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***Driving Equity and Excellence***

**Improvement Reports**

**Session 2019-20**

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| **School/ Centre:** | New Monkland Primary School & Nursery Class |
| **Cluster:** | Airdrie Academy |

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 the Health and Wellbeing of a targeted group in Primary 5, using the SHANARRI indicators within our cluster community. |
| NIF PriorityImprovement in children's and young people’s health and wellbeing NIF Driver Leadership Parental Engagement Assessment of Children’s Progress | HGIOS4 Qis2.3 - Teaching. Learning and assessment2.7 - Partnerships3.1 - Ensuring wellbeing, equality and inclusionNLC PriorityImprovement in children’s health and wellbeing with a focus on mental health and wellbeingImproved outcomes for Vulnerable Groups |
| **Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**Below are the bullet points that the cluster set out to achieve:* To Get It Right for Every Child, which in turn will increase understanding and awareness of each of the SHANARRI indicators,
* To improve Engagement, Participation, Attendance, Exclusion and Achievement,
* To increase confidence and resilience in adapting to new settings with a view to enhancing smooth transitions in the future.

The cluster HWB pupil groups were named Airdrie Ambassadors following the appointment of a Health and Wellbeing Champion from each school. A Cluster HWB group was set up on First Class so that each HWB champion could access the area for ideas and discussions could be shared. This proved to be extremely valuable and new links were made across establishments which can continue into next session if needed. This was an excellent opportunity to bring our most vulnerable children within the cluster together from Nursery through to Secondary. The children who took part were enthusiastic and thoroughly enjoyed visiting other establishments and experiencing new learning with a wide range of peer groups. They developed confidence to lead an activity and would feedback to their class, management and parents after each visit. Parents of those involved also noted how their children would talk openly about what they had been involved in and were keen to share their experiences The pupil log books provided an opportunity for reflection and evaluation of each session and the children were able to identify what they had been doing and why. Their comments were informative and highlighted just how important (Getting It Right For Them) was. Staff who took part were also able to see the variety of resources that can be shared and used across the cluster and that could then be used in our own establishment to support learning. Loose Parts play was incredibly popular and is something which will be incorporated into outdoor learning at NMPS. The pupils who took part grew in confidence by Christmas time and were excited and looking forward to attending each of the sessions. One of our own pupils has a history of absence and late coming due to being a young carer however never missed a session and was always eager to attend. Another of our pupils has issues with communication and was a selective mute for many years up until last year. This group has allowed him to express himself and emotions in a new way and he has been able to make connections out-with his own school as he finds maintaining positive relationships incredibly difficult. All pupils involved are more confident and able to talk openly to their peers, teachers and parents, which is an excellent outcome for this targeted group of children. They have shown enthusiasm, maturity and resilience and it has been a beneficial experience for both pupils and staff. All pupils have participated, engaged with all tasks set, attended every session and all got a great sense of achievement from being an Airdrie Ambassador.**Next Steps: (What are we going to do now?)**A showcase was due to take place at Airdrie Academy in March 2020 to share pupil success with parents and teachers of those involved and other members from NLC. However, this was cancelled due to Covid19 and the lockdown, which meant the children never got to showcase their achievements from throughout the year. |

