus support** Pupils are offered a weekly support sessions by HSPO. This ensures inclusivity and supports the mental health and well-being of this group of young people.**P7 – S1Enhanced Transition Summer School:** The HSPO runs a P7- S1 Summer School targeting pupils who need additional support with the transition from P7 – S1. The programme runs during the summer holidays and allows the pupils to be in the school when it is quiet, get to know the new building and make new friends. As part of the programme pupils go a trip to an Outdoor Centre and have a family celebration on the last day. Senior pupils volunteer during this week and receive a Saltire award. New S1 pupils all receive a Dynamic Youth Award (DYA)for attending. 20 pupils completed their DYA last summer.**Children and Young People’s Mental Health Fund Phase 3:** £20.000 was secured to allow 3 Third sector providers to continue to offer support to all schools across the Bellshill Academy and the Cardinal Newman High School Clusters. 309 children and young people engaged in the programmes with some of the most vulnerable and the poorer attenders enjoying activities such as horse-riding, musical theatre, boxing, yoga, gardening and cookery. Classes were well attended with positive feedback. ‘Homestart’ supported 6 families across the 2 Bellshill clusters using a person-centred approach to assess and coproduce goals to help parents and carers make informed choices in order to achieve positive outcomes for their children. 8 males and 6 females received support with 12 Primary school children and 2 Secondary aged child part of the initiative. Mental Health and Wellbeing issues reported by children, young people and their families were 8 citing trauma, 3 bereavement, 8 emotional and behavioural difficulties, 8 separation/divorce, 10 social/communication difficulties, 5 sensory issues, 6 sleep issues and 6 parental substance misuse. The number of children and young people deemed to be at risk was 14. Of the 6 families referred 1 has now closed and the impact was positive. One child had attendance difficulties when referred and the relationship between the family and school was strained. This young person now has 95.8% attendance with the family reporting a much more positive relationship with the school. The impact of this support included practical outcomes such as financial assistance and new beds as well as emotional support and guidance that resulted in parents engaging in weekly counselling sessions.***By June 2023 all identified learners will benefit from increased partnership working.*****Bellshill Academy Cluster Partnership Meeting:**  The benefits of this for Cluster working have already been seen with the delivery of French lessons to all P7 children across the Cluster. This was hugely successful and following discussions at the recent 'Partnership Meeting' as part of Bellshill Academy's 'Attainment Review', discussions took place to develop the digital classroom further and deliver a variety of programmes and targeted interventions across the Bellshill Cluster.**Cluster Learning Network Supports: In total 143 children and young people have received support from cluster resources with 109 supported as part of a group. 91 learners were identified form SIMD 1-3 with 57 in receipt of free school meals. 24 children and young people received EAL support with teacher professional judgement suggesting that 79% of support delivered was effective in term 2 which increased to 93% in term 3. Almost all support delivered was in the areas of literacy and Health and Wellbeing.****Interventions from Cluster Support Teachers:****Drawing and Talking**: this therapeutic intervention for children and adults designed as a short-term pro-active intervention intended to complement, rather than replace, the work of Specialist Mental Health Services, has supported 34 Primary aged children across the Cluster. Through a 12-week cycle of sessions this non-intrusive tool allowed children and young people to bring what they need to their sessions, utilising drawing as a way to help them express their feelings differently in ordinary verbal language. The Drawing and Talking therapeutic approach allows individuals to discover and communicate emotions through a non-directed technique.**Seasons for Growth:** Seasons for Growth has supported a group of 4 children within the Bellshill Academy Cluster. The programme is for children, young people or adults who have experienced significant change or loss. The core intentions of this programme are the development of resilience and emotional literacy to promote social and emotional wellbeing. **Sleep Scotland*:* 2 families have been supported by the CST who is a trained** sleep counsellor who has provided help and advice and support on good sleep practices for those referred by the Cluster schools.**Bespoke Learning Curriculum:** A further 68 children have been supported through bespoke Health and Wellbeing, Literacy and Numeracy packages of support which is needs driven as part of the Girfec Assess, plan review cycle. **Outcomes Star**: The Cluster has a nominated Outcomes Star Champion who is from Lawmuir Primary |
| **Next Steps:** (What are we going to do now?)* Continue to focus on attendance, with the appointment of the FESA this resource will be used to target identified families across the cluster.
* Strengthen collective ACEL data to identify poverty related attainment gap to utilise CAT.
* Review planning and assessment approaches to ensure planning is responding to the needs of the children and young people across the Cluster.
* Moderation events now identified in annual calendar.
* CSTs and CATs will be part of the Cluster working group which will focus on strengthening Learning Teaching and Assessment.
* Processes for accessing Cluster Resources will be agreed and all Cluster Head Teachers will be aware of interventions delivered across the cluster.
* Extend the use of the digital classroom to deliver ‘master classes’ and ‘challenge lessons’ for all cluster schools.
* All schools will engage in phase 4 of the Children and Young People Mental Health Fund with the anticipated outcome an increase in attendance and engagement for identified families.

