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

Schools and Centres must provide an annual school improvement report (SIR) as a record of the progress made with the annual improvement plan. The SIR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. This self-evaluation should be informed by How good is our school? 4th edition (HGIOS?4) and/or How good is our early learning and childcare? (HGIOELC?). It should give a clear indication of where the school is now in relation to its process of continuous improvement.

It should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and North Lanarkshire Council’s ‘Aspire’ priorities.

The report should be written using evaluative language.

A copy of the completed SIR must be submitted to the authority by no later than Monday 27 August 2018. The report should also be shared in an accessible way with all relevant stakeholders - pupils, parents, staff, etc.

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***The National Improvement Framework’s 4 key priorities*** *are****:***

*- Improvement in attainment, particularly in literacy and numeracy;*

*- Closing the attainment gap between the most and least disadvantaged children;*

*- Improvement in children's and young people’s health and wellbeing; and*

*- Improvement in employability skills and sustained, positive school leaver destinations*

*for all young people*

***The 6 key drivers of improvement identified by the NIF*** *are:*

*- School leadership*

*- Teacher professionalism*

*- Parental engagement*

*- Assessment of children’s progress*

*- School improvement*

*- Performance information*

***North Lanarkshire’s Aspire priorities*** *are:*

*- Improved economic opportunities and outcomes*

*- Supporting all children to reach their full potential*

*- Improving the health, wellbeing and care of the communities*

*- Improving relationships with the communities and the third sector*

*- Improving the council’s resource base*

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| **School/Centre Improvement Report** | |
| **Context of the school:**  *This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school roll etc. It should also include some or all of the following: the school’s vision, values and aims; local contextual issues; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.* | |
| Muirhouse Primary and Nursery Class is a 1960s building serving the local community in Motherwell and Wishaw. The area is made up of owner occupied, social and privately rented properties of different kinds. In 2017-2018 there were 356 pupils split into 14 classes including some composite classes. Approximately 32% of the school roll lived in SIMD 1 or 2 and approximately 15% were entitled to free school meals. In the year 2017-2018 the school received £86,400 from PEF and £77,760 in 2018-2019.  There is a 50/50 nursery offering part time places.  There is an active and supportive parent council who have raised significant funds for the school and are particularly keen to use this to improve the school environment.  The local area provides many opportunities for learning outdoors and St Brendan’s Primary is just across the street.  The current HT took up post in April 2018. Prior to this, the school was without a stable SMT for a significant length of time and as a result of a lack of leadership, has fallen behind with their improvement agenda. An Acting DHT was appointed in October 2017 to assist the Acting HT.  Despite significant challenges, the staff have worked very hard to ensure pupils attending Muirhouse Primary have a positive experience. The final term of 2017-2018 was spent engaging stakeholders in self-evaluation to identify and identify the main priorities for improvement. The school also had a Validated Self-Evaluation during this time which did indeed validate that the school had identified appropriate next steps and areas of improvement.  During 2017-2018 there were significant issues in the nursery .After a period of significant staff issues and prolonged absences, most of the nursery staff returned to work in February and made very good progress in addressing points in their action plan. The Care Inspectorate carried out an unannounced inspection in May 2018 and awarded grades of 4 for Care and Support, Environment, Quality of Staffing and a 3 for Quality of Management and Leadership. At the time there were issues regarding SSSC of redeployed staff and a previous requirement not being met as North Lanarkshire Council had not yet fully resolved the previous staffing issues.  By August 2018 a staff team for the nursery was identified but did not include a teacher or lead practitioner. An ELP has agreed to take the lead role meantime.  As of August 2018, the school has a permanent HT, a DHT and an additional Acting DHT (in post until December), a PT and total staffing allocation of 17.75FTE which includes a probationer teacher. We are currently using PEF funding to increase staffing by 0.6FTE which allows a teacher to provide targeted interventions and allow staff time to take forward identified pieces of work. | |
| **Review of progress for previous session** *This section should evaluate the impact of the current School Improvement Plan (SIP) priorities. The links to the NIF priorities and drivers and the authority’s priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. Additionally, there should be clearly defined next steps which may inform future priorities.* | |
| **School priority 1:**  Following the Six Principles of Nurture, pupils will benefit from the approach that supports them in their specific needs while delivering teaching and learning in a way that all can access, with a view to enhancing children’s health and wellbeing. | |
| NIF Priority  Improvement in children’s health and wellbeing  NIF Driver  Teacher Professionalism  Parental Engagement | HGIOS?4 QIs  3.1  NLC Priority  Improvement in children’s health and wellbeing |
| **Progress and Impact:**  Two members of staff received Nurture group training and led Nurture training to develop staff knowledge and understanding of their role and responsibilities in order to embed the Nurturing ethos throughout the school, to the benefit of pupils, parents, staff and wider community.  Mindfulness has been introduced and classes plan a health and wellbeing afternoon each week. The Rainbow Room has been established as a nurturing space and drop in centre for pupils at breaks and lunchtime.  Staff have begun to develop approaches to effectively assess children’s social and emotional development through the continued use of the Boxall Profile throughout the school.  A well planned week of nurture and health and wellbeing activities for both pupils and parents, increased awareness of approaches in use within the school community.  The infant induction was clearly focused on sharing the school’s approaches to nurture.  Mindfulness Training for staff was undertaken during the August in-service day and pupil and parent workshops are now planned.  For August 2018, there is a whole school programme for health and well-being which is clearly linked to the principles of nurture, has a clear focus on developing mental, emotional and social health and provides universal support for pupils to develop resilience.  **Next Steps:**  *Full details can be found on the submitted School Improvement Plan under priority 3.*  Embed outdoor learning and mindfulness on the curriculum overviews for next session.  Develop areas in the school- playground and middle courtyard. Safe places on each level.  Develop approaches to assessing health and wellbeing.  Develop the use of data to measure impact.  Develop the use of the resilience toolkit in GIRFme planning.  Develop school approaches to PPB based on principles of nurture.  Embed a school wide system to reinforce school values and celebrate achievements.  Increase access to activities and experiences of sport, music and the arts, with a view to enhancing children’s health and wellbeing.  Create increased opportunities for learning out-with the classroom. | |