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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.* |
| New Monkland Primary and Nursery Class is a nondenominational school situated within the village of Glenmavis. It is the only educational establishment to serve the community. During the session 2019-2020, the school roll was 156 pupils and 30/20 nursery. An acting HT was appointed following the substantive HT being appointed to Pedagogy Lead within NLC along with a substantive class teacher who was also appointed to the Pedagogy Team. Two acting principal teachers were also appointed, one to cover the current post-holder taking over as acting HT and one who was appointed through PEF with a specific remit of raising attainment through the assessment of children’s progress. A class teacher was also appointed through PEF who had a specific timetable to deliver Read, Write Inc. For session 19 – 20 we had 4 probationer teachers, 1 of which decided to withdraw.We currently have 10% of children in SIMD 1 and 2 and 34% of children in SIMD 3. Overall, 44% in decile 1-3. A sizeable minority of children require additional support and targeted interventions have been identified for specific individuals and groups. We accessed additional support through Speech and Language, Educational Psychologist, and the Pedagogy Team, with 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 accordingly 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 highlighted major strengths in the area of learning, teaching and assessment. Raising attainment was identified as an area that should be on the SIP due to a satisfactory evaluation. The school/nursery continues to develop an effective way to track and monitor teacher professional judgement that displays validity and reliability following robust moderation exercises cross cluster and at both West Partnership and national level. Furthermore, as a staff we also re-visited the use of benchmarks to inform teacher professional judgement and how we then analyse and review our evidence through assessment and moderation procedures. We worked alongside a small number of schools across both the Airdrie Academy and St Margaret’s cluster, Sarah Greene from Education Scotland also supported us with our assessment and moderation journey. Teachers are engaged in strong professional learning experiences to develop their autonomy and confidence in the achievement of a level. MaryAnn Hagan (HMIe) visited us in December 2019 to carry out a case study on effective assessment and moderation practice. Most children are making good progress in Literacy and English (82%) with a small number of children excelling beyond a level. Most children are making good progress in Numeracy and Mathematics (81%) with a minority of children excelling beyond a level. Staff continue to promote literacy and numeracy skills across all areas of the curriculum and this session a stronger focus has been placed on mathematics. Collegiate planning meetings (planning days across a level) have supported the development of key areas within the SIP and staff’s confidence and creativity have continued to grow. Planning days have also supported new members of staff in their development of key areas across the school and nursery as they engage in effective dialogue with teachers working at the same level. Learning rounds were also implemented to allow teachers to observe across stages, HT was also included in these observations. Staff across the school and nursery continue to take lead roles in areas of the curriculum to drive forward all aspects of school improvement identified below which is beginning to result in positive change and change that is now more sustainable over time. Staff feel empowered and are able to review progress through robust monitoring/tracking meetings with the HT and are able to share progress made at staff meetings and whole staff self-evaluation discussions.Due to COVID19 and the lockdown of 2020 the priorities below will continue into next session 20/21 to allow for positive impact to continue and so the priorities remain sustainable over time.  |
| **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:** To raise attainment in Literacy through the assessment of children’s progress. |
| NIF PriorityImprovement in attainment, particularly literacy and numeracyEquity - Closing the attainment gap between the most and least disadvantaged childrenNIF DriverSchool LeadershipAssessment of Children’s ProgressSchool ImprovementPerformance Information | NIF PriorityImprovement in attainment, particularly literacy and numeracyEquity - Closing the attainment gap between the most and least disadvantaged childrenNIF DriverSchool LeadershipAssessment of Children’s ProgressSchool ImprovementPerformance Information |
| **Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**Below are the bullet points that the chosen priority set out to achieve:* All learners will be confident in their ability to plan and assess next steps through moderation of self and peer assessment.
* Staff will continue to use and familiarise themselves with benchmarks, supporting the achievement of a level and making confident teacher judgement based on a range of assessment evidence. Learners’ attainment in literacy will improve as a result.
* Through robust tracking and monitoring procedures, gaps will be identified and targeted interventions will be put in place for identified learners. Impact measured at a class and SMT level.
* Staff will be able to engage in professional dialogue beyond school and cluster, by working with an Assessment and Moderation team to ensure valid and reliably judged, assessments and evidence is gathered to impact attainment in literacy. Staff will gain knowledge and understanding and have a more consistent approach to assigning levels through BGE.
* All learners and parents will be able to discuss and contribute to their child’s learning journey through opportunities throughout the year.