Counselling support to be implemented for targeted groups in P4 and P5. |
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| **Priority 1 (Long Term Outcome)**: To improve children’s health and well-being as evidenced through increased attendance from 88.5% to 90% by the end of May 2023. |  |
| **(Please insert the relevant information below)** |
| **NIF Priority: 3** | **NIF Driver: 3** |
| **NLC Priority: 3** | **QI 2.1 2.7 3.1** |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.**X 8 days Forest School Sessions, targeted to a specific stage (P3), and to targeted children £2,240** PEF Funded**Active School Coaches to provide after school clubs, two per term £796** PEF Funded |
| **RATIONALE:** Over the last three years the school has seen a decline in overall pupil attendance percentages, a considerable decrease noted from session 2019/2020 where attendance was 94.1%. Current attendance rate of 88.5% falls short of the Local Authority Average of 91.2%, and of the National Average of 91.4%. Analysis of whole school data shows that the biggest concern around attendance is children living in deciles 1 and 2. The lowest attendance percentage, 88%, came from our current P3 cohort. Working closely with families, the management team have gathered evidence, through formal meetings such as Solihull meetings, which elucidates a decline in pupil and parent mental health as the main reason for the decrease in attendance. The school now plan to work intensively with targeted families, whilst simultaneously offering improved alternative curriculum pathways, and a more sustainable and strategic approach to improving play, to increase motivation levels, self-efficacy, and sense of belonging to attend school. Staff will also develop an increased understanding of children’s barriers through intensive training on two of the six Nurture Principles. |
| **OUTCOMES:** * Attendance will increase for pupils living in deciles 1 and 2, from 85% to 89.5%, an increase of 9 days attendance.

* Attendance will increase for pupils in P3, from 88% to be in line with the local average of 91.2%.
* An increase in staff delivery of weekly outdoor learning from 55% of those who responded (6 staff), to 100% (13 staff)
* An increase in engagement, motivation and participation in targeted Learners (approx. 5 children)
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| **EXPECTED IMPACT:** * Working in partnership with the school Educational Psychologist, almost all staff’s understanding and knowledge of the key components of GIRFEC will be embedded within a nurturing approach.