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| **School priority 2:**  Through the introduction of implementation of Heinemann Active Maths, Number Talks and Maths Recovery and the development of teachers’ knowledge, our pupils will engage with high quality learning experiences. This will ensure that all pupils are appropriately challenged and supported in their learning in order to reach their full potential. To embed effective use of Assessment as an integral tool to inform our provision of learning and teaching. We have shared expectations for our standards to be achieved and have robust moderation strategies across all stages. This will be achieved by implementing a coherent and consistent monitoring and tracking procedure. | | |
| NIF Priority  Improvement in attainment, particularly in Literacy and Numeracy  NIF Driver  Teacher professionalism  Assessment of Children’s Progress  School Improvement  Performance Information | | HGIOS?4 QIs  1.3, 2.3  NLC Priority  Improvement in attainment, particularly in Literacy and Numeracy |
| **Progress and impact**:  HAM resources were purchased March 2017 and a working party was established. All staff were trained in use of Ham Day 1 Inset August 2017 by Heinemann trainer.  Working Party agreed to look at planners already in place with a view to streamlining and including HAM resources. Two members of staff have revised the planners and whole school planners are in place for August 2018.  The working party identified a need for assessment materials/guidelines and MALT assessments and a tracking system has been purchased.  Lynsey Wilson has been identified as the numeracy champion and has attended relevant meetings and is sharing good practice with staff.  **Next Steps:**  Staff will use new planners.  Continue to use the benchmarks for assessment and to inform professional judgement.  Staff will identify key learning, plan a range of assessments at the time of planning and use this information in planning and tracking meetings and to develop a shared understanding of standards through moderation activities within stages and across levels.  Implement MALT assessments and add this to the data collated and used to track and monitor progress.  Refresh resources.  Sumdog will be piloted.  Begin to work on agreeing mental maths/mental agility progression/problem solving/opportunities to apply learning, to sit alongside it. (Possibly longer term).  Identify interventions that we could practically implement and measure impact.  Work towards agreeing approaches to teaching maths to include in a teaching and learning policy. | | |
| **School priority 3:**  Through the enhanced use of Muirhouse Primary School’s Active Literacy Programme throughout the whole school, pupils will engage with high quality teaching and learning experiences. This will ensure that all pupils will be appropriately challenged and supported to reach their full potential. To embed effective use of Assessment as an integral tool to inform our provision of learning and teaching. We have shared expectations for our standards to be achieved and have robust moderation strategies across all stages. This will be achieved by implementing a coherent and consistent monitoring and tracking procedure. | | |
| NIF Priority  Improvement in attainment, particularly in Literacy and Numeracy  NIF Driver  Teacher Professionalism  Assessment of Children’s Progress  School Improvement  Performance Information | HGIOS?4 QIs  1.3, 2.3  NLC Priority  Improvement in attainment, particularly in Literacy and Numeracy | |
| **Progress and impact:**  The original improvement plan outlined the need to develop systems to support children with literacy difficulties through a consistent staged intervention model across the school. Staff have worked throughout 2017-2018 to develop understanding and the process for identifying and supporting children with literacy difficulties was clearly established.  The interventions that were able to be carried out were affected by school circumstances and lack of staff to deliver them to the growing numbers of children who require them. As a result, the need for a range of interventions at stage 1 has been clearly established. Stage 1 interventions have been discussed, agreed and shared with staff.  As a result of school funding additional staff through the school’s PEF allocation, the teacher who is also the literacy coach, has been able to deliver a number of literacy interventions. She has also been able to gather a great deal of assessment information for pupils she has targeted and gather evidence for a significant number of literacy consultations.  There are now very clear individual pupil records to track the progress of pupils receiving literacy interventions and to inform next steps.  During the course of the 2017-2018 it became apparent that there were inconsistencies in approaches used to deliver teaching and learning of literacy across the school. Staff training was arranged through the literacy base, assessments were carried out to help inform groupings and active literacy spelling was introduced. Planning guidelines were introduced to staff and teachers received feedback and support from staff carrying out classroom observations.  Teachers had already started to use Big Writing are becoming confident in its use. Teachers report that it has had a positive impact on the work pupils produce.  Teachers did engage in some moderation of writing work across the cluster which helped to develop a shared understanding of standards.  For August 2018, a full literacy overview for each level has been agreed and includes various genres of reading, spelling, grammar, handwriting, writing, talking and listening.  Texts have been audited, gaps identified and new resources purchased for literacy. These have been well organised to ensure they provide progression.  **Next Steps**:  Staff at new stages will attend active literacy courses where there is availability.  Staff will implement the new school literacy overviews and teaching and learning approaches.  Staff will identify key learning, plan a range of assessments at the time of planning and use this information in planning and tracking meetings and to develop a shared understanding of standards through moderation activities within stages and across levels.  Continue to use the benchmarks for assessment and in moderation activities with stage partners and across levels.  Staff and pupils will keep a record of texts read and assessment comments.  There is a wider range of data available to identify pupils who are experiencing literacy difficulties and teachers will implement a staged intervention process to support them.  The detailed information gathered will continue to be used to measure and evaluate the effectiveness of interventions.  The Educational Psychologist will work with staff to review the significant number of literacy consultations and plan appropriate support. | | |