Literacy coach attended a PM benchmark refresh course as part of the Literacy Coach training which was then delivered to staff at an Improvement planning meeting. All staff were given a typed up overview of how to PM benchmark. This training and guidance on benchmarking has given staff the confidence to access and use the PM benchmark kit. This has allowed teachers to help make more sound judgements of the learner and where they are in terms of their literacy, which is backed by effective assessment evidence. As a result a minority of children have moved onto more challenging reading books and are further advanced at a CfE level on the pathway. Using the evidence from PM benchmark alongside other assessment evidence adds to the range of evidence which can be used when discussing a learner’s achievement of a level.RWI has been introduced to several groups across the school as a targeted intervention. Literacy coach has attended the RWI Fresh start training and again shared with teaching staff and ASNa. Two further staff members attended twilight training to support children within their class. RWI resources have been created, organised and are being used to deliver the programme effectively. This is beginning to have an impact and is evident across data and observations. The programme is now timetabled and being delivered across the school where the intervention is required. P4 and P6 results have been particularly encouraging with the majority of children moving back onto the class programme after having completed the intervention. A minority of groups are early on in the intervention, however confidence and enjoyment has been noted and observed. Through discussions with parents/carers the children are engaged and enjoying using RWI as part of their literacy.Rainbow Reading has also been used to support a group of 6 children and for 3 of those children already the results of this intervention are highlighting gains of over a year in age. Early YARC assessments were and PM Benchmark Assessments were used to gather data.A free Nessy Reading trial has been used to support a minority of pupils throughout the school who have identified needs, e.g. dyslexia. Literacy Coach has been trained on this computer programme and has cascaded information to relevant staff members who make use of it in class. Pupils who are using it have been more engaged in literacy following observations carried out. No formal assessment or result has been recorded at the moment due to Covid-19 lockdown. Across session 20/21 we will gather data on the effectiveness of the programme. Staff are more aware of the range of literacy interventions we have at our disposal and they are keen to seek out advice and support where required in order to raise attainment by getting it right for every individual child. All staff are use the Experiences and Outcomes to create Learning Intentions, focusing on the skill that the child will be developing in related literacy tasks. By working alongside the children in doing this where they co-construct the success criteria has had a noticeable impact, particularly with our upper school children, where they can identify their next steps by knowing exactly what level they are working at. In Primary 7, a majority of children are working beyond a level into third level and are able to discuss their next steps through peer and self-assessment effectively. By using the benchmarks, the majority of teachers have been able to recognise where children are working beyond a level and are more confident at moving the children on as they have had their own professional judgement validated. As a school staff, teachers met in-house to moderate high quality writing assessments and ensured progression was noticeable and clear across each level. Differentiation was also key and staff understood the importance of creating termly periodic assessments to reflect this. This time together allowed for staff to ask questions in an open forum and commented on how they enjoyed the sessions and felt the importance of them by asking if they could be included in next session’s Working Time Agreement.Furthermore, being part of a moderation model involving the West Partnership allowed for valid, reliable and robust moderation of our assessment evidence. Upon feedback and further moderation cross cluster, a first and second level assessment was selected by Sarah Greene to be moderated at the West Partnership. These assessments highlighted teacher professional judgements were reliable and clearly showed by the standard of work included that attainment was being raised in this area as teachers were more confident to do so.**Next Steps: (What are we going to do now?)*** Continue to use high quality periodic assessments to raise attainment in literacy and for session 20/21 numeracy will now be incorporated. Literacy is key in opening up all other areas of the curriculum (Graeme Logan, An Empowered Primary Curriculum)
* Raising attainment is a journey that requires time and continuous improvement, ‘*to raise attainment we need to make strong progress at each stage of learning’* (Raising Attainment, Scottish Government, p.4). <https://dera.ioe.ac.uk/14031/1/00390201.pdf>)
* All teachers to use Es and Os, and benchmarks to create succinct Learning Intentions. All teachers involving children in co-constructing Success Criteria.
* All children being able to discuss next steps in Literacy by using formative and summative feedback.

As this priority is about the assessment of children’s progress over time, it is important for it to remain on the SIP for (20/21) to allow us to build a bigger picture of a leaners journey by measuring impact using a variety of intelligence data, this can only be effective if done over time. Such a development area takes time as it must consist of data that results in improvements in outcomes for all – EQUITY.  |

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| **Establishment priority 2:** Further promote family learning through nurture and DYW across the School and Nursery. |
| NIF PriorityImprovement in employability skills and sustained positive leaver destinationsImprovement in children and young people’s Health and Wellbeing.NIF DriverTeacher ProfessionalismParental EngagementSchool Improvement | NIF PriorityImprovement in employability skills and sustained positive leaver destinationsImprovement in children and young people’s Health and Wellbeing.NIF DriverTeacher ProfessionalismParental EngagementSchool Improvement |
| **Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)** Below are the bullet points that the chosen priority set out to achieve:* All pupils will be given opportunities to engage in events out-with their local area through nurture and DYW,
* All pupils’ experiences will be enhanced through promoting partnership with parents in developing skills for learning, life and work,
* All pupils’ food and health learning and skills will be enhanced through the use of cooking kitchen,
* Learners will develop progressive skills through reviewing progression pathway in Food and Health and across learning through IDL links.