 * Children and young people will experience a better quality of outdoor play, leading to improved behaviour, engagement, learning, development and physical activity.
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| **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?)* A refreshed Attendance Policy, and an intensive attendance pilot project, has led to improved communication with families who can be difficult to reach. Data is indicative of increased engagement and improvement in attendance. Currently our school attendance is 91.96% which is an increase of 3.4% from session 21/22.
* Our attendance project pilot has led to improved attendance rates for the majority of our targeted children. There has been an increase of attendance by 60%.
* Alternative curriculum timetables are in place for three children, which incorporates bespoke programmes of work to meet their particular needs through the VIP group, and the Primary Pathways programme.
* Two children have increased their time in school as an impact of our bespoke alternative curriculum provision. One child will now continue their learning pathway in another setting following the NBPR outcome
* Through the introduction of The Circle Framework, all teachers are developing classroom environments well which are built on positive, nurturing and appropriately challenging relationships. This provides a safe space for learning. All staff have undertaken training on two targeted Nurture Principles.
* Feedback from all staff on The Circle Framework demonstrates an increase in confidence in setting up learning environments appropriate to the needs of our children and making our classrooms more inclusive.
* Following SMT observations, almost all classrooms are now fully inclusive environments for all learners.
* All children have been provided with the opportunity to engage in a better quality of outdoor play and learning, through Forest Schools, Active Schools and OPAL.
* 3 classes (24% of the whole school) have had the opportunity to engage in a more intensive Forest session experience.
* Pre and post observations and assessments demonstrate increased engagement for almost all learners, as well as demonstrating improvements in other skills such as resilience, problem solving and the capacity to risk assess.
* Exclusions have decreased this session to 0%
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| **Next Steps:** (What are we going to do now?)* Following analysis with our school Educational Psychologist, key messages learned from the attendance pilot project will now become embedded and driven forward next session.
* Inclusive practices will be extended across the establishment to ensure sufficient breadth, depth and relevance for the learners involved.
* Skills progression will be appropriately monitored and tracked of the children being offered an alternative curriculum provision.
* The Circle Participation Scale will be introduced to measure and provide an overview of targeted learners strengths and potential areas for development.
* All learners will continue to be offered rich outdoor learning experiences through the facilitation of a newly trained staff member in Fundamental Outdoor Skills.
* Outdoor Learning provision will be increased for children on part-time timetables as part of their alternative curriculum which will facilitate the opportunity for these children to apply the skills learned from their VIP Group.
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| **Priority 2 (Long Term Outcome)**: To increase children’s attainment through improved pedagogical practice with a specific focus on AiFL, as measured by an increase in reading attainment with a decrease in the 44.2% gap between our most and least deprived, and a 5% increase in attainment in Numeracy and Writing across all stages, to be closer in line with the Local Authority Averages by May 2023. |  |
| **(Please insert the relevant information below)** |
| **NIF Priority: 3 and 5** | **NIF Driver: 2, 4, 5 and 6** |
| **NLC Priority: 1 and 2** | **QI 2.3 and 2.4** |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.1.5 FTE CTs to facilitate staff to delivery targeted Interventions e.g. RWI, Wave 3, SEAL, Maths Recovery £81,981 PEF Funded1 FTE differential PT to lead and monitor impact of AiFL £10,480 PEF Funded0.2 full PT to lead and monitor impact of pedagogy and play at Early Level £9,284 PEF Funded |
|  **OUTCOMES:** * Increase attainment in Writing at P4 from 49% to be closer in line with the Local Authority Average of 65%, and from 49% at P7 to be closer to 69.5%
* Increase in pupil participation and enjoyment for reading, leading to a decrease in the current attainment gap of 44.2%
* Increase in attainment at P2 reading from 65.8% to 78% (5 targeted children, bespoke package from CST)
* Increase in attainment at P4 reading from 71.7% to 82% (4 targeted children, RWI from teaching staff member)
* Increase in attainment at P5 reading from 52.7% to 67% (8 children, RWI from teaching staff member)
* Increase in attainment at P6 reading from 60.7% to 75% (8 children, RWI from teaching staff member)
* Increase in staff confidence in the delivery of a quality Numeracy lesson.
* Increase attainment at P2 from 77% to 100%, and P5 from 55% to 73% (10 children)
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| **EXPECTED IMPACT:*** All staff will demonstrate an improvement in an increased understanding of quality pedagogy.
* Learners will benefit from well-planned teaching and learning experiences leading to increase in attainment
* Increased staff confidence and consistency of making judgements of Achievement of a Level.
* Children and young people will benefit from valid and reliable decisions being made on their progress towards, and achievement of a level
 |
| **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?)* Almost all staff are becoming increasingly committed to change in order to improve outcomes for learners. All staff have willingly participated in Learning, Teaching and Assessment sessions and taken on board advice from the Pedagogy Team in both Literacy and Numeracy following class visits and modelling sessions. Post Pedagogy Team input questionnaires highlighted the positive impact on staff knowledge and confidence.
* All staff have opportunities to engage in quality CLPL activities, peer observations, and visits to other establishments, leading to positive outcomes for children as staff have increased knowledge and confidence in delivery of best pedagogical practice. Documentation exemplifies focussed and targeted discussions for improvement with all teaching staff, and with learners.
* All staff have been introduced to newly created Benchmark trackers which support Teacher Professional Judgement. The majority of teaching staff who completed a questionnaire on the Benchmark Trackers indicated that they are utilising these well, and that they have increased their confidence when making judgements on individual children.
* TPJ demonstrates that good progress is being made in Writing attainment following protected and targeted management support. Data demonstrates an increase in writing attainment at P4 and P7 to 81% and 85% respectively. This has exceeded our target of raising our attainment in writing to be closer aligned with the local authority average of 65% and 69.5% respectively.
* Early indications show that the poverty related attainment gap is beginning to close at most stages, across all areas. However, attention still needs to be placed on reducing the gap in Reading and Writing in next year’s P3 and Numeracy at next year’s P7
* As a result of careful and targeted interventions and support the following progress has been made in attainment:
* At P2, all children have now attained early level reading, this is an increase from 68% to 100% through targeted CAT support.
* At P4, most children have now attained first level (82%) through targeted RWI intervention.
* At P5, most children have now attained first level (82%) following targeted RWI intervention.
* At P6, the expected outcome has not been made, there has been an increase of attainment from 60.7% to 70%, which is 5% short of the target.
 |
| **Next Steps:** (What are we going to do now?)* Continue to develop and review approaches to learning teaching and assessment across the establishment to ensure there is co creation of learning, appropriate progression, pace and challenge for all. This should include the development of progression pathways across the curriculum from 3-12 yrs.
* Continue to develop the consistent approaches to sharing the purpose of learning with children. Specifically stating what will make then successful in their learning. Consistent feedback will further inform children’s next steps in their learning.
* Continue to develop approaches to inclusion and nurture across the whole establishment, which would further enhance planned improvements to the learning environments to meet the needs of all.
* As planned continue to develop robust approaches to teacher professional judgement, which will further inform appropriate support and interventions.
* All staff should be aware of the learning gap and a relentless focus on addressing this within Mossend Primary and Nursery Class. This should a focus on assessing children’s learning using the Benchmark statements across Early Level.
* Revise the school Learning and Teaching Policy to reflect changes to understanding of quality pedagogy.
 |
|  |  |
| **Priority 3 (Long Term Outcome)**: To increase parental engagement as evidenced by participation in Nursery based activities and completed surveys from 33% to 70% by May 2023. |  |
| **(Please insert the relevant information below)** |
| **NIF Priority: 2 and 3** | **NIF Driver: 1, 3 and 5** |
| **NLC Priority: 2 and 3**  | **QI: 2.7 and 3.1** |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. |
| RATIONALE:Following a visit from The Care Inspectorate in May 2021, the report commented that, “During Covid parents and carers reported that communication from the service was very good. They commented positively on how regular phone calls, newsletters, online learning journals and social media platforms helped keep them connected to the service.” Throughout session 2021-2022 parent’s view were continued to be sought on a variety of topics. On average 33% of parent’s and carers responded to these surveys. As a result of this low percentage, the nursery now plan to offer increased opportunities for families to actively engage with the nursery to ensure we remove barriers that would cause parent’s to be reluctant to contribute. Staff will also develop an increased understanding of children’s barriers through intensive training on two of the six Nurture Principles. |
| OUTCOMES:* To increase opportunities for family engagement to create learning partnerships with parents and carers
* Children and young people will continue to experience planned high-quality, progressive and creative outdoor learning experiences using the outdoor environment

* Working in partnership with the school Educational Psychologist, almost all staff’s understanding and knowledge of the key components of GIRFEC will be embedded within a nurturing approach
* Almost all learners will feel safe and understood in the school environment
 |
| 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?)We have built positive relationships with parents and carers. Keyworkers know the families well and have built up relationships built on mutual respect and trust. * Monthly newsletters to keep parents informed of events and curriculum covered in nursery.

Stay and Play sessions* Parents were invited to attend two Stay and Play sessions this year. Almost all parents took part in the sessions allowing them to engage in learning sessions with their children

Target Setting* All parents attended three appointments with their child’s key worker to review and set targets for the next sessions. Through discussion, targets were set that would benefit the child both at home and at nursery.

Home/ Nursery Links* Sid and Shanarri bags were sent home with all children on a rotation following on from Wellbeing Wednesdays.
* All children were encouraged to share achievements from home and many also shared at assembly.

Bookbug Sessions* 62% of parents attended Bookbug sessions and all evaluations were positive.

