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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 31 May of each year. 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.* | |
| New Monkland Primary and Nursery Class has undergone significant works over a period of several years, which has greatly enhanced the fabric, suitability and layout of the school premises. Works were completed this session. This has impacted on the school’s plans and priority areas. We currently have a roll of 181 pupils and a 20/20 nursery. The school and nursery is the only educational establishment within the village of Glenmavis. We currently have 8 classes. There are 2 Principal Teachers. Both PTs have a large teaching commitment, either covering a class or NCCT. One Principal Teacher was seconded in April 2017, to the role of acting DHT in another NLC establishment.  We currently have 4% of children in SIMD 1, 4% of children in SIMD 2 and 28% of children in SIMD 3. Overall 36% in decile 1-3. The number of pupils in receipt of FME is 23. We have a number of children requiring additional support and over the past few years individuals have required significant support. Like other schools across the country we have not had a supply teacher in the school for over 2 years.  Last school session a VSE visit took place. The feedback was positive and areas already identified were validated. We continue to take some of these areas forward.  Standards of pastoral care was highlighted as a strength of the VSE visit and we continue to maintain a high standard. Staff and pupils are highly motivated and have an enthusiastic approach to learning and teaching. Visitors and parents regularly comment on the welcoming and caring ethos. We re-visited the ethos and positive behaviour policy this session and will continue to review this in light of our focus on taking forward the UNCRC. All staff have high expectations of pupils and successes are celebrated through weekly assemblies, achievement wall, twitter and in classes through class certificates, stickers, verbal and written feedback etc.  There is a range of ASC offered throughout the year, with some staff also offering clubs. Children are consulted on a termly basis as to which clubs they would like. We work closely with our after schools club co-ordinator to organise these throughout the year. Clubs are always full.  The majority of children are making good progress in Literacy and English and Numeracy and Mathematics, with some making very good progress. Staff continue to promote literacy and numeracy skills across all areas of the curriculum. Our Scottish Week offered a variety of different learning experiences relating to health and wellbeing and food and health in particular. Our Digital Learning Week highlighted the use of ICT across all areas of the curriculum.  Staff across the school and nursery are becoming increasingly confident in the use of data to track pupil progress which is supported by planned opportunities for professional dialogue and analysis of data through monitoring and tracking meetings. Staff are also becoming increasingly familiar with the new benchmarks and have begun to use these to track pupil progress and in achievement of a level.    Staff across the school and nursery continue to take lead roles in areas of the curriculum and improvement. Staff are adaptable and regularly review progress through staff meetings and working party meetings as well as self-evaluation questionnaires.  A flood in our basement and new open area resulted in a major loss of resources across the school and nursery from May 2016 – September 2016. This hindered the use and set up of these areas. We continue to update and replenish our resources as a result of these incidents which resulted in a large loss of core resources and an overall impact in the use of these areas for the school. Staff worked together to minimise the impact on teaching and learning. | |
| **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:**  Improve attainment in literacy by further developing assessment for learning and outdoor learning experiences. | |
| NIF Priority  Improvement in attainment, particularly literacy and numeracy.  NIF Driver  Assessment of children’s progress, Teacher professionalism, School Improvement | HGIOS?4 QIs  2.3 – Learning, Teaching and Assessment  2.2 - Curriculum  NLC Priority  Supporting all children to reach their full potential |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  Staff were consulted at the beginning of the session regarding the use of progression frameworks and Benchmarks. It was agreed that the consistent layout and clarity provided by benchmarks would be used across all areas. A member of staff was nominated on behalf of our cluster schools to attend the Quality Assessment and Moderation national events for first level writing. This has been an ongoing development area as staff become familiar and confident with consistent standards of assessment in literacy. Staff have submitted evidence nationally and engaged in awareness raising training of holistic assessments. They have worked collaboratively to create holistic assessments across first and second level. We are well placed to be further implementing the key features of the QAMSO training next session and to work collaboratively within the school and beyond through cluster and family group working.  A continued focus on the use of HOTS has ensured that staff are more confident in their use of high quality questioning in all areas of learning. This has been evident through classroom observations, peer observations and through self-evaluation questionnaires. Staff continue to use Bloom’s taxonomy as a framework for their questioning.  All staff took part in further training relating to self and peer assessment in November 2016. There is an increase in the use of self and peer assessment at second level and in learning conversations at early and first level. This is evident through jotter monitoring and class visits. Through consistent use of learning intentions and success criteria and increased use of self and peer assessment the majority of pupils are aware of their progress and next steps. Most staff use feedback appropriately to inform planning next steps and to support progress judgements.  A member of staff attended training in Literacy Outdoors at the end of May 2017. Sharing of exemplars and practice is planned for next session.  Primary 4-7 pupil’s motivation in reading has increased as well as being challenged further through the introduction of new novels, with a group this session working at third level.  Opportunities for staff to work across levels and plan together was piloted this year. Staff reported back positively about the opportunity to work collaboratively, ensuring breadth, challenge and application across each level as well as an opportunity to share practice and ensure consistency and high standards. This was a valuable opportunity for Senior Management to monitor learning, teaching and assessment through a collaborative process within ACfE levels, ensuring progressive planning and opportunities to discuss pedagogy and share good practice.  Staff highlighted the need for planning pathways to reflect progression and challenge more purposefully and with greater clarity. New planners highlighting progression in literacy and numeracy are ready to be piloted next session. This will further ensure increased opportunities for challenge by encouraging staff to continue to plan for next steps.  Next Steps: (What are we going to do now?)   * Continued use of Benchmarks in inform professional judgement. * Further develop opportunities for professional dialogue, planning and holistic assessment through collaborative forward planning opportunities * Extend the use of self and peer assessment through the use of digital technology * Provide opportunity to share learning and plan experiences for outdoor learning in literacy | |