Links have now been made with Grant Murdoch (St Andrew’s Hospice) and he was in regular contact throughout the year updating on CPD events and opportunities. The Mini Movers (school/nursery) programme was implemented in the school for a 6 week block and parents were invited along to the final session to take part. This was received positively, and the nursery staff all agreed that the children were motivated and engaged. They themselves enjoyed and learned from the coaches. Nursery staff said that they would be able to take ideas and use in their PE and Hall time slots. Through DYW children have had the opportunity to develop their awareness of the world of work. Planners have been created and were given to staff in term 2 to consult on and to use in planning for DYW. Assemblies have been used in school to focus on HWB and DYW. These assemblies have highlighted the HWB focus for each month prior to the children being taught in class. The children have been receptive and through observation our older children have engaged well in discussion and questioning. Parents have been in the school to showcase their world of work and have also held assemblies. There was a good uptake to come into the school from a variety of parents across varied career paths. Making links and using our parents has improved this session and through questionnaires parents have been very keen to get involved. The World of Work website has been introduced to P5-7 and with parental permission the pupils are able to access online content which has given them a better understanding of the World of Work framework and pathway. In P5 and through observations children are able to discuss what the site has to offer and are already beginning to show a better understanding of World of Work following questionnaires carried out. A renewed business link was made with St. Andrews Hospice which was received positively in school/nursery and across the community. The hospice has had long links with the school and local community. Having this arrangement updated and formalised was of great importance and will allow for a greater partnership to take place and be a springboard for fundraising events and community work. Contact was made to local businesses to take part in a careers event that was scheduled for May 2020 (due to COVID 19 this didn’t happen). A national and well known business, Lush, came along to the school to deliver an exciting and informative presentation on business and sustainability. This was pitched to the children in an exciting and informative manner and was incredibly popular. Grant Murdoch was able to provide resources and direct staff to appropriate materials to use to help develop cooking skills and make use of our cooking kitchen. Staff were invited along to a cluster business event where stalls and materials were on show. Staff who attended came back to school with a variety of information that they shared with other staff, e.g. Full of Beans programme, Food Fact of Life free recipe cards which provided CPD opportunities for a food and hygiene certificate. The Full of Beans programme was promoted and displayed in the nursery as well as the school. The school now has a number of recipe cards which were added to the resources we already have, and staff have already been making use of these. As part of our HWB programme and a revamp of our homework it was agreed by all staff that there would be a cooking focus for each class each month, where possible. Suggested recipes and cooking ideas were shared on Twitter by classes and suggested activities were also sent home as part of the termly homework to encourage parents and carers to get involved in cooking with their children at home. Many parents were receptive and shared images of cooking and baking from home on Twitter. The cooking kitchen has been well received and used by most stages more than once. A timetable has been drawn up so that each class/ stage has a designated time, however this is flexible and staff agreed to consult and use the school diary as well to input the date and time they would be using the kitchen so there was no confusion or double booking. Through observation and questionnaires pupil feedback has been excellent and very positive. The children are motivated and enthusiastic to be in the kitchen and enjoy sharing their experience. Staff have also noted during feedback that they have developed more confidence and are also enjoying cooking and using the resources that we have available. All staff are now using their own initiative and are becoming creative in what they do in the kitchen with the children, using IDL as a stimulus. Creating food and using recipes that relate to the season, celebration or IDL topic is now evident across the school. The Tesco community partnership was also established, and dates agreed across the year for them to work with the nursery/school. The community workers were able to develop not only cooking skills for the children but also food hygiene and safe handling in the kitchen. This has been invaluable. The produce that is brought along to the session is all fresh and seasonal and any equipment which we need is also provided by Tesco. All parents responded well to this and all children were given permission to participate in the sessions. Comments left on the Twitter feed following each session were positive. All children were able to discuss new skills they had learned, e.g., using a knife to cut carrots and how to de-seed a pepper safely. The Nursery ran parental cooking (supported by Early Learning Practitioners) sessions for adults which proved allowing for a grandparent to then take the lead and share her knowledge of baking with staff and other parents. Parental and community engagement during the sessions was evident and in the best examples was extremely beneficial to pupils, staff and parents/carers by providing them all with new skills and experiences.In August 2019 CPD was delivered from Grant Murdoch and Suzy Cromwell highlighting the Healthy Schools Framework. All stages from Nursery to P7 now use this as the main resource and as a planning tool for HWB. A yearly planning overview for early, first and second level was created which includes the wellbeing indicators, UNCRC links, RRS Rights of the Month and any other