Transition to Nursery* Information session offered to all parents who have children starting next session.

Celebration Events* Almost all parents attended the Nativity production and parents of preschoolers have been invited to attend their graduation event.
 |
| **Next Steps:** (What are we going to do now?)* Consult parents on what they would like to be involved in
* Offer more opportunity for home/nursery links i.e., transition to school bags to help parents support their child with transitions
* Offer more information sessions modelling how parents can support their children with literacy and numeracy
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**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: 1, 2, 3**  |
| **NIF Driver: Driver 1 – School Leadership, Driver 3 – Parent and Carer Involvement, Driver 4 – Curriculum and Assessment** |
| **UNCRC: Article 2 – Child’s Views, and Article 29 – Goals of Education** |
| **RECR (if appropriate)** |
| **Linked SIP/PEF Priority: Priorities 1 and 2** |
| **How well are you doing? What’s working well for your learners?** |
| **Theme 1 - Developing a shared vision, values and aims relevant to the school and community*** Almost all staff have consistently high expectations of all learners. Relationships are being strengthened across the school through training of staff and engagement with the Nurturing Principles which is impacting positively on pupil engagement and learning.
* Senior leaders have made good progress in developing the Vision, values and aims which are explored during our weekly assembly. HT certificates based on the value of the week are issued weekly and all achievements are shared with the wider community through Twitter. Almost all children can openly discuss the school values and refer to them in daily discussions.
* All staff have a clear understanding of the social, economic and cultural context of the local community and use this to shape our vision.
* All children are given opportunities to translate vision, values and aims into daily practice through our buddy system, Reading Schools, Opal Play etc. Some are taking on leadership roles such as Digital Leaders (8%), Reading Champions (4%) and Sports Leaders (13%)
* We have established many partnerships in the local Community including Caledonian Braves Football, local councillor and St Andrews Hospice. Some children are elected as ambassadors to represent these partnerships. We gather views from the children, staff and parents through Microsoft Forms which provides important data to inform future change. e.g. The Sports Committee are working to gather data for the local councillor. This data will be used to make improvements to sporting facilities in the local area

**Theme 2 - Strategic Planning for Continuous Improvement*** The senior leadership team create supportive conditions where staff feel empowered to contribute to and affect well informed change through discussion of features of highly effective practice.
* Following monitoring and evaluation SLT identified a need for an increase in consistency in pedagogical practice across all stages and facilitated opportunities for staff to enhance their own practice.
* Almost all staff are becoming increasingly committed to change to improve outcomes for learners. All staff have willingly participated in Learning, Teaching and Assessment sessions and taken on board advice from the Pedagogy Team in both Literacy and Numeracy following class visits and modelling sessions.
* All teaching staff have worked in groups to develop policies such as jotter and marking policy, Promoting Positive Relationship Policy and to develop ‘Manner of the Month’ which are all closely linked with our vision and values.
* All staff have attended a session on ‘All Behaviour is Communication’ delivered by our Educational Psychologist, Amy Hughes. All teaching staff have attended training on ‘The Classroom offers a Safe Base’. Almost all staff have implemented suggestions discussed at this meeting into their classroom environment. e.g. calming corner
* All staff have opportunities to engage in quality CLPL activities leading to positive outcomes for children as staff have increased knowledge and confidence in delivery of best pedagogical practice.
* Teachers have made effective improvements in collegiate working. Collegiate planning days are well established to allow collegiate planning and moderation across the stage. All staff provided good feedback on the introduction of planning days and feel this not only reduces workload but supports collegiate planning, and consistency across the school.

**Theme 3 - Implementing improvement and change*** Through engagement with NLC Leadership course, some staff (19%) are undertaking Practitioner Enquiry to improve monitoring practices at both nursery and school level, with a particular focus on Literacy Interventions and Parental Engagement.
* Through PRD discussions, all staff identified personal leadership opportunities and key strengths. These strengths have led to increasing staff confidence to lead a curricular area or Pupil Committee within the school.
* Very good collaborative working between our family group of headteachers is based on a practitioner enquiry approach which promotes creativity and innovation in health and wellbeing improvement. Clear rationale for improvement, equitable approaches, partnership working, and monitoring of interventions is leading to the support of target groups of learners, across the schools, using robust assessment data e.g. SDQ with staff and parents and Outcome Star for intensive level support. Short term impact is highlighting increasing engagement and attendance in the majority of learners with long term impacts projected to be more successful over time due to the capacity for improvement within the enquiry system and support for senior leaders from Glasgow University Robert Owen Research Centre.
 |
| **How do you know? What evidence do you have of positive impact on learners?** |
| **Theme 1 - Developing a shared vision, values and aims relevant to the school and community*** SLT classroom observations, collegiate dialogue, tracking and monitoring meetings, highlight that almost all staff have consistently high expectations of learners
* Learner conversations show that almost all children are able to articulate the school values and emulate these in their day to day interactions. The school values are displayed around the school and regularly referred to, particularly during weekly assemblies
* Senior leaders have taken positive action to provide updates in social contexts through termly attainment meetings
* Teachers have made improvements with their Class charters which have been created and are on display and are referred to in every classroom. Each class has presented their charter during a weekly assembly
* Observations of children carrying out their leadership duties, children are able to articulate their responsibilities

