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***Driving Equity and Excellence***

**Improvement Reports**

**Session 2019-20**

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| **School/ Centre:** | Netherton Primary |
| **Cluster:** | Clyde Valley |

Improvement Reports 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.

Reports should be written using evaluative language.

Reports should also be shared in an accessible way with all relevant stakeholders - pupils, parents, staff, etc.

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

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

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

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

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

*for all young people*

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

*- School leadership*

*- Teacher professionalism*

*- Parental engagement*

*- Assessment of children’s progress*

*- School improvement*

*- Performance information*

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

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

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

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

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

*- Vulnerable Groups: Improved outcomes for vulnerable groups*

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| **Cluster Improvement Report** | |
| **Review of progress for previous session** *This section should evaluate the impact of the current Cluster Improvement Plan (CIP) priorities as at March 2020. 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.* | |
| **Cluster priority :** 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. | |
| NIF Priority  1,2,4  NIF Driver  2,4,5,6 | HGIOS4 QIs  1.1, 1.2, 2.3, 3.2.  NLC Priority  1,2,4,5 |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)   * Planning and Tracking Meetings: 3 times per year: leading towards a shared understanding of standards, discussing progress and identifying next steps * All teachers updating ACEL data using benchmarks, assessments and teacher professional judgement * High Quality Assessments have been created and used by Class Teachers at cluster level to plan, deliver and assess a group of connected Literacy Experiences and Outcomes (Es and Os) for one ‘on track’ learner at each stage. * Class teachers have been trained in creating higher order Learning Intentions and Success Criteria based on research by Clarke (2014) and advice from the Pedagogy Team. * Staff have had opportunities to meet, in levels to share and discuss pupil achievement in jotters. * Use of standardised assessment to support TPJ * P4 and P7 pupils to complete SNSAs between April and May. P1 pupils to complete ­­­­­­­­­­­­­­­­­­by June. * Yarc assessments used to record and track progress of pupils who were identified at requiring support in reading.   Next Steps: (What are we going to do now?)   * Data to be used to inform moderation activities within the school. * Early Level, First Level and Second Level Teaching staff to work together to plan high quality assessments within the school and after a period of time moderate a piece of work to ensure progression across the stages. * This collegiate way of working will be formalised and documented next year as part of the moderation process * SNSA’s/Yarcs/Other standardised assessments to be shared as part of transition so that data can be used to identify areas where pupils need support and interventions appropriately planned. | |

