

## 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? 4<sup>th</sup> 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.*

New Monkland Primary and Nursery Class is a non-demoninational school situated within the village of Glenmavis. It is the only educational establishment within the community. At the end of session 2018-2019, the school roll was 162 pupils and 30/20 nursery. An acting DHT through PEF was appointed for the session and a Principal Teacher which was roll related.

We currently have 6% of children in SIMD 1, 2% of children in SIMD 2 and 35% of children in SIMD 3. Overall 43% in decile 1-3. There are 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 cover and absences. Playground supervision was adjusted due to absences in support staff and this also impacted the time and amount of additional support offered across stages, instead targeting specific groups. We accessed additional support through Speech and Language Support Sessions for individuals. We also had 3 new members of staff and additional training was given in areas previously addressed through the school improvement plan last session, i.e Assessment and Moderation. This also impacted our ability to deliver French and Spanish across the school and timetables were adjusted according to support this.

In October 2018 the school and nursery welcomed HMIe inspectors. We were the first school in the authority to receive the new short inspection model, with a focus on 2.3 and 3.2, as well as Child Protection. The team carried out a large number of class/nursery observations as well as speaking to groups of staff, parents and pupils. The inspection overall was positive with key strengths in learning, teaching and assessment. The school continues to take forward areas of development to raise attainment and this is reflected in School Improvement Plan for 2019-2020. As a staff we also re-visited the use of benchmarks and how we analyse and review our evidence through assessment and moderation procedures. Plans are in place to widen this beyond the cluster next session and to work with school who have been implementing this area on a similar timescale. This will support us to further develop our teacher judgement by looking outwards and across a different cluster of schools.

A new member of staff met regularly with the new 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 usually full and children enjoy the variety.

Most children are making good progress in Literacy and English (77%) and the majority are making good progress in Numeracy and Mathematics (65%). 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 have continued to grow. Collegiate planning days also supported new members of staff in their development of key areas to New Monkland Primary and Nursery.

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 cooking kitchen was installed and completed by June 2019. This development of Health and Wellbeing – Food and Health, is part of the school improvement plan for next session. A Health Champion has also volunteered to take this area forward.

### **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 assessment and moderation processes for school, cluster and authority level to raise attainment in writing.

#### NIF Priority

1 - School Leadership

#### NIF Driver

2 - Teacher Professionalism  
4 - Assessment of Children's Progress  
6 - Performance Information

#### HGIOS?4 QIs

2.2- Curriculum  
2.3- Learning, Teaching and Assessment

#### E&F Priority

1 - Improvement in attainment, particularly literacy and numeracy

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

New PP was appointed this session. This was an existing, experienced member of staff. The initial focus was to support new members of staff in assessment and moderation procedures and how to and what to gather as evidence. Through additional training, drop-in sessions and collegiate planning days, staff created periodic assessments. These were then moderated by all staff to ensure progression was evident across P1-P7. Staff felt that this was a worthwhile exercise and further sessions have been planned for next sessions.

Through class observations, dialogue with pupils and from HMle feedback most learners are confident in their ability to plan and assess their next steps in learning through teacher/pupil dialogue and feedback and a focus and consistent approach to sharing learning intentions and creating success criteria. In senior classes, pupils are becoming more confident in co-creating success criteria and learning intentions. This is an area which will also be moderated next session as we again have a number of new probationary staff members.

Progression Pathways were created last school session and implemented from nursery to P7. Feedback from staff was positive. It was reported that workload was manageable, additional planning time was given and welcomed by all staff and the pathways were clear, ensuring progression across all levels. HMle feedback was also positive with the work that gone into creating the pathways and there initial impact on school planning and progression.

All staff attended inservice training on Samson Strong Maths at the beginning of the term. Subsequently staff visited each others classes and staff from other schools visited classes too. This was a worthwhile professional learning experience for all staff.

Staff also visited schools within and beyond our own cluster with a specific focus on writing. All staff feedback from the visits was positive and supported the focus on teacher judgement to raise attainment

in writing.

It was felt that following the positive validation from HMIE and in consultation with staff that attending a cluster event on assessment and moderation where the focus was at the initial stages would not support our school's journey of improvement. The PP and ADHT were asked throughout the year to meet with schools to support their journey. Therefore, we did not attend a cluster event this year, however have planned a series of events with schools who are at similar stage of development as our own for next session.

