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***Driving Equity and Excellence***

**Improvement Checkpoints and Reports**

**Session 2020-21**

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

**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 priorities for Education and Families.

The report should be written using evaluative language.

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*

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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.*  *It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). 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. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.* | | | | | | |
| **Cluster priority:** Health and Wellbeing with a particular focus on mental health approaches and nurture. | | | | | | |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** | |
| **3. Improvement in children's and young people's health and wellbeing** | **1. School Leadership** | **2. Closing the attainment gap between the most and least disadvantaged children** | **1.3 Leadership of Change** | **1 Early Intervention and Prevention** | Choose an item. | Article 2 - non-discrimination | |
| Choose an item. | **2. Teacher Professionalism** | **3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing** | **2.4 Personalised Support** | **2. Social and Emotional Wellbeing** | Choose an item. | Article 3 - best interests of the child | |
| Choose an item. | **3. Parental Engagement** | **5. Improved outcomes for vulnerable groups** | **3.1 Ensuring wellbeing** | **10. Engaging beyond the school** | Choose an item. | Article 12 - respect for the views of the child | |
| Choose an item. | **4. Assessment of Children's Progress** | Choose an item. | **3.2 Equality and Inclusion** | **10. Partnership Working** | Choose an item. | Choose an item. | |

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| **Evaluative Statement & Actual Impact/Evidence (May/June)**  **Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**  *SHANARRI focus will continue from the cluster priority session 2019/20. Cluster schools will continue to focus on aspects of Health and Wellbeing with a major focus on Mental Health and approaches to Nurture.*   * All staff nurture trained and evidence is with researchers which will highlight our nurture principle to focus on as a school/nursery for next session * QR codes to support mental health are being used, if children want to chat to staff they scan the code, all children have an IPAD to do this * Healthy school planners are fully implemented with a SHANNARI focus each month * Hive of Wellbeing training was carried out for staff on return to school/nursery   *All practitioners across the cluster are familiar with the GIRFEC refresh to ensure: identification, assessment, planning, and implementation of interventions are in place for those children and young people who need more assistance.*   * Staff fully aware of GIRFEC refresh * New template for GIRME plans is being used * All new GIRFEC resources are on a TEAMS page for staff and staff are aware of the five key questions to consider before GIRFMe plans are actioned * Children and families are fully involved in GIRFMe planning and HWB assessment is being used * Wellbeing checklist is also used effectively and management have ensured staff are able to carry these out with their children as they know them best * Interventions in place following, e.g. HWB assessments (GL PASS, SDQ) and Seasons for Growth groups have been running in person and virtually this session   *The revised Support around the School system is implemented to strengthen the staged intervention mechanisms in the refreshed GIRFEC pathway. The Integrated Cluster Wellbeing Base will be fully formed and providing support to children and their families.*   * We have worked closely with Cluster Improvement Lead to share concerns and ask for advice * The revised support around the system across the cluster is still ongoing and the wellbeing base has been set up and should be fully functional in August 2021   *All establishments in the cluster are supporting families experiencing poverty via a robust ‘Poverty Proofing Our School/ Centre’ policy.*   * Poverty Proofing policy for the school/nursery is in place (we have a cluster policy and our own) * Cost of school day survey using SWAY was carried out and action plan has been put in place following data gathered * We highlight children who require ongoing support through connecting families together by utilising all agencies that are available to us   **Next Steps: (What are we going to do now?)** *To develop a shared approach to targeting support towards young people and their families.*   * Increase attainment for targeted students to improve attainment gap in literacy. * Improve overall average ACEL data in reading from 76% to 80% * All establishments develop process towards becoming a more nurturing environment (Personalised School Targets based on self-evaluation) * Reduce the identified vulnerable groups by supporting families through partner agencies by 10% * Improve Mental Health by increasing number of children scoring “close to average” from 85% to 88% |

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| **School 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; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.* | | | | | | |