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| **Establishment Improvement Report** | |
| **Context of the establishment:**  *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 establishment community, SIMD, FME, establishment roll etc. It should also include some or all of the following: the establishment’s vision, values and aims; local contextual issues; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.* | |
| Netherton Primary is a non-denominational, co-educational Primary school situated in Netherton within Wishaw. It is a diverse community with pupils from many walks of life. The school has been at the centre of Netherton since 1912.. An extension was completed in October 2016 and the school playground and pitch continue to be developed.  The current Head Teacher and Principal Teacher were both appointed in session 18-19: the school had undergone several management changes since June 2015 including three head teacher changes and changes of principal teachers. Staffing for session 19/20 was 9.82; additional staffing was funded through PEF. There were four full time teachers, four part time teachers and staff to cover a vacancy.    Session 20/21 sees staffing at 9.68 and welcomes a new teacher to fill the vacancy. The school remains at eight classes.  The current school roll is 180. Requests for places from out with the catchment are high: 18% of pupils live in SIMD zones 1-2, with 82% living in SIMD 3-10. Attendance rates 95.9%, with free meals at 13.5 % and Clothing Grants at 14.6%.  Although Netherton Primary was not identified as a key attainment challenge school, the school community benefits from the universal offers encapsulated in the North Lanarkshire Attainment Challenge funding. Netherton Primary was allocated the sum of £19200 through the Pupil Equity Fund for session 2019-2020. For the coming session 2020-2021, the school was allocated £30454, which will be used to facilitate interventions in order to raise attainment levels in relation to poverty related attainment gaps and also to provide additional nurture to support pupils with needs following lockdown.  The school also received support from English as an Additional Language Teacher, Educational Psychologist, Occupational Therapists, Physiotherapists, Visual Impairment Support, Inclusion Support Base (incl: LAAC Team) and Speech Therapist.  Netherton Primary has a very supportive parent forum and an active parent council . Netherton continues to develop consultation of parents on policies, procedures and self-evaluation. The school re-established links with local business.  The head teacher promotes the aims of the school: develop respect and to provide a happy, friendly, safe and stimulating environment where each child can feel happy, secure, valued, receive the best possible learning experience and their parents / carers the highest quality service. Session 19/20 saw stakeholders involved in consultation of the school’s Vision, Values and Aims.    ***Safe! Respected! Achieving!***  ***We are a caring, nurturing school where everyone is included:***  ***Growing Together To Succeed***  Netherton works closely with its cluster and In May 2018, the school had a Validated Self-Evaluation visit from North Lanarkshire Council which confirmed the school’s self-evaluation.  The following are seen as strengths of the school in the VSE:   * The commitment and hard work shown by the Head Teacher, teaching staff and non-teaching staff to improving outcomes for their pupils. * The positive relationships in the school between staff and pupils where all feel valued and supported. * The opportunities for taking learning beyond the classroom which enrich children’s experiences and have a positive impact on their engagement and motivation. * The staff’s positive contribution to change and improvement by taking on leadership roles linked to the school’s priorities.   The school worked closely with Continuous Development Officers to address next steps:  Establishing and promoting vision and values, development of GIRFme procedures, ensure consistent high quality learning experiences and high expectation of pupils to achieve highest possible experiences, further develop collegiate working in school and cluster, develop planning for Additional Support Needs pupils, ensure tracking and monitoring of attainment and achievement is a regular feature of school work in order to raise attainment.  All staff are involved in rigorous HGIOS self evaluations where greater understanding of the indicators have developed resulting in robust evaluations.  In session 19-20, Netherton began to develop knowledge of How Good Is OUR School (Wee HGIOS) a framework to increase pupils’ voice in schools. The school worked in partnership with its Family Group looking at Theme 4 and had begun a series of visits where pupils visited each school and self evaluated own school progress.  The school feels it has started to progress and develop into a safe, respected and achieving community. | |
| **Review of progress for previous session** *This section should evaluate the impact of the current Establishment Improvement Plan priorities as at March 2020. 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.* | |
| **Establishment priority 1:** Improve learning experiences for all pupils with particular focus on our most vulnerable learners, by developing a whole school approach to providing a clear vision, nurturing experiences and further developing staff/pupil awareness of the health and wellbeing indicators. | |
| NIF Priority  Improvement in children’s health and wellbeing  NIF Driver   1. School leadership 2. Teacher professionalism 3. Parental engagement 4. Assessment information | HGIOS?4/ HGIOELCC QIs  QI 1.3, 3.1, 3.2  NLC Priority  Improvement in children and young people’s health and wellbeing. |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)   * Vision and Values were addressed by all stakeholders and are now embedded in all aspects of school life with everyone being aware and understanding them. * Principles of Nurture and ACEs awareness training event in August 19 attended by all staff: classrooms developed Class Charters based on the rights of the child; nurture principles all displayed in classes. * Principal Teacher created programmes for all stages to raise self confidence and led weekly assemblies for junior and senior pupils. * GIRFME to be developed within the school through training and development of good practice. * Greater involvement of pupil voice through these steps. * The school achieved its Rights Respecting Bronze Award and had begun to incorporated UNCRC across the curriculum, wall displays * Houses and Captains established: house meetings and learning blocks in place.   Next Steps: (What are we going to do now?)  Continue to embed Vision and Values within whole school practice.  Continue to develop use of GL Pass to measure children’s well being and SMT and class teachers to develop relevant interventions to support development.  Whole staff will develop understanding of Ace Awareness (first introduced through lockdown) and will implement these into everyday practice.  Houses and assemblies to be continued virtually with captains taking lead.  Continue journey towards achieving RRS Silver Award. | |