**Theme 2 - Strategic Planning for Continuous Improvement*** All teaching staff actively participate in school improvement discussions as evidenced in self-evaluation paperwork, the co-creation of new policies, and in collegiate dialogue
* Formal collegiate planning days, and frequent, informal stage collaboration is evident in the experiences planned across stages
* Post Pedagogy Team input questionnaires highlighted the positive impact on staff knowledge and confidence
* Increased consistency across all stages in the co-creation of new policies including Jotter and Marking Policy, and Positive Relationships Policy
* Post staff questionnaires on Educational Psychologist input on Nurturing Principles, and on the introduction of The Circle Framework highlight staff commitment to change
* Classroom observations demonstrate an improved understanding of pedagogical practice

**Theme 3 - Implementing improvement and change*** CLPL activities are identified during PRD to build capacity and confidence in staff.
* Tracking and monitoring calendar is well established provides regular opportunities for staff to collaborate and moderate
* Staff are engaging in a wide variety of CLPL activities including Digital Leadership, Aspiring PT and Aspiring Heads, Forest Kindergarten and Play Pedagogy sessions.
 |
| **What are you going to do now? What are your improvement priorities in this area?** |
| **Theme 1 - Developing a shared vision, values and aims relevant to the school and community*** A SWOT analysis will now be undertaken with all stakeholders as we work towards renewing our ambitious vision, values and aims which will focus on improvements of outcomes for all learners.
* Continue to develop pupil Voice groups/ committees across a wider range of areas e.g. Eco/JRSO
* Gain Silver RRS status
* Introduction and engagement with all staff on ‘School on a Page’ and ‘Class on a Page’

**Theme 2 - Strategic Planning for Continuous Improvement*** Re-establish pupil improvement groups including ‘Wee HGIOS Group’
* SLT to engage and utilise The Curriculum Content Toolkit and determine pace of implementation in school

**Theme 3 - Implementing improvement and change*** Empower more staff to engage in practitioner enquiry and become leaders of change in their own classrooms
* Continue developing consistency in interpretation of Benchmarks through moderation activities, and tracking and monitoring meetings
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**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: 1, 2 and 3** |
| **NIF Driver: Driver 1 – School Leadership, Driver 2 – Teacher Professionalism, Driver 4 – Assessment of children’s progress, Driver 5 – School Improvement, Driver 6 – Performance Information** |
| **UNCRC: The right to protection against discrimination, Article 3 – all adults should do what is best for you** |
| **RECR (if appropriate)** |
| **Linked SIP/PEF Priority: Priorities 1 and 2** |
| **How well are you doing? What’s working well for your learners?**  |
| **Theme 1 – Learning and Engagement*** Senior Leaders have made effective foundations in promoting our House System to ensure that all of our learners have a sense of connectedness and belonging to our learning community. This has impacted positively on our school ethos which is directly linked to our school values, particularly Welcoming, Respectful and Caring.
* We are a bronze level Rights Respecting School and are continuing on our journey as we progress towards Silver Level. Rights are regularly referred to and explored during our weekly assemblies.
* Through the introduction of The Circle Framework, teachers are developing classroom environments well which are built on positive, nurturing and appropriately challenging relationships
* In some classrooms learners are being supported to lead their own learning matched to their needs and interests, promoting responsibility and independence
* Most children are able to share the purpose of their learning
* Learners’ wider achievements are recognised and are shared with their peers during weekly assemblies. These are also recorded during termly tracking meetings, alongside attendance at school lunchtime and after school clubs
* Targeted children (8%) have participated in high-quality outdoor learning following identification of an appropriate community space

**Theme 2 – Quality of Teaching*** The majority staff are making use of a wide range of learning environments and are engaging in quality CLPL to increase knowledge and confidence in a play-based learning approach.
* All children have opportunities to enrich their use of digital technologies to support learning both universally, and in a targeted approach
* Most staff are beginning to use skilled questioning techniques to promote higher order thinking skills
* Most staff use formative and summative assessment effectively to ensure interventions are delivered in a timely manner
* The majority staff provide effective feedback, written and verbal, and provide learners with ways in which they can improve

**Theme 3 – Effective use of Assessment*** Almost all staff use assessment data effectively to plan learning and teaching
* The majority of staff use a variety of assessment approaches including summative, formative, and AiFL
* During tracking and monitoring meetings, the majority of staff are able to discuss assessment data to evidence their professional judgement.
* All staff participate in stage moderation activities during tracking and monitoring meetings, and collegiate planning days

**Theme 4 – Planning, tracking and monitoring*** All staff participate in termly collaborative planning days to meet the needs of all learners across all areas of the curriculum
* The majority of children are consulted on their interests and involved in the planning process especially for IDL themes
* All staff participate in termly tracking and monitoring meetings providing clear information about attainment for all learners
* Pre and post assessment for interventions/ case study monitoring effectiveness are evaluated in order to improve outcomes for learners
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| **How do you know? What evidence do you have of positive impact on learners?**  |
| **Theme 1 – Learning and Engagement*** Observation and discussion with almost all learners demonstrates their motivation and enthusiasm to be part of the school community, and part of their House Group
* Almost all children are able to identify at least one right
* All classrooms display, and refer to Classroom Charters
* Through all Circle Observations, almost all classroom environments support learners with their interpersonal relationships with both peers and adults
* Most children are able to discuss current learning and demonstrate high levels of engagement, motivation, and positive interactions
* All SLT classroom observations demonstrate the sharing of learning intentions and learner discussions exemplify the evidence of the majority of children co-creating success criteria
* All children who share their successes do so with enthusiasm and motivation