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| **Pupil Equity Fund**  *There should be a brief statement on how the Pupil Equity Fund (PEF), if appropriate, has been used and its impact on closing the attainment gap.* |
| **Allocation and impact**  The PEF fund was used to ensure adequate support staff to ensure that the most vulnerable pupils were able to access the curriculum. Teaching staff was enhanced to release a member of staff to lead and implement nurture and literacy interventions.  There is some assessment information and observational evaluations to indicate that these interventions have had a positive impact on improving the outcomes for these pupils.  PEF money was spent on resources and training for interventions and reading books at the early into first level were refreshed.  There is some evidence so show some progress made in the delivery of literacy and maths programmes and interventions which can continue to be developed in the coming session.  Funds have also been used to increase the hardware in the school, but as these resources have only recently been received, there has been insufficient time to measure any impact of this on closing the attainment gap. Increased hardware is required to implement the IDL intervention and to carry out standardised assessments.  **Next Steps:**  PEF funds continue to be used to enhance staffing to allow for the delivery of interventions and school improvements.  Funds will be allocated to refresh and update maths and literacy resources and to deliver programmes that promote a nurturing ethos and promote health and wellbeing.  Funds will also be allocated to improving pupil engagement through improved access to learning out-with the classroom. |

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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).* |
| The priorities for improvement are clearly outlined in the school improvement plan which has already been submitted.  Summary:  **2018-19 Improvement Plan**   |  |  | | --- | --- | | **Establishment Priority 1:** | To develop a curriculum rationale that reflects the vision, values and aims of the school and the principles of curriculum design. | | **Establishment Priority 2:** | To develop consistent approaches to learning, teaching, moderation and assessment, including developing the use of data to track attainment and measure impact of interventions. | | **Establishment Priority 3:** | To continue to develop and embed the principles of nurture into all aspects of and school life and pupil support. | |
| **What is our capacity for continuous improvement?** *This section should focus on the school’s capacity for continuous improvement through self-evaluation, should address Q.I. 1.1 and should describe:*   * *how the school/centre demonstrates the quality of its commitment to effective self-evaluation for continuous improvement* * *staff, pupils, parents and other stakeholders’ effective engagement in the self-evaluation process* * *the effectiveness of arrangements to monitor and track progress using a range of data and information* * *evidence of the impact of improvement planning on learners’ successes and achievements* |
| School staff have shown an outstanding personal and professional commitment to the school through challenging times and are ready to embrace the brisk pace of change required to make the necessary improvements. Staff have been able to maintain a welcoming, nurturing and safe environment for learners and have maintained their own personal and professional learning. Most staff engaged in a PRD process in 2017-2018, in many cases the first one for many years. Staff will now move towards recording these and associated plans and records on CPD manager.  Working parties have been successful in taking forward parts of the 2017-2018 improvement plan which had priorities for literacy, numeracy and health and wellbeing.  Staff members had already taken on leadership roles, willingly and enthusiastically and this is being extended to ensure that all staff have these opportunities and that leadership is shared throughout the whole school community.  A format for forward planning was introduced and classroom observations have been carried out, again for the first time for a long while in 2017-2018. Staff welcomed the feedback and are keen to work together to improve and share good practice. In the final term of 2017-2018, planning and tracking meetings were introduced and further classroom observations took place, as well as a full scale VSE visit.  