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| **Establishment priority 2:** Improve attainment outcomes for learners through the sharing of practice, through periodic and collaborative moderation practices, and through the development of a more consistent approach to assessment in Numeracy. Interventions will be targeted in order to ensure higher attainment in Numeracy. | | |
| NIF Priority  Improvement in attainment (Numeracy)  2. Closing the attainment gap between the most and least disadvantaged children  NIF Driver  2. teacher professionalism  4. Assessment of children’s progress | | HGIOS?4/ HGIOELCC QIs  (QI 3.2, 2.3)  NLC Priority  1. Improvement in attainment (numeracy)  2. 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?)   * Inservice August 19: Numeracy Development Officer presented What Makes A Good Lesson, Number Talks , Methodologies. (Netherton hosted for three other schools to attend): observations showed that most teachers had incorporated aspects. * Numeracy observations at start of session: as a result of visits for Numeracy; sharing good practice for Number Talks; now embedded throughout the school. * HT and Class Teacher visited other establishments to view systems and paperwork in place: forward planning becoming more streamlined and focused towards needs of individuals * Developed knowledge of how to use SNSA, MALT and Teacher Judgement together to ensure that the needs of each pupil is met and relevant interventions or next steps put in place: all staff are now able to discuss own pupils evidenced through tracking meetings. * Data was more robustly discussed at tracking meetings and recorded on SEEMIS and teacher judgement spreadsheets: interventions were put in place- Number Box, additional support when teaching evidenced by Forward plans for interventions; Numeracy Champion had conversation * Teachers began to work with Numeracy Champion and leadership team to ensure development of progression and interventions; some staff attended additional Numeracy training. * Numeracy Champion focus on Numeracy Support for Learning for those children in need of support, particularly those pupils in SIMD 1-2: Number Box and SEAL as an intervention: more pupils were supported by numeracy box activities following closer assessment of MALT and SNSAs   Principal Teacher attended Pedagogy Practitioner Course 2019-20.  Next Steps: (What are we going to do now?)   * Continue to identify and support learners (primarily in SIMD 1-3) with interventions as required to narrow the gap. * Benchmarks to be revisited and increase staff confidence and proficiency in using terminology and evaluations. * Teachers to be given opportunities to plan in levels for progression. * More robust assessments to be developed to measure progression and gaps in learning following COVID 19 lockdown. * Children’s Voice to be developed and able to identify their own next steps in learning. | | |
| **Establishment priority 3:**  Improve learning and teaching of **Science**, Technology, Engineering, **Mathematics** by developing a whole school approach to providing STEM experiences throughout school and cluster. | | |
| NIF Priority  Improvement in attainment (numeracy)  Improvement in employability skills and sustained, positive school leaver destinations for all young people  NIF Driver   1. Teacher professionalism   School improvement | HGIOS?4/ HGIOELCC QIs  (QI 3.2, 2.3)  NLC Priority   1. Improvement in attainment (numeracy)   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?)   |  | | --- | | Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)   * Glasgow Science Centre workshops for all classes through day and for parental afternoon slot: anecdotal evidence that children were enthusiastic and eager to begin Science activities in class. * Frequent opportunities to develop investigative skills in class (through Science activities and problem solving)- evidenced through planning. * P.7 class to visit DIAWA: allowing insight to World of Work; Diaiwa manager visited P6 with resources to introduce World of Work. * To involve children more in their own learning by evaluating own progress and quality of activities.   Next Steps: (What are we going to do now?)   * NLC planners implemented: own progressive planner for all stages to be developed. * Develop opportunities within school grounds for outdoor learning to support investigative skills. * STEM and Science weeks in annual programme (online opportunities for digital learning and parental involvement) * STEM online club for first term. * To continue to involve children more in own learning by evaluating progress and quality of activities | | | |

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| **Assigning levels using quality indicators**  Please provide evaluations, as at March 2020, against the four following quality indicators from *HGIOS?/ HGIOELCC?*  1.3 Leadership of change, 2.3 Learning, teaching and assessment, 3.1 Ensuring wellbeing, equity and inclusion and 3.2 Raising attainment and achievement.  *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/ Centre self-evaluation | Nursery Class Evaluation (where appropriate) | 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 | **3** |  |  |
| 3.2 Raising attainment and achievement/ Securing Children’s Progress | **3** |  |  |

**SAC/ PEF Summary**

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| **Intervention** | **Impact**  Please include the following information: Use of SAC/PEF allocation over the session and any variances from initial plan; impact using evaluative language. | **Evidence**  Please indicate what evidence you have collected |
| SaLT :  GL Pass: HWB  Behaviour support:  NLC behaviour support (term 3)  Behaviour support  (PEF)  Drawing Talking and  Access to counsellor (high school) | SaLT: Sunnybank  1 class teacher now also trained in Sunnybank  PASS is a nationally benchmarked psychometric assessment specifically designed to spot attitudinal or emotional issues in children. This is undertaken twice per session and data analysed to inform Health and Wellbeing planning and intervention required.  Supporting two individual pupils ; supporting NQT with strategies  Behavioural expert supporting 4 children and NQT with strategies  Three pupils accessed this programme. Drawing and talking is a therapeutic intervention for use with children and adults.  One P6 child attended several sessions: | Anecdotal evidence – CT noted increased confidence in using and recognizing sounds in literacy tasks. Better retention of sounds.  Results are compared to nationwide data, results showed that the pupils’ views regarding school pre lockdown were mostly positive. Testing will resume to help inform Recovery Planning.  Anecdotal evidence of children’s mood improving around sessions. PT running sessions felt that a better relationship was being established with those taking part.  Supported pupils given strategies to deal with emotions; children calmed.  Sessions ended due to lockdown: anecdotal relationships developed and pupils began to talk and share.  Sessions ended due to lockdown . However, counsellor felt that child was not responding to sessions. Child on waiting list for CAMHS support. |

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| In order to incorporate as much information as possible into the final report to Scottish Government it would be helpful if you could share any learning on the following; |
| What has worked well in your overall strategy to achieve impact?  Greater focus on tracking and assessment led to an improvement in quickly identifying pupils who required interventions which were out in place. |
| What has worked less well or could be improved?  The new vision and values implemented in the school has worked well as children were fully consulted in mixed groups and so it was felt had greater ownership. The staff and pupils speak about these on a daily basis, children are able to articulate feelings and it has led to a more positive ethos within the school. |