**Theme 2 – Quality of Teaching*** Classroom observations demonstrate increased levels of engagement and motivation. Almost all children are enthusiastic in their learning, and are beginning to demonstrate improvements in skills such as curiosity, independence and confidence.
* All children are engaging with a pilot of two new progression frameworks covering Digital Literacy and Computing Science
* Data collection and analysis demonstrates effective use of targeted digital supports for specific learners
* The majority of tracking and monitoring discussions with staff highlight effective moderation and understanding of shared standards
* Assessment data demonstrates an improvement in attainment from almost all children receiving interventions
* The majority of classroom observations and learner discussions demonstrate that children are aware of their next steps to progress

**Theme 3 – Effective use of Assessment*** Almost all staff demonstrate strong assessment knowledge when discussing children’s progress during collegiate discussions, and during tracking and monitoring discussions
* The majority of children are able to demonstrate their understanding of AiFL techniques. A few classrooms display and refer to AiFL strategies, the majority of children know their next steps to progress their learning
* All staff complete Progress and Achievement accurately to ensure appropriate challenge and support is given

**Theme 4 – Planning, tracking and monitoring*** All staff utilise progressive planners and track Es and Os to clearly identify what has to be learned and assessed
* Almost all children’s assessment information exemplifies reliable evidence used to monitor the progress of children
* The majority of children are motivated in their learning as exemplified through discussions and participation in assemblies and class
* Assessment data is analysed to monitor effectiveness of an intervention and progress of the individual. This ensures that all children receive an intervention for the correct timescale, maximising impact.
 |
| **What are you going to do now? What are your improvement priorities in this area?** |
| **Theme 1 – Learning and Engagement*** To fully embed the UNCRC in our daily practice and work towards achieving our Silver Award
* SLT to prepare the WHY of the Curriculum Rationale and draft timeline of events detailing responsibilities for staff
* Increased responsibility from some of our learners in taking on leadership of organising inter-house competitions, and in making decisions around end of term treats and rewards
* Evaluate the effectiveness of The Circle Framework with all learners
* Introduce The Circle Participation Scale to measure provide an overview of targeted learners strengths and potential areas for development
* SLT will analyse wider achievement data from monitoring and tracking meetings and ensure that any child at risk of missing out is provided with an opportunity for wider achievement
* All children will begin to make more meaningful connections with the purpose of their learning and the relevance to life, learning and work
* Increase staff knowledge and confidence in using the Leuven Scale to evaluate pupil engagement and involvement
* An increased number of children will access purposeful and meaningful Outdoor Learning opportunities and take advantage of the appropriate community space in close proximity to the school building

**Theme 2 – Quality of Teaching*** Increase opportunities for all staff to enhance their own knowledge and skills through visiting other establishments, and in engaging further in quality CLPL and critically evaluating practice with colleagues for improvement.
* Evaluate the impact of the two new digital progression frameworks
* SLT to invest in the upgrade of equipment to facilitate the full integration of digital technologies across the school.
* Continue to embed the use of targeted digital interventions, increase robust processes for pre and post assessment data collection and analysis.
* Fully embed the use of HOTs and Blooms Taxonomy across the school to enhance consistent approaches
* Increase staff knowledge of classroom-based interventions and techniques which support and challenge learning
* To continue to increase teacher confidence using Benchmarks to move children on more timeously
* Increase consistent approaches across the school in providing feedback as per our newly formed Jotter and Marking Policy

**Theme 3 – Effective use of Assessment*** SLT to monitor a sample of Assessment folders to ensure that they demonstrate and exemplify the learning and achievement journey of each child
* Ensure consistency in assessment approaches across all stages
* Establish a calendar of planned moderation activities across the school, and cluster

**Theme 4 – Planning, tracking and monitoring*** Continue with planning meetings
* Continue with tracking and monitoring meetings
* Children involved in the planning process across all stages of the school
* Further develop the use of assessment data to monitor effectiveness of interventions
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How good are we at improving outcomes for all our learners?

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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: 2, 3** |
| **NIF Driver: Driver 2 – Teacher Professionalism, Driver 3 – Parental Engagement, Driver 4 – Assessment of children’s progress, Driver 5 – school improvement, Driver 6 – Performance Information** |
| **UNCRC: Article 2 – The right to protection against discrimination, Article 3 – all adults should do what is best for you** |
| **RECR (if appropriate)** |
| **Linked SIP/PEF Priority: Priorities 1 and 2** |
| **How well are you doing? What’s working well for your learners?**  |
| **Theme 1 – Wellbeing*** The majority of staff have a good knowledge and understanding of GIRFEC, all staff demonstrate a good understanding of the wellbeing indicators
* All staff provide a climate where children, and their families, feel safe and secure leading to improved outcomes for learners and their families
* All staff are responsive to the wellbeing of children and model behaviour which promotes and supports the wellbeing of all
* All staff and children understand and can demonstrate the wellbeing indicators, Healthy in schools is well embedded across all stages
* The Outcome Star is being piloted with a targeted group of children
* All members of the SLT have been trained in the use of the Resilience Toolkit by the school Educational Psychologist
* Strong relationships and partnership working ensures that all learners benefit from the high- quality education that is provided and optimises successes and achievements
* The majority of staff have created an environment where children feel comfortable discussing personal aspects of their life

**Theme 2 – Fulfilment of statutory duties*** All staff are aware of legislation and their professional responsibilities
* All staff receive training to ensure their knowledge of legislation is current and relevant
* The majority of staff, learners, parents and partners know the expectations in legislation and in fulfilling these statutory duties which improves outcomes for children and young people