| New Monkland Primary School is a non-denominational establishment with a nursery attached and we are situated within the village of Glenmavis, on the outskirts of Airdrie. A number of new houses are currently being built along from the school and nursery and we are anticipating that our roll might increase due to this. We are the only educational establishment to serve the community of Glenmavis. During the session 2020-2021, the school roll was 156 pupils and the nursery roll was 32, our nursery is at full capacity and is successfully delivering 1140hrs operating during term time.  **Our Vision**:  We are committed to providing the highest quality learning experiences for all our children by providing a fun, happy, meaningful and inclusive environment. We are ambitious, innovative and committed to supporting and leading all our children in partnership with parents and the wider community so that no one is left behind and can achieve their full, individual potential. We work effectively together as a team to set challenging and aspirational goals, where everyone is given opportunities to achieve excellence and celebrate success.  **Our Values:**  We have fully embedded Rights Respecting (silver) across our school and nursery and following consultation in 2019 our values were refreshed in line with what we represent as a school and nursery. These are fully embedded into our daily practice and across our community.  ***Respect - Honesty - Kindness - Fairness – Positivity***  **Our Aims:**  We aim to continually improve the quality of learning experiences by being innovative, reflective and forward thinking. We actively seek new opportunities to inspire and motivate our children in their learning so that they can continually develop their skills and knowledge. We continually deliver high quality teaching which is based on a nurturing ethos and we promote inclusion as well as welcoming, valuing and supporting a range of individual needs.  We work collaboratively with all parents/carers and the wider community to help prepare all our children for life beyond school. We do this by actively listening and learning together and continually self-evaluating our improvement journey. We encourage lifelong learning by working with and beyond our own community and we celebrate success by respecting the rights, dignity and values of both children and staff; by ensuring all children are safe, happy and thriving both personally in their home life and academically at school.  The management team is made up of an AHT, 2 APT’s and a permanent PT. The AHT was appointed in August 2019 and continues to be in post following the substantive HT taking up a secondment post in the authority. One of the APT’s was appointed through PEF with a specific remit of raising attainment across key areas. We also have 1 probationer teacher and 2, 1 year fixed term temp teachers. We currently have 8 members of permanent teaching staff, with 2 of those being part time. We have 1 classroom assistant, 1 ASNa and 1 senior clerical. Our staff has changed quite a bit over the past 2 years and going into session 21/22 will slightly change again.  In our nursery we have 1 lead practitioner, 3 early learning practitioners and 2 support assistants.  Following our HMIe inspection in October 2018 (we were the first school in the authority to receive the short inspection model), raising attainment (3.2) was identified as a key area that required an ongoing process of school improvement; with a particular focus on staff being more outward looking to ensure a clear focus on equity, following a satisfactory grade. The feedback from the report also highlighted making effective use of the wide range of intelligence and data to improve outcomes for all children. We received a very good grade in relation to learning, teaching and assessment (2.3) with very strong practice being identified across our ongoing work in assessment and moderation. We continue to challenge ourselves by driving forward new ways of recording assessment evidence. As a staff we continue to engage in work across the West Partnership (virtually) and during the month of May 21 the SMT was involved in research with the Scottish Government and COSLA based on our work with the RIC’s.  We currently have 8% of children in SIMD 1 and 2 and 37% of children in SIMD 3. Overall, 45% in decile 1-3 with the majority being in 3.  Few (13%) of our children require additional support where targeted interventions have been identified for specific individuals and groups who require either, universal, additional and intensive support identified in GIRFMe planning.  **Poverty Related Attainment Gap:**  SIMD 1 & 2 = 2 children below national expectations and 1 child not yet at national expectations (3) out of 12 children across the school not on track who are in SIMD 1 & 2  FSM = 12 children below national expectations and 9 children not yet at national expectations (21) out of 35 children across the school not on track who are FSM and in receipt of a clothing grant  GIRFMe Plans = 9 children below national expectations and 2 children not yet at national expectations (11) out of 21 children across the school not on track who are on GIRFMe plans  ***The children (not yet) at the national expectations could reach the national standard over an academic year with more teacher focus, aspiration and targeted support.***  The majority of children are on track across reading (62%) and writing (58%) with most children (76%) on track in talking and listening. The majority of children are on track in numeracy (65%) and mathematics (69%) with a few (12%) children showing strengths and working beyond a level. Most of our children are on track in HWB (79%) with a few (21%) requiring support and targeted interventions. Staff continue to promote literacy and numeracy/mathematics skills across all areas of the curriculum and this session a stronger focus has been placed on mathematics. Collegiate planning meetings (virtual planning days across a level) have supported the development of key areas within the SIP and staff’s confidence and creativity has 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.  We continue to evolve and develop creative ways to track and monitor attainment over time and staff are fully engaged now in data collection and analysis of that data. They have a stronger understanding of evidence based self-improvement at school and system level. Robust professional judgement is more evident now and a clear focus is placed on equity through reflection and valuing both child and teacher engagement. All staff engage in strong professional learning experiences with the majority now taking on leadership roles and driving forward improvement. Almost all staff feel empowered and are able to plan and review progress through robust monitoring/tracking meetings with SMT where progress is shared and updated regularly.  At the end of last session and throughout this session we have been faced with 2 lockdowns due to COVID19 and have had to adapt our way of teaching and learning. A strong focus was put on HWB and it is clear that most of our children have now met the desired outcomes in the SIP and therefore for planning for next session; HWB will permeate throughout our outcomes for children and not necessarily be a priority for session 21/22. | | | | | | |
