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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.* | |
| New Monkland Primary and Nursery Class is a non-demoninational school situated within the village of Glenmavis. We are the only educational establishment within the community. At the end of session 2017-2018 we had a roll of 171 pupils and a 30/20 nursery. We had 2 Principal Teachers, one was appointed as ADHT through PEF with a remit to support raising attainment and achievement and a second PT was appointed in June 2018, ready to start the new session in August 2018.  We currently have 5% of children in SIMD 1, 5% of children in SIMD 2 and 28% of children in SIMD 3. Overall 38% in decile 1-3. The number of pupils in receipt of FME is 22. We have a number of children requiring additional support and have continued to target interventions to support identified individuals and groups. Like other schools across the country we have had challenges with supply cover and the SMT covers most to ensure staff attendance at CLPL courses and for absences. ADHT also supported and covered a probationer teacher and their NCCT. From the beginning of term 2 until the end of term the teachers from the nursery were supporting class cover within the school. Our classroom assistant returned to work in June after a long-term absence.  Last school session a validated self-evaluation visit took place in September 2017. 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 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, nurturing and caring ethos. As part of our UNCRC and HWB priority we re-visited our positive behaviour policy and this was updated in collaboration with all stakeholders. Staff have high expectations of pupils and successes are regularly celebrated through weekly assemblies, achievement wall, twitter and in classes through certificates, feedback and stickers.  A member of staff met regularly with the Active Schools Cluster Co-ordinator and in consultation with the children organised after school clubs and events throughout the year. These were changed on a termly basis with some staff, parents and Sports Leaders offering clubs. Clubs are always full and children enjoy the variety.  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. Collegiate planning meetings have supported the development of key areas within the SIP and staff’s confidence, autonomy and creativity has grown. Staff across the school and nursery are becoming increasingly confident in the use of the benchmarks and data to track pupil progress. The ADHT continues to attend local, regional and national events on Assessment and Moderation and this is disseminated to staff through inset and twilight sessions. We have moderated within the school, at cluster and national level. This is supporting our validity and reliability, e.g evidence gathering.    Staff across the school and nursery continue to take lead roles in areas of the curriculum and improvement. Staff are empowered and are adaptable and regularly review progress through staff meetings and self-evaluation discussions.  A flood in our open area resulted in a major loss of resources across the school and nursery in June 2018. This hindered the use and set up of this area. Infant staff will work together to incorporate active and purposeful learning opportunities within the classroom in the interim. | |
| **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 through the development of a consistent approach to assessment including, periodic, holistic tasks and improved understanding of standards through the assessment and moderation of evidence of learning. | |
| NIF Priority  Improvement in attainment, particularly literacy and numeracy.  NIF Driver  Teacher professionalism, Assessment of children’s progress, Performance information | HGIOS?4 QIs  2.3 – Learning, Teaching and Assessment  2.4 – Personalised Support  3.2 – Raising Attainment and Achievement  3.2 – Securing Children’s Progress  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?)  ADHT has attended national training events as one of the 10 staff within the authority to take forward assessment and moderation. From this, training, information, key priorities and materials have been shared with staff. An initial audit was carried out and this supported the focus in this area. All staff and classes share learning intentions consistently and build success criteria with their class. Milestones and expectations in this area, as well as, peer and self-assessment was created in consultation with staff to guide progression across a level.  Through training, the ADHT has supported class teachers to develop a shared understanding of assessment and moderation. This has supported positive teacher autonomy. Staff work collegiately to create periodic assessments and collate evidence. These have been validated at cluster, regional and national level. The Assessment and Moderation leader (ADHT) as well as a nominated member of staff, Pedagogy Practitioner, volunteered to support the rollout of Assessment and Moderation within and beyond our cluster.  Pupil progress is measured through a range of evidence which is gathered, recorded and discussed to ensure reliability. Through planning days, assessments with a focus in reading, writing and maths have been created at all levels. Tracking meetings, planning days and further monitoring is supporting a shared understanding and consistency of teacher professional judgement around achievement of a level. Staff are collating information within an assessment folder and working towards a level jotters. This, along with data, tracking, use of benchmarks and professional judgement is demonstrating a shared understanding around achievement of a level. SLT use information from a variety of sources to target interventions across classes for identified learners.  Staff continue to plan collegiately across a level and they have increased confidence in planning for breadth, challenge and application and they share practice as part of their professional dialogue.  Progression pathways were created for literacy and numeracy and have supported skills progression across a level. Further pathways were created for all other areas ready for implementation in 2018-2019.  Next Steps: (What are we going to do now?)   * Introduce progression pathways for all other curricular areas and review through planning days. * Appoint a new Pedagogy Practitioner * Minimise inconsistencies of achievement of a level through continued assessment and moderation events and training. | |