The first detailed working time agreement for some years has been agreed for 2018-2019 and this will facilitate a planned and structured approach to addressing identified priorities through staff meetings, working parties and professional learning and dialogue throughout the forthcoming session.  Directly related to our priorities, there is a full monitoring and tracking calendar in place for both the school and the nursery for 2018-2019.  In the final term of 2017-2018, we gathered the views of staff, parents and pupils with regard to agreeing school vision, values and aims. These have now been established and will underpin all future improvements.  Pupils and their parents will become much more closely involved in planning and leading learning through a consistent approach to target setting, directly linked to the school vision, values and aims, as well as the introduction of progress conferences between teachers, pupils and parents rather than parent teacher interviews. These are both being introduced in 2018-2019.  In the nursery, the aforementioned issues, have prevented the nursery from making progress, indeed it took many backward steps during 2017-2018. Despite the time it took to conclude the investigation, the latter stages of the session saw a full action plan put into practice and good progress was made.  A schedule of meetings was drafted to ensure that time for staff to meet and address identified issues was protected. The role of the ASNAs were more clearly defined and ASNAs are now included in planning and assessment of learning. Staff are developing their understanding of their roles in respect of SSSC registration and have contributed to revised formats introduced in the final term of 2017-2018 for planning and assessment and audits and improvements of the areas in the nursery were carried out.  The nursery staff is more settled, however the teacher has not been replaced and the lead practitioner has secured a graduate post elsewhere. In the absence of an appointed lead or teacher, an existing ELP has agreed to take the lead role meantime. There continues to be a number of temporary ELPs in the nursery too.  The nursery team, although changed again, is working together and there is a clear plan in place for continuous improvement in 2018-2019.  There was no clear system in place for collecting a range of data to monitor and track progress across the school.  A system was established for the beginning of 2018-2019 but it would be fair to say that we are still in the early stages with our systems across the whole school. Teachers do now have data for their pupils and use this to set targets, plan learning, plan to gather a range of assessment information that will allow them to make more accurate teacher judgements and track progress through a level.  There will also be increased opportunities for teachers to plan and moderate with stage partners and across levels.  There was a lot of quality data collected for the children who were receiving interventions but the information has not yet been collated or analysed in any systematic way to measure the overall impact of the interventions in narrowing the attainment gap, poverty related or otherwise.  A great deal of work has been done in the early part of 2018-2019 to gather all the assessment information for those pupils for whom interventions have been put in place. This can be used to create overviews and track the effectiveness of interventions over time. |

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| **Assigning levels using quality indicators**  *School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.*  NIF quality indicators | | |
| Quality indicator | School self-evaluation | HMIE Inspection evaluation *(if appropriate)* |
| 1.3 Leadership of change | **Satisfactory** |  |
| 2.3 Learning, teaching and assessment | **Satisfactory** |  |
| 3.1 Ensuring wellbeing, equity and inclusion | **Satisfactory** |  |
| 3.2 Raising attainment and achievement | **Satisfactory** |  |
| **Additional Quality Indicator**  *It is anticipated that schools will follow the advice of How good is our school? 4th edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.* | | |

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| Quality indicator | School self-evaluation |
| **2.2 Curriculum** | **Satisfactory** |