| **Review of progress for previous session** *This section should evaluate the impact of the current School Improvement Plan (SIP) priorities.*  *It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). 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. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.*  **School Priority 1: Raise attainment in Literacy and Numeracy through planned high quality assessment procedures and robust moderation.** | | | | | | |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** | |
| **1. Improvement in attainment; particularly in literacy and numeracy** | **1. School Leadership** | **1. Improvement in attainment, particularly literacy and numeracy** | **1.2 Leadership of Learning** | **4. Targeted Approaches to Literacy and Numeracy** | **NA** | Article 3 - best interests of the child | |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **4. Assessment of Children's Progress** | **2. Closing the attainment gap between the most and least disadvantaged children** | **1.3 Leadership of Change** | **5. Promoting a high quality learning experience** | Choose an item. | Article 13 - freedom of expression | |
| Choose an item. | **5. School Improvement** | Choose an item. | **1.5 Management of Resources to Promote Equity** | **6. Differentiated Support** | Choose an item. | Article 28 - right to education | |
| Choose an item. | **6. Performance Information** | Choose an item. | **2.3 Learning, Teaching and Assessment** | **7. Using Evidence and Data** | Choose an item. | Article 29 - goals of education | |
| Choose an item. | Choose an item. | Choose an item. | **2.4 Personalised Support** | **10. Partnership Working** | Choose an item. | Choose an item. | |
| Choose an item. | Choose an item. | Choose an item. | **2.7 Partnerships** | Choose an item. | Choose an item. | Choose an item. | |
| Choose an item. | Choose an item. | Choose an item. | **3.2 Equality and Inclusion** | Choose an item. | Choose an item. | Choose an item. | |
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| Evaluative Statement & Actual Impact/Evidence (May/June)  Progress and impact (based on outcomes for learners): (How are you doing? And How do you know?)  **Identify gaps in learning of children through carefully planned and considered assessments**  On return to school following two periods of remote learning, assessing learners within Literacy, Numeracy/Mathematics and HWB was prioritised to help inform the impact on individual pupil learning. These assessments were used to support teacher professional judgement of achievement of a level and working level and next steps were identified as clear gaps in learning were evident. Following all the assessment information gathering and using the previous quantative data, coupled with direct observations has allowed us to identify key areas where targeted interventions needed to be put in place.  There has been a sustained focus in planning, and delivering for, Literacy, Numeracy/Mathematics & HWB as part of our drive to raise attainment over time. Specific areas were assessed by drawing together and streamlining a wide range of assessment evidence of learner’s progress, these assessments were varied in nature and included, e.g. SNSA, YARC and MALT. This data was then collated, analysed and shared with staff to identify challenge, support and provide a clear picture of the class, as well as specific needs of individual learners. Our data has shown the majority (50 – 74%) of our school population is attaining in Literacy & Numeracy/Mathematics, however a dip in attainment is evident across pre- school, P2, P4 and P7 stages across specific curriculum organisers within Literacy & Numeracy/Mathematics. Talking and Listening and HWB are our areas of strength and most (75 - 90%) of our children are on track.  Following professional dialogue, staff identified resources that were researched based to help raise attainment in the areas mentioned above. These were Songbird and Dandelion books to strengthen knowledge of phonics, decoding and blending, as this is an area which staff have highlighted requires support, particularly in infants. Read, Write, Inc. (RWI) resources have also been created and distributed for each class to supplement our current Active Literacy Programme to help to target gaps in learning. Staff received training on RWI via Teams and this has given staff the opportunity to start using RWI for intervention purposes.  Numeracy and Mathematics is an area where learners did not participate in consistent summative assessments, meaning the identification of the attainment gap and where it lies is now clear. Staff were consulted and felt that refreshed resources would benefit and enhance the teaching and learning within this area. The new resources will allow for meaningful, consistent, robust and regular assessments where there will be coherency and progression across every stage allowing staff to continue to make robust and confident teacher professional judgements.  