**Theme 3 – Inclusion and equality*** The majority of staff ensure that inclusion and equality leads to improved outcomes for children and young people
* Almost all learners are included and actively engaged with the life of the school
* Almost all children and young people feel well supported to engage in the life and work of the school and to do their best
* Almost all of the school community feel that they are treated with respect and in a fair and just manner
* Our school ethos is inclusive, celebrates diversity and challenges discrimination, we emulate a culture of inclusion, participation and positive relationships across the whole learning community.
* Effective strategies are in place which improve attainment and achievement for learners facing challenges
* Outdoor spaces are beginning to be used effectively to promote positive relationships and wellbeing. Less than half of staff take account of research linking benefits of outdoor learning and greenspace with wellbeing
* Targeted use of outdoor space is being utilised to improve outcomes for learners e.g. The Allotment, Bellshill Community Allotment (VIP) and Forest Schools.
* Attainment for targeted groups of children has increased following partnership working with Cluster supports including CAT and CRT
* All staff received training on ‘The Classroom Offers A Safe Base’ and the majority of staff made changes to their classroom to ensure an inclusive environment was established
* The provision of an alternative curriculum and the participation of an Arts Programme is in place for less than half of learners to improve their outcomes and attainment
* All teachers have made effective foundations in establishing collegiate supports and relationships through ‘Staff Coaching Groups.’ This has strengthened collegiate coaching and mentoring to actively listen and share different perspectives on arising situations within the classroom in order to get it right for every child, through suggesting new techniques and offering different approaches to support specific individuals.
 |
| **How do you know? What evidence do you have of positive impact on learners?**  |
| **Theme 1 – Wellbeing*** Children’s wellbeing achievements are recognised through our Wellbeing Warrior Awards during assemblies, on a monthly basis, based on the Shanarri focus as aligned in the Healthy in schools programme
* All staff have received training in GIRFEC, recently there has been a particular focus on a refresh of The What I Think Tool, and on wellbeing assessments
* All SLT have been trained in using the Resilience Toolkit by our Educational Psychologist
* Our DHT has been trained in the Outcome Star, and is currently piloting the use of this with targeted children

**Theme 2 – Fulfilment of statutory duties*** All staff are supported to engage with the Professional Standards through the PRD process
* SLT share bulletins, and communication with all staff regarding mandatory training requirements
* SLT maintain logs of training completed by staff
* All teaching staff have been asked to engage with training on the new processes for PRD
* Expectations in legislation and in fulfilling these statutory duties are shared through policies, parent support leaflets, and through regular communication such as newsletters

**Theme 3 – Inclusion and equality*** All staff utilise the 5 key questions appropriately when they recognise that a learner may require additional strategies to support them in class
* All staff confidently use wellbeing assessments to identify targeted and focused indicators to support learners, and to devise individualised GIRFME plans
* Children’s views are captured through What I Think Tools as appropriate.
* SLT and CTs meet regularly with parents of children with GIRFME plans to review targets, and to plan for next steps. Wider agencies are also involved in this as appropriate
* Alternative curriculum timetables are in place for 3 children, this incorporates programmes of work through the VIP group, and the Primary Pathways programme
* All staff have completed a questionnaire capturing their views on Nurture Principle training from our Educational Psychologist.
* Most classroom observations exemplify Nurture Principle training in action and the establishment of inclusive learning environments
* The introduction of ‘School on a Page’ and ‘Class on a Page’ has allowed staff to gain a deeper and more meaningful understanding of the diversity and barriers which exist within their own classrooms, and the priorities for these across the whole school
* A new Promise Children policy has been devised in co-creation with all teaching staff, and with our school Educational Psychologist. This has increased staff knowledge and confidence in knowing our Promise Children and has improved our processes for tracking and monitoring their progress.
* Dialogue and observations with learners show an increase in outdoor spaces utilised to enhance learning
* Two children have increased their time in school as an impact of their alternative curriculum provision
* Staff feedback from the Staff Coaching Groups has revealed that this has been both purposeful and beneficial as it has had a positive impact when implementing different techniques for the identified children in the classroom.
 |
| **What are you going to do now? What are your improvement priorities in this area?** |
| **Theme 1 – Wellbeing*** SLT to evaluate the impact of the Healthy in School Resource using the logbook as a means of assessment
* Continue to provide parents and carers the opportunity to engage with the RHSP resource
* All staff to participate in an evaluation of our GIRFEC Policy and in any updates in local and national guidance
* SLT to pilot the use of The Resilience Toolkit with targeted children who are requiring additional strategies and methods to support them in school
* All staff to be trained in The Resilience Toolkit and to become confident in its use
* Pre-Outcome Star assessments have been undertaken with a targeted group of children, post assessments are due to be carried out this month. The impact of this will be analysed following the post assessments being undertaken

**Theme 2 – Fulfilment of statutory duties*** All staff will undertake a PRD following the new process and procedures
* SLT will engage all staff and refresh their understanding of COPAC
* SLT will finalise and share updated policies with parents and carers digitally

**Theme 3 – Inclusion and equality*** SLT to create and distribute a questionnaire to all stakeholders to capture views on key themes around diversity, discrimination, inclusion in relation to the refresh of our Vision, Values and Aims, and Curriculum Rationale
* All staff will continue to embed their knowledge of the first two nurture principles and will engage in further training with the next two principles
* Continue to empower all staff, including support staff, to analyse the data from ‘School on a Page’, and ‘Class on a Page’ to ensure improvements and achievement for all learners, particularly those facing challenge
* Promise Policy will be shared with all of our parents and carers and be accessible digitally
* Increase staff confidence to utilise green spaces more consistently to promote positive relationships and wellbeing
* Track all children engaging with the VIP programme using the Leuven Scale
* Continue to set aside time within the WTA for Staff Coaching Groups.
* To align staff coaching groups with peer observations to empower staff to offer more cohesive advice to colleagues.
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How good are we at improving outcomes for all our learners?