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| **School priority 2:**  Improve the wellbeing of children by ensuring a shared understanding of the responsibility of all to promote health and wellbeing, equality and inclusion. | |
| NIF Priority  Improvement children’s and young people’s health and wellbeing.  NIF Driver  Teacher professionalism, School Leadership, Parental Engagement and school improvement | HGIOS?4 QIs  2.2 – Curriculum  3.1 – Ensuring Wellbeing, Equality and Inclusion  2.5 – Family Learning  NLC Priority  Improving the health, wellbeing and care of the communities, 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?)  Through whole school assemblies, class work and events, pupil’s awareness of children’s rights and UNCRC was promoted across the school and nursery. All classes created a Children’s Charter in collaboration with learners. A RRS committee was set up, representing pupils, staff and parents. By having meetings, events and whole school and class activities continued to ensure the focus was at the forefront. Our School and Nursery Rationale was updated to incorporate RRS and a common theme permeates our ethos and promoting positive behaviour. Through RRS we updated our reward system across the school. This motivated our learners as they were involved in making decisions regarding the new Fun Time Friday song and activities, devising charters for playground, dinner hall and classes.  RRS is displayed across the school and through twitter and the school website. We continue to promote this through regular tweets.  The RRS committee organised an information event for all stakeholders and sent out leaflets and a newsletter.  Our new planning format incorporates Rights Respecting and the four contexts of learning.  There was a continued focus on CLPL in relation to GIRFEC through cluster training. All staff attended an overview of staged intervention and the introduction of NLC GIRFMe Plans. These are now in place and created in collaboration with staff, pupil and parent.  Next Steps: (What are we going to do now?)   * Achieve silver award for RRS * Continue to promote parental engagement and family learning through shared events * Continue to ensure staff training is focused to support the needs of learners | |

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| **School priority 3:**  Learning and Teaching will be enhanced through the increased use of digital technology | |
| NIF Priority  Improvement in employability skills and sustained, positive school leaver destinations for all young people  NIF Driver  Teacher Professionalism, parental engagement, assessment of children’s progress | HGIOS?4 QIs  2.3 – Learning, Teaching and Assessment  2.5 – Family Learning  3.3 – 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 teaching staff attended Promethean Interactive Panel training and have begun to utilize this to support learning and teaching. Further opportunities would benefit staff further.  Staff worked collegiately to source and update iPad apps for effective learning and teaching in literacy and numeracy. These are now used more widely across the school for different purposes and activities, for example, Touchtronics, mind maps and videoing. A few classes created Journals to Excellence using iPads to record ideas.  A new progression planner was used by staff to plan effectively in this area. Additional time was given to research various sites and staff confidence in this area has grown.  We were hindered by the installation of Wi-Fi connectivity in the hall to further use iPads within our pupil voice assemblies. This is an area we will continue to invest in.  As part of the staged intervention process to support children with identified needs, the NLC SAM group worked with a few class teachers to identify and recommend digital interventions to support learning and teaching.  Staff also attended IDL training and utilise this as an intervention at classroom level.  Staff, Parent Council and Police Scotland worked collaboratively to plan and organise a whole school Internet Safety event. Police Scotland worked with children from P1-4 during the school day and P5-7 in the evening to promote internet safety. Families were invited to attend the evening event with Police Scotland and staff promoted and supported this event. Feedback was extremely positive.  Next Steps: (What are we going to do now?)   * Further opportunities for staff to research effective digital technologies * Wi-Fi connectivity throughout the school * Further internet safety events linked to cyber-bullying for all stakeholders. | |