areas which the school/nursery felt was pertinent, such as, Scottish week, Sports Day etc. The yearly overview runs across a 3 year cycle which means that all staff have to follow the outcomes and focus so that consistency and progression can be maintained across HWB and each of the levels. Through feedback staff have been very receptive to this and stated that they enjoyed having a focus each month with specific outcomes. Staff are also utilising the Healthy Schools website for suggested learning activities and resources. This includes external websites and the NHS catalogue which has particularly good resources we can borrow as a school. Almost all staff have used this, and this is something which we will continue to further develop. Pupils are enjoying the variety of learning experiences on offer and through feedback on GLOW FORMS have highlighted what they have enjoyed most. This year has seen staff engage in HWB in a different way as it has provided new learning experiences which they may not have thought of prior to being introduced to the Healthy Schools Framework. Across all stages almost all pupils can engage in very good discussion about their learning and have created posters and mind maps about each monthly focus as well as using learning logs. The monthly focus for HWB is tweeted out and shared in the termly homework grid for parents to also focus on the learning at school/nursery. In P7 pupils brought in their own recipe ideas and shared them with the class and taught their peers how to make various dishes. This is highlighting the children are taking ownership of their learning and using the skills they have been taught to transfer across their own learning journey and across other areas of the curriculum.During planning days staff are able to discuss the outcomes and experiences for their level and this has allowed them to make sure they are not covering the same lessons and allows them to brainstorm ideas on how to achieve the outcome and what activities they can offer. All staff members have been using food and health throughout the year and have been cooking and producing recipes that link to their IDL topic. This is maintaining the use of the cooking kitchen and keeping the motivation high for cooking and exploring food and health. All HWB champion meetings were attended and staff were given feedback during in-service training and staff meetings to keep them updated with the progression and development of HWB across NLC. We started a Mental Health Awareness Day this year which was a standout day for our school community where everyone was involved in raising awareness around mental health. The staff, pupils and parents all contributed, and it was an event that brought the community together. Children are now more aware of the importance of mental health and wellbeing which can be fostered by eating healthy, maintaining a healthy lifestyle and talking, This is all promoted in the Healthy Schools Framework which is being successfully delivered across the school/nursery this year. GL Pass assessments were set up for use in Term 3 in order to begin the process of tracking and monitoring of pupil progress across HWB. This will be carried on to the new session (20/21) when we return to school following the COVID 19 lockdown.**Next Steps: (What are we going to do now?)*** Continue to use the Healthy Schools Framework to support the delivery of HWB in our school and Nursery and have the yearly planner implemented for Year 2 (20/21) to ensure that the outcomes are being covered and are providing breadth and challenge for ALL our children. Build upon established links such as Tesco, St Andrews Hospice and other local businesses to drive forward not only HWB but also DYW.
* Shauna Gorey from Psychological Services to deliver training on the Resilience Toolkit. This was planned for April 2020 but has been rescheduled for the new session due to Covid19. Building resilience is a focus for NLC as part of their HWB priority and this will be a valuable resource for the staff to be trained in.
* Implement the GL Pass Assessment for HWB in order to better track and monitor the progress across the school and highlight any specific children who need support using this resource.
* Since August 2019, all learners across the school have had the opportunity to develop their awareness of various pathways into the world of work. This learning came from creating partnerships with parents and carers from the community, who delivered assemblies and presentations to share their journeys into their own carer destination. Our learners can now describe some of the pathways into the world of work and can name some routes into employment and are now thinking about and can describe jobs which they are interested in for the future. Our younger learners are now more confident in identifying and discussing different types of jobs.
* Using the Education Scotland Career Education Standard 3-18 document and NLC guidance, Progressive Pathway planners were created and shared with staff to begin using from term 2. Most staff incorporated elements of the planners in their planning during term 2.
* Contact was made to local businesses and organisations to participate in a careers event scheduled for May 27th 2020. There were many responses from a variety of pupil’s family members and local businesses and organisations willing to participate.
* Primary 5-7 were introduced to the My World of Work website. The learners who were given parental permission accessed this in term 2. This allowed these children to develop an improved understanding of learning pathways in connection to the World of Work through their participation in the online content. Learners also had opportunities to identify skills and qualities during World of Word online challenges.
* Provide CLPL refresh and update to all existing staff and support new staff members in using the My World of Work website and its content.
* Include DYW in termly planning overview planner, to allow staff to embed the principles from the Career Education Standard 3-18 document into their teaching and learning.
* Ensure all learners P5-7 can access the My World of Work website, by having an opt-out option on the permission letter to ensure most of our learners can utilise the website content.