**Next Steps: (What are we going to do now?)**

- To increase nursery staff confidence in creating periodic assessments and to improve procedures at this stage.
- Moderate learning intentions and success criteria.
- Attend assessment and moderation event beyond our own cluster.

**School priority 2:**

Further promote and engage in partnership working through parental engagement and family learning.

**NIF Priority**

- 1.Improvement in attainment, particularly in Literacy and Numeracy.
- 2.Closing the attainment gap between the most and least disadvantaged children.

**NIF Driver**

3. Parental Engagement
5. School Improvement

**HGIOS?4 QIs**

- 1.1 – Self-Evaluation for Self-Improvement
- 1.2 - Leadership of learning
- 2.5 - Family learning
- 2.7 – Partnerships
- 3.2 - Raising attainment and achievement

**E&F Priority**

1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. 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?)**

Following the success of last sessions individual parental engagement work with an ELP, plans were implemented again this session. The results this session were more variable due to a number of factors; nursery cover requirements due to staff absence, family issues, parent non-attendance. Of the families who engaged fully, the feedback positive and class teachers also reported positively in attitudes to learning and in supporting learning.

Speech and Language also delivered sessions to groups of targeted individuals. Two class teachers took part in the sessions, which were videoed and made available to all staff for language and communication intervention; Sunnybank and Colourful Semantics. The P7 group especially, noted an improvement in their confidence and felt their literacy skills improved due to this focus block.

Further inventions were purchased to support groups/individuals; Zapp to Learn and Mini Rainbows. Each of the interventions were measured by class teachers to ensure impact on targeted groups/individuals.

Pupil Voice groups were set up at the beginning of the school year and all pupils P1-7 were involved in a set group this session. This was an area which was positively commented on by HMIE, and our work towards a Silver award for RRS this session contributed to this. This helped to build bonds with pupils outwith children's own friendship/class groups. A child friendly version of the School Improvement Plan was created this session. Children were aware of the areas the school were working to improve and they

were able to contribute ideas to this. Also all children were consulted on the type of events they would organized by the school and school captains. This was fed back to PTA when planning ahead for next session. School Captains supported the organisation of a Talent Show, in conjunction with P2 and the class teacher. This along with each class in P4-7 organising a Display of Knowledge on an area related to their class learning supported our engaged with parents/carers and the wider community. Displays were overall, well attended. Feedback was sought from parents from all events. Overall this was positive, and parents would like more of this type of engagement.

Following consultation with parents/carers a revised and more succinct report was used this year. Staff also ensured that a consistent, agreed language was used throughout the school when providing verbal feedback at parents evenings regarding progress towards achievement of a level.

Next Steps: (What are we going to do now?)

- Promote further opportunities to engage with parents/families
- Food and Health opportunities utilized to engage further
- School motto needs to be created

**School priority 3:**

To review progression pathway in Expressive Arts to ensure coherence and skills development for all learners.

NIF Priority

1. Improvement in attainment, particularly in literacy
3. Improvement in children’s and young people’s health and wellbeing

NIF Driver

2. Teacher professionalism
5. School Improvement

HGIOS?4 QIs

- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment

E&F Priority

1. Improvement in attainment, particularly in literacy
3. 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?)

Progression Pathways were implemented for Drama this session, as were all curricular areas. Staff felt that further training was needed to support their professional development of this area. After advice and further information from other schools, Drama Box was bought in to deliver inset training, initially to P4-7 staff. The sessions involved working with the children to develop their drama skills with the class teachers. Feedback from the children was extremely positive and they felt that not only did their drama skills improve but areas like communication and creativity also improved. Staff noted that children who were more reserved in class were more confident during the drama sessions. There was an increase in self-awareness, enjoyment and participation.

Progression pathways were re-visited in light of the training and planners were created for staff to generate ideas for planning. These will be re-viewed and implemented next session.

Staff noted that a focus on skills progression was still needed and further training is being sought for next session, as well as seeking further resources for this area. Staff will use this knowledge and information to ensure learning intentions, success criteria and HOTS are further developed in this area.

Next Steps: (What are we going to do now?)

- Re-view drama planners
- Engage in further CLPL relating to skills progression in drama, especially P1-3

## **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

£27, 600 allocated 2018-2019

ADHT appointed from September 2017

1.3 – ADHT continued to support school improvement and co-ordinated Additional Support for Learning across the school and nursery. The ADHT has supported self evaluation across the school and nursery and has contributed to our focus on raising attainment, through targeted interventions. We now have greater links with SALT and CLD and this is impacting on our pupils and families positively. Ensuring a focus on high quality training in assessment and moderation is ensuring teacher judgement remains confident.