All staff participate in tracking and monitoring dialogue with the SMT on a termly basis where data is analysed and attainment gaps are highlighted within each class and timelously interventions put in place. These meetings are valuable as it allows staff to use data that is driven by equity and reflection and one which values pupil and teacher engagement. Staff are definitely more empowered at framing data use to improve learning outcomes for all children. Class Teachers have also used the Progress and Achievement tool to identify the achievement of a level for their learners  **Raise Attainment within Literacy and Numeracy through High Quality Assessments**Staff are highly trained at creating and using High Quality Assessments (HQA) which provides a holistic portrait of pupil growth, in line with our ongoing assessment and moderation work. Due to COVID restrictions, the (HQA’s) for this session were moderated in house only and SMT took part in digital moderation with the West Partnership. An Airdrie Academy Cluster Team was set up to allow for future moderation opportunities across the same level and across different schools using a digital platform.    **Ensure equity at all levels of planning, teaching, learning and assessment**  All staff regularly seek advice, engage in professional dialogue, and participate in development opportunities to best support learners. This is becoming more evident from tracking & monitoring, parental feedback and the clear GIRFMe plans/overviews we have in place.    There is an increased understanding of equity by most staff where improvements in outcomes for all is driven by principles and not just practices. Staff have engaged in dialogue around this and most can discuss how they ensure equity within their daily practice. Staff also plan with a clearer focus on equity by making sure it is at the forefront of their teaching and learning and this is evident across progression pathway planning; outlining the approaches in place to raise attainment.  Next Steps: (What are we going to do now?   * + Moderate at Cluster Level and cross cluster, then regional level (WP), if restrictions allow   + Use data to pinpoint the upward trajectory of learning (5% for reading, writing & numeracy/mathematics)   + Use data to inform the use of specific interventions helping to raise attainment   + Use a range of planned assessments, implementing a mix of formative and summative approaches   + Implement a new Maths programme (Primary Maths CfE) and monitor its impact at the start and throughout the session   + Create Digital Profiles for each child to collate evidence that supports teacher professional judgement around the achievement of a level | | | | | | |

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| **School priority 2: Further Improve and support the mental, emotional and social wellbeing of all children and staff** | | | | | | |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** | |
| **3. Improvement in children's and young people's health and wellbeing** | **1. School Leadership** | **3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing** | **1.2 Leadership of Learning** | **1 Early Intervention and Prevention** | **NA** | Article 3 - best interests of the child | |
| Choose an item. | **2. Teacher Professionalism** | **5. Improved outcomes for vulnerable groups** | **1.3 Leadership of Change** | **2. Social and Emotional Wellbeing** | Choose an item. | Article 5 - parental guidance and child's evolving capacities | |
| Choose an item. | **3. Parental Engagement** | Choose an item. | **2.1 Safeguarding and CP** | **3. Promoting healthy lifestyles** | Choose an item. | Article 12 - respect for the views of the child | |
| Choose an item. | **5. School Improvement** | Choose an item. | **2.2 Curriculum** | **10. Partnership Working** | Choose an item. | Article 24 - health and health services | |
| Choose an item. | Choose an item. | Choose an item. | **2.4 Personalised Support** | **11. Professional learning and leadership** | Choose an item. | Article 28 - right to education | |
| Choose an item. | Choose an item. | Choose an item. | **2.7 Partnerships** | Choose an item. | Choose an item. | Article 29 - goals of education | |
| Choose an item. | Choose an item. | Choose an item. | **3.1 Ensuring wellbeing** | Choose an item. | Choose an item. | Choose an item. | |
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| Evaluative Statement & Actual Impact/Evidence (May/June)  **Continue to develop and maintain a school ethos that is supportive and inclusive in supporting the return to school for all.**  All staff, pupils and children are familiar with procedures and have been kept up to date with NLC and school guidance through various forms of communication, particularly digital. This will continue as it has been effective in keeping parents/carers up to date of any new changes.  AHT & PT’s are present at school gates in the morning and after school to keep contact with parents. This has been effective and well received by parents and staff. This will continue into the new academic session as staff and children have found it to be a positive change with lesser anxieties for almost all of our children. Children are all familiar with new routines and have coped well with the ongoing changes. Children are identified by staff/parents if they feel they need support with their MHWB. Seasons for Growth has been ongoing this session virtually (where children were involved with online group sessions and given tasks to help them deal with anxieties and worries) and in person within the school and is attended by 29 pupils across P1 – P7. Staff know who to approach to seek advice, guidance and clarity on all aspects of HWB. All classes have their own charter which includes aspects of HWB and this was updated after the second lockdown. Staff and pupils are confident creating their charters and understand our values and beliefs as a school are paramount to them feeling respected, included and happy at school.  **Implement Social and Emotional Health and Wellbeing Planning and curriculum upon Children’s return to school with immediate effect.