Reschedule the DYW careers event. |
| **Establishment priority 3:** Further promote learning within theRights Respecting Schools initiative across the school and nursery. |
| NIF PriorityImprovement in children and young people's health and wellbeingClosing the attainment gap between the most and least disadvantaged children and young peopleNIF DriverTeacher ProfessionalismParental EngagementSchool Leadership | NIF PriorityImprovement in children and young people's health and wellbeingClosing the attainment gap between the most and least disadvantaged children and young peopleNIF DriverTeacher ProfessionalismParental EngagementSchool Leadership |
| **Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)** Staff received two CLPL sessions in regard to the rights Resecting School Award during in-service days to refresh and update existing staff and to develop knowledge of new staff. This was to support staff in embedding the principles of the award within their daily teaching and learning. Guidance in relation to creating class charters were given to staff, as a result of feedback from the Silver accreditation visit. Following feedback this was used well by staff, as the class charters had a more direct link to the UNCRC, which allowed learners to incorporate more of the RSS language within their discussions. As almost half of our staff were new to our school and RRS, it took longer than anticipated for this become evident in everyday teaching and learning. Therefore this will continue to be a focus in the next academic session (20/21).Opportunities for pupil voice became more focused and purposeful this year by allowing the School Captains to lead this area and collate viewpoints and opinions with the support of the HT. Pupil voice has been fully embedded within many elements of planning and teaching this session and in the best examples can be seen as learners are given ownership in choice of IDL themes and that journey of learning within the IDL themes. Planning in the Moment was implemented in the Nursery from August to allow the nursery children to guide their own learning and play. Our learners continue to have frequent opportunities to lead their learning alongside their class teacher across all curricular areas. And pupil voice is now a vital part in our High Quality Periodic Assessments that are implemented each term.The principles of the UNCRC were used to underpin our values and policies. The school worked collaboratively with all stakeholders to create a new set of school values, which were more relevant to the ethos and climate of the school and to embed the UNCRC within these, data was collated to decide the final chosen values. All school/nursery policies were updated and refreshed to make them relevant and these now have clear direct links to the UNCRC to support all teaching and learning and engagement with all stakeholders. Our policies have also been updated in line with COVID19.Through the implementation of the Healthy Schools Framework, there is now a direct link to RRS in our teaching and learning within this area, which was not evident previously. Event days to highlight important relevant issues, which are a focus for going for Gold accreditation, were planned and implemented and all staff/children/parents engaged well. They developed their own knowledge across local and global issues, such as World Poverty and Mental Health. We have created a community links guide that highlights all events we have taken part in.In order to develop learner’s knowledge, understanding and participation within campaign and advocacy, a partnership was created with the local hospice. Our learners participated in presentations from a representative to develop their knowledge of the work of the hospice and what they could do as effective contributors to support and become advocates to support the organisation. Plans were put in place for three classes to engage in fundraising work for the hospice in term 3, due to COVID19 this did not happen so we will look at other ways we could still implement this in the new session.To build learners knowledge and participation in global issues, partnerships were also created with the Scotland Malawi Partnership organisation, the British Council, WOSDEC and Connecting Classrooms. The triangulation of these organisations allowed a quality partnership between our school community and a school in Malawi. Once this partnership was made with the school in Malawi, both lead teachers engaged in professional dialogue in order to draw up a mutually beneficial partnership agreement which would support both schools and develop the knowledge of all of our learners within global issues and advocacy work. Upper school pupils participated in workshops delivered by the Scotland Malawi partnership to introduce the country to the learners, dispel misconceptions and begin to develop knowledge around the country. From completed evaluations, the learners felt that these workshops were beneficial, and that they sparked their interest and enthusiasm to engage in future learning.To fully implement Strand C from the achieving Gold outcomes, staff began to update their own knowledge within Learning for Sustainability (LfS) programme and took part in CPD to allow us to fully embed the principles of the programme into future teaching and learning. It will also allow us to keep up to date with the latest updates in line with the curriculum refresh. Staff engaged in CLPL through the University of Edinburgh and participated in online learning training modules. This new knowledge will be incorporated into next sessions (20/21) planning, teaching and learning.**Next Steps: (What are we going to do now?)*** Provide CLPL refresh and update to all existing staff and support new staff members in relation to further embedding the UNCRC and LfS into daily teaching and learning,
* Include RRS/UNCRC/SfL in termly planning overview planner to ensure all staff are fully embedding the principles of the UNCRC and SfL within their teaching and learning,
* Engage in mutual purposeful partnership working as outlined within the Malawi School Partnership Agreement plan, in order to focus and develop learning and action across Global Citizenship,