2.3 and 3.2 – Assessment and Moderation is an integral part of learning, teaching and assessment. Additional training and support was delivered by the PP and ADHT to new members of staff and they were supported through collegiate planning days to plan and implement periodic assessments in targeted areas throughout the year. Learning, teaching and assessment continue to be discussed during collegiate planning days through professional dialogue and the use of specific challenge questions from HGIOS 4 and HGIOS ELC.

1.3 – 17.5 hours ELP. Releasing 2 ELPs with training in specific areas to work across the school and to support targeted individual families. ELP 1 has worked from P1-P7 on outdoor learning experiences. All staff are now more confident in planning opportunities for outdoor learning in the wooded area opposite the school and planned times throughout next session will be timetabled.

ELP 2 has worked with small groups of parents and pupils on early literacy skills. ADHT co-ordinated the sessions again this year. On analysing data and in discussions with class teachers, a small group of children and parents were targeted initially. Attendance was monitored and parents who attended all sessions felt it made a positive difference to their child's literacy and to their own knowledge of how to support their child. Due to difficulties outwith school, some parent's engagement was more sporadic this term. Of the families who regularly engaged, staff noted positive impact in the classroom. A small change was made to continue to support the pupils whose parents could not/did not attend. Class teachers noted that the pupils enjoyed the session one to one and were more motivated on their return to class. Although the intended outcome was aimed at literacy the impact on health and wellbeing for some of our children was more positive.

### Next Steps:

At the time of writing the report, initial plans of continuing with an ADHT post were postponed due to the HT on a temp 2 year contract as a lead officer and the ADHT taking on acting HT initially in her absence. Following interviews this will be reviewed and will impact the PEF plan for next session.

Also a change in staffing during the school holidays to support staff has meant a further review of additional support offered within the school/nursery. This again is being reviewed to ensure the best use of PEF to support raising attainment.

## **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 raise attainment in literacy through the assessment of children's progress across the school and nursery.
- Further promote family learning through nurture and DYW across the school and nursery.
- To implement progressive skills development in drama within the school.
- To begin preparation ahead of implementation of 1140hrs within nursery.

#### Cluster Improvement Priority

To improve the Health and Wellbeing of a targeted group in Primary 5, using the SHANARRI indicators within our cluster community.

#### **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*

All staff are committed to continuous improvement and almost all have taken on a lead role within a curricular/organizational area. The ADHT ably supports school improvement has recently completed assignments for the Into Headship course. A professional verifier will visit the school in the new term, the final part of the course. A new Principal Teacher was appointed and started in August 2018. Staff are committed to the improvement agenda within the school and nursery. This year, we had 3 new members of staff for 2018-2019 and a member of staffing returning after maternity leave.

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. During a visit by HMIE this session, senior leaders identified the need to ensure more robust procedures were needed at classroom level by class teachers, to ensure stage 1/2 interventions were impacting attainment. Staff have begun to look at this more closely and this will be a focus for next session. 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 the work of the school and discuss next steps. Staff are keen to share ideas for school improvement and have visited other establishments during the last term, with a focus on writing. This was a positive and worthwhile experience which supported looking beyond and sharing highly effective practice more widely.

Pupils, parents, staff and partners express their views in annual self-evaluation questionnaires throughout the year on a range of topics. This session we consulted parents on reporting, Displays of Knowledge, HGIOS questionnaire and focus groups were consulted on PTA events and RRS. We engaged further with parents by introducing IDL reviews at the end of each topic and feedback has been positive. 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 part of our annual school calendar. Staff have had opportunities to make peer learning visits for Samson Maths and work collaboratively within a curricular level to discuss progression, planning pathways, share pedagogy, create periodic assessments, self-evaluate and share

highly effective practice. We are committed to raising attainment and achievement and continue to seek new ways to support all learners.

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. We will continue to ensure robust monitoring and tracking at all levels improves attainment.

### 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	<b>5</b>	
2.3 Learning, teaching and assessment		<b>5- school 4 - nursery</b>
3.1 Ensuring wellbeing, equity and inclusion	<b>5</b>	
3.2 Raising attainment and achievement		<b>3 - school 4 - nursery</b>

#### Additional Quality Indicator

*It is anticipated that schools will follow the advice of How good is our school? 4<sup>th</sup> 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