**  All staff are confident with how to access the online HWB planners and how to navigate them. They are used well alongside the yearly Healthy Schools Scotland planner, which has been adapted to meet our own school needs and includes the UNCRC articles with a clear focus each month. Children are progressing through the 3-yearly cycle which is ensuring breadth and depth across the HWB curriculum. Staff have spoken openly about how they like the focus for a month and the guidance that they get from using the Healthy Schools site as highly beneficial to support teaching and learning.  Staff were advised to use and familarise themselves with the Healthy Schools covid recovery section which focused on social and emotional wellbeing across all levels. Teachers used their own professional judgement on which areas to use and what would best support their class. This allowed pupils the opportunity to focus on stress, changes and worries and for us to address these and act timeously.  **Develop and implement a social and emotional curriculum to support pupils return to school**  Pupils who were highlighted for support joined the seasons for growth groups, those children were also discussed with the educational psychologist, although only a few required further agency support.  Seasons for Growth books were purchased to support the SFG champion to deliver the sessions. Younger children have responded well to the stories and have successfully engaged in work relating to the book to help them better understand their emotions.  GL Pass (Pupil Attitude to Self & School) assessments were completed and the results were used to recognise any emerging issues. The GL interventions were then highlighted to see if they could be used to help support pupils. Staff highlighted the interventions were good as they could be used as a reference point and gave ideas or reassurance of professional judgement.  On return to school, the focus for learning was HWB for the initial one to two weeks back. This was to enable children to share worries, learn to share, play and listen to one another again. Staff planned well for this and found it to be successful and highlighted they will do this again come August for the new school year.  HT monitors HWB as part of tracking meetings, which take place termly. Strengths & Difficulties questionnaire (SDQ) was introduced authority wide to gather data on pupil wellbeing following lockdown. This allowed staff to focus on specific children or families within the school who were not on track for HWB and to then seek guidance, support or put in place specific interventions if necessary. HWB champion meetings across the cluster were conducted through MS Teams and information was then cascaded to staff to further support them with planning for interventions.  GIRFME Plans were refreshed as part of the GIRFEC refresh and all class teachers complete these with confidence including children and families. Parents are phoned to discuss and update on progress and plans are reviewed twice during the academic session and shared with all involved. Due to COVID s parents couldn’t come into the building and therefore labels were created and the class teacher signs and dates when the phone call took place with the parent’s permission. Regular dialogue has allowed for targets to be monitored closely and adapted or extended sooner, if needed.  **Targeted assessments and interventions for most vulnerable pupils within school (not SIMD related this would be based upon the judgement of HT and staff team)**  GL (PASS), SDQ, planning, tracking and monitoring and GIRFME evaluations were used to support teacher professional judgement by identifying next steps and support for pupils. Having a wider variety of evidence gave staff a more holistic portrait of individual children.  Staff are confident at seeking support from the HWB champion and HT to discuss interventions that could best support learners. Parents were kept up to date with progress of children who were being targeted or where concerns had been highlighted and this allowed for a shared understanding between school and family.  Management and staff have a strong relationship with our link Educational Psychologist who has supported staff training around nurture and resilience and is on hand to offer advice. This will continue going forward into next session along with continuing to seek support from the cluster improvement lead.  Staff note any concerns and pass on to AHT immediately and concerns are added to pastoral or advice sought from other agencies. A chronology is then built up of the pupil along with an individual profile which is beneficial especially if a child is going forward for a diagnosis, e.g. ASD.  **All staff to apply Solihull approaches to support children and families**  Almost all staff have been trained in the Solihull Approach. Staff accessed training during the period of home learning. This will be ongoing and updated regularly. Staff have highlighted how they enjoyed the training and how they will use what they learned when interacting with pupils, parents/carers. Strong links with outside agencies have been forged and we utilise these fully and effectively.  **Strengthen links with other services / partner agencies to support pupils, staff and families to improve their HWB with a particular focus on mental health and wellbeing**  Request for assistance is used when the school have exhausted all resources both human/physical and where universal support if no longer meeting the needs of the child. Staff then seek additional or intensive support as required.  Nurture training was delivered to all staff and the framework questionnaire was completed by all staff. This is currently being examined by the research team and will pinpoint our focus for nurture going forward in the new school session.  