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| **School priority 2:**  Learners will have opportunities to learn an additional language from Primary 1 through a progressive French programme across all stages. | |
| NIF Priority  Improvement in employability skills and sustained, positive school leaver destinations for all young people  NIF Driver  School leadership, school improvement and teacher professionalism | HGIOS?4 QIs  2.2 - Curriculum  NLC Priority  Supporting all children to reach their full potential |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  Senior management worked with a cluster school to create a progressive plan for French from P1-P7. A member of staff used the pathway to create planners for French from P1-P7 incorporating the key areas of development. The planners are now ready for implementation next session.  A further member of staff has attended 1+2 training. The majority of staff are now trained in 1 language, with some in 2 languages.  Next Steps: (What are we going to do now?)   * Implement planners and adapt, if necessary * Staff training continued through CPD manager * Development of Spanish from P5-P7 | |

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| **School priority 3:**  Further develop skills for learning, life and work through improvements in digital learning at all levels. | |
| NIF Priority  Improvement in employability skills and sustained, positive school leaver destinations for all young people  NIF Driver  Teacher Professionalism, School Improvement | HGIOS?4 QIs  3.3 – Increasing Creativity and Employability  NLC Priority  Supporting all children to reach their full potential |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  All staff took part in a digital learning questionnaire in October to ascertain strengths and challenges as well as usage and confidence in digital technologies. An analysis highlighted that our existing SMART boards were reaching the end of their time as updates were no longer available. It also highlighted that iPads were used across the nursery and school. The ICT working party visited other NLC establishments to review various new interactive boards. 4 staff members attended Promethean Board training at Orchard Primary in February 2017, 3 boards were then fitted in the school in P1/2 and P7. Staff are at the early stages of using the new interactive boards and further training would be beneficial now they have had time in class to use them.  Primary 1 and 2 took part in Safer Internet Day and carried out activities to develop their understanding of the internet and how it can be used safely. All staff took part in Google Expedition training and each class was given the opportunity to take part in a virtual exploration relating to their IDL topic. This was a valuable opportunity to develop both staff and pupil skills and generated great enthusiasm across the school in relation to digital learning.  Digital Learning Week was celebrated throughout the school. Across the school and nursery we had a focus in digital technologies and all staff completed detailed and highlighted how technologies were used in the class every day of the week. Pictures and blogs were also shared with the wider community through our school website.  The working party lead has created a shared space on first class for staff to add useful websites for each curricular area and to share practice.  Some staff took part in Barefoot training to further develop their knowledge of coding and programming. Class visits has shown the impact of the training in some classes and further opportunities to share practice in this area with all staff is needed.  A member of the working party attended a Digital Learning meeting with CIO and 3 other teachers from across the authority. This was a valuable opportunity to share practice and discuss training opportunities available, how digital learning is being used in different school and to discuss going forward for the Digital Learning Award.  Next Steps: (What are we going to do now?)   * Further staff training in the use of Promethean Boards * Further staff training in the wider use of ipads * Programming and coding training shared with all staff * Re-fresh technologies pathways in light of newly published benchmarks * Continue to self-evaluate and move toward gaining Digital Learning Award | |