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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: Priority 3 - Closing the attainment gap between the most and least disadvantaged children and young people and Priority 5 - Improvement in attainment, particularly in literacy and numeracy** |
| **NIF Driver: Priority 1 - Teacher and practitioner professionalism, Priority 2 - Parent/carer involvement and engagement, Priority 5 - Performance information** |
| **UNCRC: Article 28 – Quality of Education** |
| **RECR (if appropriate)** |
| **Linked SIP/PEF Priority: Priority 2** |
| **How well are you doing? What’s working well for your learners?**  |
| **Theme 1 – Attainment in Literacy and Numeracy*** Pupil attainment has increased for almost all children across all areas of Literacy and Numeracy, when comparing attainment percentages for each cohort of children over the course of this session
* A new Jotter and Marking Policy has been introduced to all staff and implemented to improve consistency of practice across the school
* There are signs of significant improvements through targeted literacy interventions

**Theme 2 – Attainment Over Time*** The school leadership team have made sound progress in gathering and analysing data from termly tracking meetings to track attainment over the school session
* There are signs of significant improvement in Teacher Professional Judgements through newly created benchmark trackers which have been piloted to all Class Teachers in order to develop staff’s shared understanding of standards and make confident professional judgements about how well the children are learning and progressing
* An annual assessment calendar has strengthened evidence of learners attainment
* The introduction of ‘School on a Page’ and ‘Class on a Page’ have increased staff understanding and capacity to track the progress within their own classrooms, and the trends across the school as a whole

**Theme 3 – Overall Quality of Learners’ Achievement*** As the children move through their learning, almost all learners are taking increasing responsibility for ensuring they continue to share their wider achievements
* Positive action has been taken to close the poverty attainment reading gap. As part of our Reading Schools Scotland award, Remarkable Reader awards have been introduced within all classes to recognise achievements within reading and develop a love of reading for enjoyment
* Tracking paperwork includes a focus on wider achievements, this has strengthened well all staff’s capacity to monitor children at risk of missing out and to ensure that opportunities are provided for all

**Theme 4 – Equity for all Learners*** The Senior Leadership Team have taken positive action to increase attendance through an intensive attendance pilot project. This improved the attendance of identified families, many of whom can be difficult to reach
* There have been no exclusions this session
* All parents have been given the opportunity to attend 3 Parents’ Evenings this session. 83% of parents attended our most recent Parents’ Evening
* All classrooms have been set up and maintained using the Circle Framework for Inclusion resource
 |
| **How do you know? What evidence do you have of positive impact on learners?**  |
| **Theme 1 – Attainment in Literacy and Numeracy*** A copy of our Jotter and Marking policy has been co-created and is now in use with all staff
* SMT observations of jotters indicate that consistency in teacher feedback is beginning to improve across the school
* 100% of P5 children who received an additional block of RWI (4 blocks in total) are now on track to achieve second level and are fully integrated back into the class programme.
* In Primary 4, 10 children continued with RWI 50% (5 children) of these children are now on track to achieve first level at expected time.
* 7 Primary 6 children participated in RWI. 43% (3 children) are now on track with reading rate, accuracy and comprehension.

**Theme 2 – Attainment Over Time*** Feedback on the new format of our termly tracking meetings has been positive; these are more focused and ensure attainment is more measurable
* Attainment data is held on the SEEMiS Progress and Achievement Module for all children
* All staff indicated that the new Benchmark Trackers were helpful in assisting their Teacher Professional Judgements
* All staff have access to, and use, the annual assessment calendar
* All staff have access to the ‘School on a Page’ and ‘Class on a Page’ files, which are updated termly
* All learners have an assessment folder, containing a variety of evidence to support Teacher Professional Judgement

**Theme 3 – Overall Quality of Learners’ Achievement*** All children are encouraged and given opportunities to share their wider achievements during weekly assemblies
* Wider achievements are shared regularly on Twitter

**Theme 4 – Equity for all Learners*** The attendance levels of targeted families are improving. Data is indicative of increased engagement and improvement in attendance. Currently our school attendance is 91.96%, which is an increase of 3.4% from session 21/22
 |
| **What are you going to do now? What are your improvement priorities in this area?** |
| **Theme 1 – Attainment in Literacy and Numeracy*** Continue the implementation of our updated Jotter and Marking Policy and ensure this is a focus within SMT observations next session

**Theme 2 – Attainment Over Time*** Ensure that the ‘School on a Page’ and ‘Class on a Page’ documents continue to adapt to include relevant information for Class Teachers

**Theme 3 – Overall Quality of Learners’ Achievement*** Ensure that all Class Teachers have access to, and use, Twitter regularly to share the wider achievements of their learners
* Begin work towards the Reading Schools Scotland Award (Silver)

**Theme 4 – Equity for all Learners*** Following analysis of the attendance pilot project, alongside the Educational Psychologist, lessons learned will be implemented next session e.g reviewing focus families termly rather than annually.
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**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 | **3** |  |
| 3.1 Ensuring wellbeing, equity and inclusion | **4** |  |
| 3.2 Raising attainment and achievement | **3** |  |
| **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 |
| **2.7 Partnerships** | **4** |

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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).* |
| 1. Ensure that all learners receive high standards of support in inclusive learning environments which offer quality curriculum provision, and are safe, welcoming, caring and proactively address any barriers to learning and inequities.
2. Ensure that all learners across the establishment receive high quality learning experiences through a curriculum which is progressive and respects the rights and represents diversity of our community. This will include high quality pedagogy and resources, procedures which monitor and track impact, and rich experiences which builds confidence and resilience.
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