Apply for Gold award accreditation visit. |

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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 | Very Good | Very Good  | N/A |
| 2.3 Learning, teaching and assessment | Very Good | Good | 5 – school4 - nursery |
| 3.1 Ensuring wellbeing, equity and inclusion | Very Good | Good | N/A |
| 3.2 Raising attainment and achievement/ Securing Children’s Progress | Good | Good | 3 – school4 - nursery |

**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  |
| Read Write Inc  | Pedagogy Team Member was brought in using the universal day and further sessions were bought. 1 and a half hours per day for 1 week. 12 P6 children and 8 P4 children who were requiring support within their Literacy were given the Yarc Assessment and the Read Write Inc Assessment (carried out by PT and Pedagogy Team Member).From the Read Write Inc Assessments children were grouped in accordance with their modules. The Pedagogy Team member worked with the group of children from P6 to model the delivery of the 4 day Read Write Inc programme. This was filmed and saved from all staff to access. Class teacher came along to observe one session. Additional resources were sent from Pedagogy Team to support the intervention- posters, tracking and resourcing ideas. Staff able to see the intervention in action and refer back to developing their knowledge and confidence with the programme. As the programme is repetitive it was a good indication of what each of the sessions would look like and staff were able to begin to implement this within their Literacy sessions. Also the children within this group knew what to expect when this was being delivered within their class/sessions.Seeing the impact Read Write Inc was implemented further down the school and further resources were brought in to supplement that already available to staff and children. Further staff/ASN have been trained in Read Write Inc.  | Assessment results from YARC and Read Write Inc.Results coordinated in tables to show children’s starting points/modules to begin with. Filmed sessions stored on IPad/Server for staff to access. Resources organised and stored for ease of access and ensuring the correct things were used alongside correct modules. Module booklets completed by children. Tracking and monitoring of children’s progress by class teacher and HT. Read Write Inc Assessment carried out after 6 weeks and results further coordinated in tables to show children’s progress.Member of staff is now trained in RWI and is delivering it with children across the school everyday.  |

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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**? The skill and expertise of the Pedagogy Team. Having colleagues who know their craft incredibly well is second to none when supporting other colleagues as it allows them to share effective practice with others. This team should be permanent in NLC as knowing they are there to help and support with teaching and learning has been incredibly reassuring due to their knowledge and skillset. |
| **What has worked less well or could be improved?** Could all the teams work together as they are all working towards a common goal – to support and develop effective pedagogy across all teaching staff! Having one team with the same consistent message would be beneficial instead of contacting the various different teams, e.g. literacy team, numeracy team who all then have their own message. Consistency and working as one team might be more beneficial and have a more positive impact in the longer term. From training events that have been attended throughout the session 19/20 that is the message that keeps being highlighted from staff upon return: maybe a focus on one team who share and value a common goal – supporting effective teaching and learning delivered by highly skilled teaching staff. |