****

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

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

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

The report should be written using evaluative language.

A copy of the completed SIR must be submitted to the authority by no later than Monday 26th August 2019. The report should also be shared in an accessible way with all relevant stakeholders - pupils, parents, staff, etc.

.

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

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

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

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

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

*for all young people*

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

*- School leadership*

*- Teacher professionalism*

*- Parental engagement*

*- Assessment of children’s progress*

*- School improvement*

*- Performance information*

***North Lanarkshire’s Education and Families’ priorities*** *are:*

*- Attainment and Achievement: improvement in attainment, particularly in literacy and numeracy*

*- Equity: closing the attainment gap between the most and least disadvantaged children and young people*

*- Health and Wellbeing: Improvement in children’s and young people’s health and wellbeing with a focus on mental health and wellbeing*

*- Developing the Young Workforce: Improvement in employability skills and sustained , positive school-leaver destinations for all young people*

*- Vulnerable Groups: Improved outcomes for vulnerable groups*

****

|  |  |
| --- | --- |
| **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 2018-2019 there were around 350 pupils split into 14 straight classes. Approximately 30% of the school roll lived in SIMD 1 or 2 and approximately 20% were entitled to free school meals. In the year 2018-2019 the school received £77,760 from PEF and £79,200 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 and are keen to use this to improve the school.  The local area provides many opportunities for learning outdoors and St Brendan’s Primary is just across the street.  There was a whole school community consultation in relation to vision, values and aims between April and August 2018. The vision, values and aims of the school are attached.  The school SMT is made up of a Head Teacher, a Depute Head Teacher and a Principal Teacher. The DHT has been absent since February 2019. A new Depute will take up post on 26th August 2019.  The total staffing entitlement for the school was 17FTE but the school used PEF money to increase this to 18.1FTE for the session 2018-2019. This included a probationer teacher. The literacy coach and teacher who led interventions and support for learning left her post in May 2019.  There is an immediate need to both raise attainment and achieve more consistent standards across the school. An analysis of barriers to learning and needs of individual pupils has been carried out and will be regularly reviewed. This analysis highlighted the need to provide some kind of alternative provision for a group of pupils who struggle to cope with the demands of the mainstream setting. PEF money has allowed us to increase staffing to enable us to reinstate a nurture group in 2019-2020 for our most vulnerable pupils. If the needs of these children can be met, the learning of others should have fewer interruptions. Further staffing has been also been protected to deliver literacy and to a lesser extent, numeracy interventions to targeted pupils.  The nursery is currently staffed by a team of 6.7FTE Early Learning Practitioners, including the ELP who has undertaken the role of Lead in the playroom since August 2018 and 2 part time ASNAs. There is no teacher or graduate in post.  After a lengthy unsettled period for the school, the whole school created a very ambitious plan for improvement for 2018-2019 and we have been successful in achieving may aspects of it. The ongoing challenge of being without a depute head teacher for the best part for of 2 terms has had an impact on some the work, but the remaining team have worked incredibly hard to maintain our plan.  The next steps in this plan have had to be modified in light of additional challenges brought by a 40 week rewire which has restricted our available accommodation and made maintaining a safe and pleasant learning environment, a day to day challenge. | |
| **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: To develop a curriculum rationale that reflects the vision, values and aims of the school and the principles of curriculum design.** | |