Pupils were identified for SPARKS counselling and parents were informed about this. This was successful for almost all children who attended and is one way we succeed in our ambition to further support pupils with their mental health. Almost all parents and pupils found it to be a positive experience with positive outcomes going forward.    **Next Steps: (What are we going to do now?)**  After consultation with all stakeholders, it was firmly agreed we had met the majority of the improvement priority on the SIP for this session and that HWB is embedded throughout our ethos, teaching and learning and daily interactions with all pupils and staff. This will now continue in order to maintain the progress and success currently made to date.   * Maintain progress made in HWB by using Healthy schools, partnerships, and staff training * Use the Treehouse resource purchased to prioritise mental health further for pupils, staff and families * Extend the use of the QR codes further so that children can have access to a key person not just in school but beyond the school day * When restrictions ease work closely with families and welcome them into the school to update them on HWB interventions and how best to support and involve them in their child’s progress, with a particular focus on setting up Solihull groups * Set up a Seasons for Growth parents programme to assist vulnerable parents in managing their child’s trauma, emotions or anxieties | | | | | | |

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| **School Priority 3: Fully embed Digital Technology into Interdisciplinary contexts to enhance learning experiences for all.** | | | | | | |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** | |
| **1. Improvement in attainment; particularly in literacy and numeracy** | **1. School Leadership** | **2. Closing the attainment gap between the most and least disadvantaged children** | **1.2 Leadership of Learning** | **5. Promoting a high quality learning experience** | **NA** | Article 8 - protection and preservation of identity | |
| **2. Closing the attainment gap between the most and least disadvantaged children** | **2. Teacher Professionalism** | **4. Improvement in employability skills and sustained positive school leaver destinations for all young people** | **2.2 Curriculum** | **8. Employability and skills development** | Choose an item. | Article 12 - respect for the views of the child | |
| Choose an item. | **5. School Improvement** | Choose an item. | **2.3 Learning, Teaching and Assessment** | **11. Professional learning and leadership** | Choose an item. | Article 17 - access to information from the media | |
| Choose an item. | Choose an item. | Choose an item. | **2.4 Personalised Support** | **12. Research and evaluation to monitor impact** | Choose an item. | Choose an item. | |
| Choose an item. | Choose an item. | Choose an item. | **2.5 Family Learning** | Choose an item. | Choose an item. | Choose an item. | |
| Choose an item. | Choose an item. | Choose an item. | **3.2 Equality and Inclusion** | Choose an item. | Choose an item. | Choose an item. | |
| Choose an item. | Choose an item. | Choose an item. | **3.3 Increasing Creativity and Employability** | Choose an item. | Choose an item. | Choose an item. | |
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| Evaluative Statement  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  **Develop staff digital knowledge and skills**  A member of teaching staff was appointed as the Digital Lead based on their knowledge, expertise and enthusiasm for Digital Learning as it was felt they would effectively support staff and drive forward new initiatives and approaches. The Digital Lead is supported by all members of the school management team. The Digital Lead delivered CLPL sessions to develop knowledge and understanding, this included developing the learners’ knowledge on how to effectively utilise digital platforms to strengthen and develop learning for children. These sessions covered Microsoft Teams update and refresh, the use of QR codes, augmented reality and the effective use of Promethean Boards. Individualised support CLPL sessions were also delivered on request from staff members. The in-house CLPL sessions have reinforced knowledge and personal professional learning for staff which has resulted in better learning experiences for children. This has increased staff knowledge and confidence in the effective use of digital technology and has resulted in staff including a wider variety of digital resources within their teaching. Two staff members were also involved in the digital leadership course throughout this session both of which planned, implemented and produced practitioner enquiries based on: Developing Digital Skills in P1 using SPHEROS and Using micro-bit to Enhance Digital Skills and Engagement in P7.  To further support staff, the Digital Lead also created an app guide which detailed and provided suggestions on which digital tools would effectively and appropriately support aspects of teaching and further enhance learning experiences for all.  **Consistent use of Glow as a learning and collaborative environment for staff**  GLOW is used by all staff, e.g. Forms and Sway have been used as a tool to effectively gather feedback, information and data from learners, families, staff and other stakeholders within a variety of different contexts. Information gathered was used to inform and influence robust planning, next steps and interventions. QR codes linked to Forms have been used termly by all classes as a method of successfully sharing progress of learning, whilst still observing COVID safety protocols. This allowed parents/carers the opportunity to view learner’s class work safely as it provided a platform to share and gather feedback. Similarly, Microsoft Sway has been used regularly throughout the school session as a method of information sharing for staff, parents/carers in relation to our school Improvement journey and transitions.  