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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 allocated 2017-2018  ADHT appointed from September 2017 and led assessment and moderation priority within SIP  1.3 – ADHT Attended national events and disseminated training with small groups of staff initially. Once training was delivered this extended to whole school, cluster and across multiple clusters. ADHT continued to support staff through guiding, training and mentoring. ADHT met regularly with CIOs to update and facilitate and support further training and guidance.  2.3 and 3.2 – Assessment is now an integral part of learning and teaching. Learning, teaching and assessment is discussed during collegiate planning days through professional dialogue. Staff are now able to create periodic assessments and check reliability through planning days. Assessment information is gathered and validated further through cluster moderation. This has led to improvements in 2.3 and 3.2. Data is collated through tracking meetings and gaps are identified earlier through discussions at meetings and resources, both physical and human, are targeted to support. ADHT has collated specific data to monitor impact of interventions. Most staff have been able to lead cluster moderation in small groups given the training and guidance provided. An additional pedagogy practitioner has also taken on a lead role following the work of the ADHT.  1.3 – 17.5 hours ELP. Releasing 2 trained ELP workers in specific areas from the nursery to utilise skills for targeted and whole school interventions.  ELP 1 has worked from P2-P7 on outdoor learning experiences. All staff are now more confident in planning opportunities for outdoor learning in the wooded area opposite the school. Pupils have recorded skills development in communication, persistence and determination, team work, creativity and leadership. Through planned learning in different contexts, pupils’ skills have flourished in the outdoor environment. Staff have noted through observations pupils’ skills development in different contexts has offered high-quality learning experiences for almost all children (2.3). This wider range of planned, meaningful and linked activities has positively impacted on pupil’s achievement. (3.2)  ELP 2 has worked with small groups of parents and pupils on early literacy skills. ADHT co-ordinated the sessions. On analysing data and in discussions with class teachers, a small group of 7 children and parents were targeted initially. Attendance was monitored and parents felt it made a positive difference to their child’s literacy and to their own knowledge of how to support their child. Some parents described how it supported their literacy skills. Staff noted positive impact in the classroom, pupils utilizing the skills from the sessions and overall confidence and focus.  Resources – 2.3 Impact on Learning and Teaching - we purchased Samson Strong Maths to support mental agility. This is continuing to be monitored, but early MALT assessments have shown a positive difference.  Box Soccer as a way of developing a Growth Mindset was introduced to P5-7 this session. Children from each class volunteered to become Coaches following the training and they have been working successfully with younger pupils in small groups.  BActive also supported targeted individuals to develop skills in working together and promote their Health and Wellbeing outwith the school environment.  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).* |
| * **Further promote and engage in partnership working through parental engagement and family learning.** * **Improve assessment and moderation processes to raise attainment in literacy in writing.** * **To review progression pathway in Expressive Arts/Food and Health to ensure coherence and skills development for all learners.** |
| **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 committed to continuous improvement and is a lead learner. The ADHT has supported school improvement and completed Aspiring Heads has now started the Into Headship course. A new Principal Teacher has been appointed to start in August 2018. Staff are committed to the improvement agenda within the school and nursery. Almost all staff have taken on a leadership role over the year in different areas. There will be 3 new members of staff for 2018-2019. Leadership roles will be reviewed at this point and all new staff will be involved in discussions of re-assigning roles.  Termly collegiate planning days and regular 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 and CLPL opportunities. Through self-evaluation and the use of challenge questions staff regularly review and reflect on the work of the school and discuss next steps.  Pupils, parents, staff and partners express their views in annual self-evaluation questionnaires. This session we had 144 responses. Throughout the year we gather further views through post-it open questions at events, information events and focus group consultations with parent council. Parents’ have been consulted on homework, transition, RRS and school vision and values were updated to reflect our UNCRC work. Parents’ views are sought both formally and informally in the nursery. Nursery staff have led in areas to promote and support learning. We continue to seek new ways to engage meaningfully with parents and family. Through annual questionnaires, almost all parents comment positively about the work of the school and nursery. All pupils in the school are part of a Pupil Voice group, and they are encouraged to have a say in decision making within our school, i.e. contributing to school improvement.  Collaborative working and the sharing of good practice is built into 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. We are fully committed to raising attainment and achievement and continue to seek new ways to support all learners. Additionally, the Head Teacher works effectively with cluster colleagues and ‘family group’ colleagues to improve outcomes for pupils.  Staff meet regularly with the Head Teacher to discuss the analysis of data, along with assessment evidence to ensure next steps for learning and teaching. Professional judgement is supported by our assessment and moderation work and staff feel empowered by the a focus on teacher judgement. |

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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 | **5** |  |
| 2.3 Learning, teaching and assessment | **5** |  |
| 3.1 Ensuring wellbeing, equity and inclusion | **5** |  |
| 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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