| NIF Priority  Teacher professionalism  School Improvement  NIF Driver  1.Improvement in children's and young people’s health and wellbeing    2.Improvement in employability skills and sustained, positive school leaver destinations for all young people | HGIOS?4 QIs  QI 1.3 and 2.2  NLC Priority  1.Improvement in children's and young people’s health and wellbeing    2.Improvement in employability skills and sustained, positive school leaver destinations for all young people |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  Pupils, staff, parents and carers were consulted regarding the vision, values and aims and this was launched in August 2018. A house system was established and captains and vice captains were elected. They led their houses in 4 house events throughout the year, increased understanding of our values throughout the school community and consulted with their house to gather the views of our pupils.  Planning and tracking meetings included a focus on ensuring that the planned learning met the principles of effective curriculum design.  The vision consultation process, the assembly programme and related work produced by pupils regarding their hopes and dreams, our Developing the Young Workforce week and subsequent learning conversations did highlight that pupils were developing a clearer understanding of what they were hoping to achieve and how setting targets could help them to improve.  PEF was used to purchase resources to enhance the curriculum, ensuring breadth, progression and to provide a wide range of experiences to learn out-with the school and develop the skills and attributes of the 4 capacities. This enhanced our curriculum.  ICT hardware was improved throughout the school but connectivity problems has resulted in there being a limited positive impact on learners.  All P1-3 pupils and some senior pupils have benefitted from weekly opportunities for quality outdoor learning and a bank of resources for future use has been established.  The school has invested a lot of time and resources, improving our environment for outdoor learning. A nature garden has been firmly established with a fire pit, swings and den making materials. Planters have been installed and benches painted. The existing trim trail has been fixed and a new one installed and astroturf laid around them. Following advice from play area designers, bark has been sourced and used to cover the banked tree area and logs installed at the foot to try and minimise slippage. This has limited impact and bark still escapes from this area.  Teachers have started to use NLC maths pathways and progressive learning intentions across the school and as a result, staff have a much clearer idea of what is expected to be covered at each stage.  PEF was also used to purchase a wider range of reading materials of various genres that included themes reflective of our values and nurturing approaches.  A member of staff engaged in the SSERC science mentor programme and most staff engaged in science in-service to improve teacher confidence in delivering science and technology with limited impact.  The nursery regularly engage in evaluation of the different environments and play provision using documents including HGIOELC, Setting the table, Our Creative World and Building the Ambition to ensure ongoing improvement.  Next Steps:  Our vision, values and aims provides the school community with a clear idea of what we want for our children and our developing approach to target setting and more detailed curriculum overviews for 2019-2020 will show how we hope to achieve it. The overviews should now show breadth and balance across the curriculum and there will be more clearly identified, progressive learning agreed across levels and in a variety of agreed contexts.  We will continue to plan progressive pathways through our curriculum. The focus for 2019-2020 will be on developing progressive science pathways and beginning to look at creating pathways for expressive arts.  The Developing Young Workforce week in 2019-2020 will have a focus on STEM and creativity skills.  We will be working towards becoming a Rights Respecting School and teaching of rights will be in embedded in our existing curriculum.  Opportunities for outdoor learning should be identified and several resources are now available for staff to use with their own classes. We need to maintain our outdoor areas and resources as best we can. We will continue to seek support from NLC to improve hard surfaces, fencing and upkeep of the substantial area around the school.  The Parent Council has supported the school well in the purchase of materials for outdoors and are now planning to support the nursery to improve their outdoor area, sourcing a possible canopy and other outdoor learning resources.  We continue to seek support from NLC to support our IT infrastructure so that it is possible to improve our digital learning. We plan to use PEF funding to replace at least 2 smartboards in the coming session.  Our approaches to target setting will be developed to be more manageable and have improved impact on pupil progress through setting more specific, relevant targets, providing improved feedback and engaging in improved dialogue about individual’s next steps. | |