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| **School priority 4:**  Improve the wellbeing of all children by ensuring a shared understanding of the responsibility of all to promote health and wellbeing. | |
| NIF Priority  Improvement in children’s health and wellbeing  NIF Driver  Teacher Professionalism | HGIOS?4 QIs  2.4 – Personalised Support  3.1 – Ensuring wellbeing, equity and inclusion  NLC Priority  Improving the health and wellbeing and care in the communities |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  All staff participated in inservice training relating to inclusion and the language and communication needs. All classes and nursery display a visual timetable and signs across the school continue to be updated to ensure we are embedding our pilot of the project, Symbolising the Environment. All staff took part in updated Child and Adult Protection training and through self evaluation and the use of challenge questions, are confident in the process and procedures they need to follow. Regular meetings in nursery focusing on the additional support and planning interventions, continued to ensure that we are addressing the needs of each child through early intervention. This will continue to be a focus as we welcome a new member of staff to the nursery. A pastoral notebook has been established in the nursery to record updates/issues. This is monitored by the HT.  Our GIRFEC overview sheets continue to be updated and monitored to ensure interventions are well planned and available resources targeted to support the needs of our pupils. Forward plans and monitoring meetings continue to show that staff know pupils well and staged intervention approaches are implemented across nursery and school.  Through consultation with all stakeholders we updated our Golden Time and Promoting Positive Behaviour procedures. Golden rules were displayed across the school and there was an emphasis at the beginning of term on each rule through assemblies. Golden time was monitored across the school, which supported the use of targeted interventions for identified pupils, supporting their health and wellbeing and overall development. We will continue to update this in light of our focus on UNCRC.  Working party members attended training on Rights Respecting School at authority level and also in meeting and consulting with the Conforti group. Further visits to schools were organised and members shared good practice with staff. An action plan outlining our long term goals was submitted and we achieved RRS recognition status. All staff took part in training with the Conforti group during our May inservice day, which raised awareness of UNCRC and ensured all staff have a shared vision. All pupils were consulted through assemblies and nursery focus groups on the rights of the child and have created a playground, school and dinner hall charter. These are ready to be implemented next session. All staff have been consulted and initial work has begun on a theme which will support the further implementation of RRS. Staff have worked collaboratively to update Health and Wellbeing planners with UNCRC and healthyschools.scot. These will be implemented next session.  Next Steps: (What are we going to do now?)   * Implement Health and Wellbeing Planners and review and evaluate * Continue on our RRS journey * Implement GIRFM Plan to update staged intervention model with new practice guidance * Review Positive Behaviour Policy in line with RRS | |

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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  £26,400 has been allocated to New Monkland Primary. Funds will be used to engage with families to support their child’s learning and to target specialist support for language and communication.  Next Steps:  Staffing in place to support interventions  Consult regularly with stakeholders to ensure we are addressing wider family needs  Regularly review, monitor and evaluate |

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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).* |
| * **Increase family engagement and learning** * **Targeted Speech and Language Therapy 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* |
| The Head Teacher is currently supported by two Principal Teachers, one of whom is acting, covering a secondment. All staff are committed to the improvement agenda within the school. There are a number of staff members who have taken a lead role over the year in various areas. All staff are involved in working parties in line with our school improvement plan. Most staff have responsibility for a pupil voice group.  Termly tracking and monitoring meetings with SMT are held to review learning and teaching, track pupil progress and discuss next steps. Staff continue to undertake a range of professional development activities. Through self evaluation and the use of challenge questions staff regularly review and reflect the work of the school and discuss next steps.  Pupils, parents, staff and partners express their views in annual questionnaires, which we receive a high return from. All pupils are part of a Pupil Voice group, and they are encouraged to have a say in the decision making process within our school, i.e. contributing to school improvement etc. Parents’ views are sought regularly and they have affected change in both creating our vision, values and aims and in a new reporting format. Through annual questionnaires, almost all parents comment positively that the school knows their child well and feels they are being supported and encouraged within the school and the nursery.  Collaborative working and the sharing of good practice is planned in our school calendar on an annual basis. Staff have had opportunities to make peer learning visits and work collaboratively within a curricular level to discuss progression, planning pathways, share pedagogy and good practice. This was a valuable opportunity for transition for pupils at all stages. We are fully committed to raising attainment and achievement. Additionally, the Head Teacher works effectively with cluster colleagues and ‘family group’ colleagues and to improve outcomes for pupils.  Staff meet regularly with the Head Teacher to discuss the analysis of data and next steps for learning and teaching. Professional judgement is supported by an increased range of data, and staff are becoming increasingly confident in the use and interpretation of data.  Parents’ views are sought both formally and informally in the nursery. Nursery staff have led a range of initiatives to promote and support learning. We continue to seek new ways to engage meaningfully with parents and family, for example we held an open evening which was led by pupils this year. This was attended well across the school and nursery and feedback comments were positive. The nursery also changed the way it delivered an early rhyming and literacy booklet/workshop with parents following their feedback. |

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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 | **4** |  |
| 2.3 Learning, teaching and assessment | **4** |  |
| 3.1 Ensuring wellbeing, equity and inclusion | **4** |  |
| 3.2 Raising attainment and achievement | **4** |  |
| **Additional Quality Indicator**  *It is anticipated that schools will follow the advice of How good is our school? 4th edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.* | | |

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| Quality indicator | School self-evaluation |
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