|  |  |  |
| --- | --- | --- |
| **School priority 2:** To develop consistent approaches to learning, teaching and assessment, including developing the use of data to track attainment and measure impact of interventions. | | |
| NIF Priority  \*Improvement in attainment, particularly in literacy and numeracy;  \*Closing the attainment gap between the most and least disadvantaged children  NIF Driver   1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children’s Progress 5. School Improvement   Performance Information | | HGIOS?4 QIs  QI 2.3  NLC Priority  \*Improvement in attainment, particularly in literacy and numeracy;  \*Closing the attainment gap between the most and least disadvantaged children |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  Staff were introduced to the Moderation Cycle with a particular focus on the learner being at the very heart of every stage. Staff were introduced to supporting pupils to set their own targets and to planning assessment.  One class teacher has attended the Assessment and Moderation training by NLC and has reported back to staff, in general terms, about the work being undertaken.  Each term staff identify the key learning they hope to achieve and identify a range of ways to assess this. Staff have gathered a range of assessment information through pieces of class work in a snap shot jotter and achievement folder, what children say, check-ups and teacher made assessments as well as baseline CEM tests, MALT and SNSAs.  A school system for recording pupil progress towards achieving a level has been established and this along with the teacher’s planned learning and assessment, is used as a basis for termly, stage planning and tracking meetings to discuss where children are on their journey and to identify barriers to learning. Staff are engaging with benchmarks and success criteria in this process.  Staff at P7 carried out SNSAs in January and used this data very well, identifying the gaps in learning and addressing these in the remaining terms.  All staff are becoming better at using information from standardised SNSAs, testing to identify any anomalies and gaps in learning.  All staff carried out an analysis of the pupils who were not on track to achieve level and identified possible barriers.  The staged intervention process within the school was revisited and implemented to increase staff awareness of the importance of class interventions and to identify groups of pupils with the most need were to engage in additional interventions. A full table of interventions and their impact is attached to this report.  IT interventions have had very limited impact as pupils are often not able to access them or they are so slow that pupil engagement is poor.  A more consistent approach to planning has resulted in teachers being more able to identify and teach appropriate and progressive learning. Staff now use NLC pathways and progressive learning intentions to plan and deliver more progressive programmes in Maths. Number talks has been implemented across the school.  A school literacy programme has been developed for each level, teachers have been trained in the pedagogy of Active Literacy and apply these principles in their delivery of the school programme.  Teachers across the cluster have engaged with each for moderation activities and, within the school, stages plan and moderate standards of work with each other.  The nursery have revisited their format for personal learning planning and developed approaches to tracking assessment through learning journeys and targeted observations.  Next Steps: (What are we going to do now?)  The cluster will work together toimprove attainment in literacy for all, through planned moderation activities at school, cluster and beyond, seeking to develop a more robust shared understanding of the standards. The cluster will plan regular opportunities to have professional dialogue about children’s achievement of a level.  There is a real need to engage nursery practitioners and P1 teachers in moderating early level and this will be incorporated in the cluster approach.  With an immediate need to address attainment and the cluster focusing on literacy, the school will focus on raising attainment in maths and numeracy through developing a consistent approach to teaching and learning.  Analysis of our SNSA data highlighted grammar as an area of literacy where pupils struggle to achieve the benchmarks and if financially viable, the school will look towards identifying a suitable resources that could support teachers in delivering a robust and progressive programme for pupils.  We are working to simplify the processes of target setting and improve the quality of the targets, of teacher feedback and of self and peer assessments.  We will build on teachers increased awareness of the necessary pace and progression required, with a clear focus on key learning to achieve benchmarks at P1, P4, P7, whilst developing suitable success criteria for the stages in between.  All staff will continue to track and analyse assessment information and identify barriers to learning and adopt a staged intervention approach to addressing these.  Staff will move from recording tracking information on the school format to the Seemis Progress and Achievement app. | | |
| **School priority 3:**  To continue to develop and embed the principles of nurture into all aspects of and school life and pupil support. | | |
| NIF Priority  Improvement in children's and young people’s health and wellbeing  NIF Driver   1. Teacher Professionalism 2. Parental Engagement | HGIOS?4 QIs  QI 3.1  NLC Priority  \*Improvement in children's and young people’s health and wellbeing | |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  The school developed an overview to support teacher to plan and deliver Mental, Emotional and Social Health. The overview highlights a huge bank of resources for each stage.  All staff received training in Mindfulness and P1 pupils and staff benefitted from specialist workshops. A small number of parents also engaged in parent and child workshops to enhance their understanding of the techniques and allow them to be used at home and at school.  Following feedback from a validation visit and restrictions of accommodation, we reduced our provision for pupils to access nurture support at the Rainbow Room and sought to develop more nurturing spaces in classrooms. Whilst several pupils with additional support needs, many have engaged in using spaces within the classroom to some extent, the disruption caused has had a negative impact on others within the classroom.  Staff have engaged in significant training in GIRFEC planning and the use of the resilience toolkit. As a result, staff are now able to use GIRFEC assessment and planning tools to plan more effectively for pupils with additional support needs. The quality of planning has improved significantly and show an understanding of nurture principles.  2 members of support staff have engaged in VERP training which will support them in their interactions with children.  Staff engaged in a refresher in-service training on the Solihull Approach which has clear links to the principles of nurture.  All pupils have been more actively engaged in assessing their own health and wellbeing, and result are positive.  Despite challenges brought by staff absence, one Seasons for Growth group was able to run and pupils engaging in this group felt well supported by it.  Target setting and a whole school achievement scheme has enabled all pupils to be supported and to celebrate achievement.  The nursery regularly evaluate their practice against the National Care Standards to ensure that nurturing and caring approaches are reflected in their practice.  There has been greatly improved relationships in the nursery between staff, and staff and parents which has had a positive impact.  Next Steps: (What are we going to do now?)  Staff will continue to apply the principles of nurture in their daily approach. Pupils and staff will continue to assess wellbeing and identify more specific and detailed health and wellbeing programmes that directly meet the needs of the class and the individuals within it.  In order for classes to be firmly established as a safe base for all, self-evaluation has clearly identified a need for more concentrated and focused nurture provision for those in most need.  We plan to preserve our Rainbow Room as a safe place for targeted groups to access regular, timetabled nurture support to help them develop a greater capacity to cope with the larger class environment.  We have identified a need for greater family engagement to enhance understanding of what we hope to achieve and how nurturing approaches sit within this, with our wider community.  We will continue to run Season’s for Growth programmes.  Increasing staff, pupil and family awareness of the UNCR rights of the child aims to foster an increasingly nurturing approach in school and the wider community. | | |

|  |
| --- |
| **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  £79,200  Around half of the allocation was used to increase teaching and support staff to enable the interventions to run. Without this the interventions would not have been possible. Positive impact.  Although, at the time of writing it incomplete, there is an appendix to show the spending and impact of PEF, including those that were able to be delivered by increasing staffing.  Other significant spends included replacing and updating literacy and maths resources, ICT hardware and assessments. The impact of these spends has been variable and has been referred to thoughout the report.  There was also a considerable sum spend on increasing opportunities for learning and outwith the class. This did improve equity of opportunity for all and reinforce the general vision, values and aims of the school. The impact on closing the attainment gap is likely to be longer term.  Next Steps:  With the immediate priority being on raising attainment, the focus this year will be:  A significant sum will be used to maintain increased staffing levels that will enable us to continue to deliver targeted literacy support and to a lesser degree, numeracy interventions and more robust nurture support.  Funding for staff training and resources to improve pedagogy.  Continue to replace ICT hardware and seek ways to improve connectivity.  Continue to try and improve the learning environment.  Continue with standardised assessment to inform and support teacher judgment. |

|  |
| --- |
| **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).* |
| **To improve attainment in literacy for all, through planned moderation activities at school, cluster and beyond level.**  **To develop a more robust shared understanding of the standards and in clusters plan regular opportunities to have professional dialogue about children’s achievement of a level.**  **To raise attainment in maths and numeracy through developing a consistent approach to teaching and learning.**  **To improve curricular pathways and future employability skills by including a broad and progressive science programme across the school.**  **To develop a positive learning environment by providing nurture provision for our most vulnerable pupils and ensuring that children’s rights are respected across the school.** |
| **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* |
| **Collaborative approaches to self-evaluation**  All staff have made significant progress in understanding that self-evaluation is an integral aspect of our approach to continuous improvement.  Staff across the school are keen to take on leadership roles, with many non-promoted class teachers showing clear commitment to developing their own professional learning and sharing it with others. Staff are keen to contribute to working parties and are beginning to be more open to the benefits of peer observations.  We regularly seek feedback from parents in both the school and the nursery and take action based on it. Regular target setting and learning conversations has allowed for greater focus on the learner and increased opportunity for feedback and reflection. Children in the nursery have regular opportunities to have their voices heard and to impact on practice.  In school, pupil participation is sought through learning conversations and wider consultations are facilitated through the house system, but pupil participation could be developed further.  Pupil feedback through surveys on wellbeing and Rights Respecting School have been used to inform future planning.  Our parent council engage well in our self-evaluation processes and their views on how to engage families in their child’s learning has been used in formulating the next school improvement plan.  **Analysis and evaluation of intelligence and data**  For the first time, school staff have routinely and formally gathered tracking information to show each pupil’s progress towards achieving a level. Teachers and SMT meet termly to discuss this data, to look at other relevant data and assessment information to plan next steps. Staff now have a true picture of overall attainment, not only in their own classes and stages, but across the school. Staff have been keen to work with stage partners and cluster schools to develop their understanding of standards and have engaged with benchmarks and success criteria in this process.  Staff have engaged in a detailed diagnosis of barriers to learning and identifying possible interventions. Staff are developing their understanding of the staged intervention of these supports.  Some staff have used data very well to identify key gaps in learning that will have the biggest impact on improved attainment and focused on these. Giving pupils the opportunity to set targets in each of the four capacities allows pupils and teachers to value progress in skills for learning and wider achievements as well as attainment in literacy and numeracy.  We are working towards finding more efficient and less bureaucratic ways to plan, assess, set targets and track achievement and hope that Seemis Progress and Achievement may help with this.  **Impact on learners successes and achievements**  Our termly self-evaluation calendar focuses on key priorities of school improvement which are focused on aspects of learners’ successes and achievements.  Observations of classroom practice have clearly agreed aims and objectives, directly related to improved outcomes for learners and feedback is given through two way discussion.  Learning conversations have a clear focus on the pupil success, achievements and next steps and detailed feedback is given to the teachers following conversations between pupils and SMT.  We have taken account of a wide range of self-evaluation information in identifying next steps and track the impact of our plans regularly. The information we now have has provided us with clear steps that hope to have a greater impact on attainment in particular. |

|  |  |  |
| --- | --- | --- |
| **Assigning levels using quality indicators**  *School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.*  NIF quality indicators | | |
| Quality indicator | School self-evaluation | HMIE Inspection evaluation *(if appropriate)* |
| 1.3 Leadership of change | 4- Good | **N/A** |
| 2.3 Learning, teaching and assessment | 4- Good | **N/A** |
| 3.1 Ensuring wellbeing, equity and inclusion | 4- Good | **N/A** |
| 3.2 Raising attainment and achievement | 2- Weak | **N/A** |
| **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 | School self-evaluation |
| 2.2 | 4-Good |