A staff page was created within Microsoft Teams as a central digital platform for all staff members. This has been successfully used as a tool for communication and collaboration between colleagues, where good practice is shared and support materials and guides are uploaded regularly for staff to access to support their implementation of digital technology. The team page is used as the main central storage area for all digital proformas and documents, including progression pathway templates, school policy documents and all teaching and learning resources. Staff regularly access these materials and are proactive in uploading materials into relevant files. It has also been used effectively to allow staff to meet collectively which has allowed staff meetings to go ahead and for staff members to meet for collaborative working sessions.  **Increase children and young people’s opportunities to engage with learning digitally** Some of our PEF money was used to purchase IPADS for every child to support learning. These devices are being used regularly by all classes where apps are being utilised to enhance teaching and learning. Each child having their own IPAD has provided the opportunity for classes to successfully work collaboratively whilst adhering to COVID safety protocols. The use of Microsoft Teams and individual pupil IPADS has allowed pupils to meet virtually and safely. Following direct observation and gathering of pupil views the use of the digital meeting platforms have been engaging and motivating for the children.  **Develop use of digital data**  All data in relation to learners is now gathered and stored securely and digitally and during the period of remote learning, all staff had experience of digital data collection on a weekly basis in relation to online learning. This data was effectively used by staff to further support learners and their families with all aspects of learning at home.  **Next Steps: (What are we going to do now?)**  After consultation, it was agreed that we continue to prioritise digital technology next session, therefore we aim to:   * Continue to maintain progress made in the implementation of digital technologies and staff professional development of skills * Explore and develop the skill set of all learners, at the beginning of the new school session, to ensure that technology is used effectively, setting out clear expectations of usage to build quality of learning experiences on offer * Create a list of apps to be used monthly to allow learners to build confidence, develop skills and explore how to use apps more effectively to support and aid learning. The app of the month will be shared within termly homework grids to be explored at home with families and the wider community * Create a list of (planning proformas) digital milestones for across the school using Education Scotland & NLC Digital Newsletters, which provide advice and guidance on breadth and progression of skills * Pupil Digital Leaders will be trained and utilised to support staff and learners across the school and we aim to apply for the digital school award | | | | | | |

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| **Nursery Class Improvement Report** | | | | |
| **Review of progress for previous session** *This section should evaluate the impact of the current School Improvement Plan (SIP) priorities.*  *It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). 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. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.* | | | | |
| **Nursery Class Priority:**  **Create an inclusive learning space which promotes curiosity relevance and coherence** | | | | |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOELCC QIs** | **UNCRC Article(s)** |
| **1. Improvement in attainment; particularly in literacy and numeracy** | **1. School Leadership** | **1. Improvement in attainment, particularly literacy and numeracy** | **1.1 Self Evaluation for Self Improvement** | Article 2 - non-discrimination |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | NIF Priority | NIF Driver | Education and Families Priority | HGIOELCC Qis | UNCRC Article(s) | | 3. Improvement in children’s and young people’s health and wellbeing; and improvement and employability skills and sustained, positive school destinations for all young people | 2. Teacher Professionalism  3. Parental Engagement  4. Assessment of Children’s Progress  6. Performance Information | 2. Closing the attainment gap between the most and least disadvantaged children;  3. Improvement in children’s and young people’s health and wellbeing; and improvement and employability skills and sustained, positive school destinations for all young people | Q.I 1.2 – Leadership of Learning  Q.I 1.5 – Management of resources to promote equity  Q.I 2.2 – Curriculum  Q.I 2.3 – Learning, teaching and assessment  Q.I 2.4 – Personalised Support  Q.I.3.1 – Ensuring wellbeing, equality and Inclusion  Q.I 3.3 – Developing creativity and skills for life and learning | Article 3 – Best Interests of the Child  Article 12 – Respect of the views of the child  Article 23 – Children with disability  Article 28 – The right to an education  Article 29 – The right to develop personality, talents and disabilities  Article 31 – Leisure, play and culture |   Evaluative Statement – May  Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  ***All children will be able to direct and construct their own meaningful learning***  At the start of session 20/21, the nursery embarked on a more creative pedagogical approach, to give all learners the opportunity to play, make choices and learn, in an environment that is inclusive and responsive, with a greater emphasis on creating a ‘home from home’ feel. Certain aspects of this approach were encouraged by the inspection carried out in October 2018. When staff returned to the service after a long period away (due to COVID-19), it was clear that a natural approach would be an integral part of our nursery/COVID recovery-redesign plan.  ***Allow children to become more engaged within their learning***  The nursery environment has been transformed and is now a calming, warm and inclusive space, where children can be curious, challenged and encouraged. Soft lighting has replaced large ceiling lights, and cable wheels replacing traditional formal tables. Hessian has replaced brightly coloured frieze paper, and wooden resources have replaced most plastic resources. The bathroom, cloakroom and lunch area have also been transformed with calming, authentic resources. Glass jars are used throughout the playroom and children are becoming more confident when risk assessing during their play. The layout of the playroom has changed with most community play furniture being removed and replaced with wooden shelving.  By promoting a natural, authentic, and meaningful environment and following regular observations our children are more engaged within their play, regardless of their age and stage. It is also evident that soft furnishings, soft lighting, and meaningful resources allow children to feel nurtured and valued. A Nursery Pupil Council was created so that children could actively share ideas of the approach with staff and share their views of what they would like their learning space to offer or look like.  Throughout this session, nursery staff have participated in in-house and external training with the Lead Nursery Practitioner and the Curiosity Approach founders online. Staff have also evaluated collaboratively at in-service training and are more confident when providing constructive feedback within the team. Nursery staff also have their own TEAMS page, which is being used as a platform to share ideas, improve practice and updates from the Curiosity Approach.  Nursery planning has been adapted and split into six-week cycles, where staff observe children’s interests in week one, which then builds a medium-term plan (baseline) for all learners. Staff dialogue takes place in week six having replaced traditional, over worded planning evaluations. In addition to this, staff members continuously liaise with children, colleagues, and parents – helping to promote responsive planning. Nursery staff have trialed ‘Planning in the Moment’ and are in the process of evaluating it – this will now become our focus for next session.  Feedback is important to us and allows us to progress and ensure that our practice and learning space is the best that it can be. Due to COVID-19 restrictions it was imperative that we created a way in which all stakeholders could feel involved with our improvement journey. An online SWAY account has been created and regular online surveys for stakeholders to complete take place regularly. During home learning, the nursery promoted their own learning approach called ‘Curiosity at Home’; where children and their families could engage in natural activities. It was clear that parents felt confident to promote this approach as home learning continued.  Next Steps: (What are we going to do now?)  **Based on feedback from all stakeholders, the following aspects of the improvement plan will be taken forward into next session:**  **Planning in the Moment with a high focus on provocations/teachable moments**  The nursery staff have trialed Planning in the Moment, however, upon reflection, this type of planning is still within its early stages. Staff within nursery are gaining more confidence at looking for the most teachable moments and most still require help/support with this. It is imperative that this skill increases so that staff able to provide the correct breadth/depth to each child’s learning. Nursery staff will extend their readings on loose parts, teachable moments and what is a quality provocation and they will continue to source materials and resources from local business’ (charity shops etc.).  **Taking appropriate play risks during Planning in the Moment**  We appreciate that children must take appropriate risks during play as it is a fundamental process in order to further develop and enhance their cognitive, emotional and physical development. Staff members will continue to encourage ‘risk’ within play; this can often be in-consistent; therefore, it would be beneficial for more in-house training for this next session.  **Recording of observations to support in the moment planning** Nursery staff are gaining confidence in recording observations to support Planning in the Moment – however, we feel this is a skill that will require further exploration next session. Often observations are lacking in depth/breadth and effective terminology - some teachable moments have been missed as staffing issues has impacted this. Nursery staff will also observe levels of involvement tools and further theorists/local guidance to support. | | | | |

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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 planning 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).* |
| |  |  | | --- | --- | | **School Priority 1:** | Examine and justify data from ongoing assessment evidence in reading to build on raising attainment in writing. | | **School Priority 2:** | Examine and justify data from ongoing assessment evidence in Numeracy and Mathematics to build on raising attainment for all. | | **School Priority 3:** | Fully utilise digital technology training & experiences to strengthen teaching and learning further for both staff and pupils. | | **Nursery Class Priority:** | Promote and develop Planning in the Moment by applying the Curiosity Approach | |
| **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 school’s capacity for continuous improvement is increasing. By focusing specifically on defining good outcomes, e.g. who will change, what will change and how it will change will help us use HGIOS 4 more effectively as it will help us get the right information, e.g. to gain a clear picture of where our poverty gap is as we now continue to gather the right information which will allow for a shared understanding of good quality, actionable information to allow us to have clear next steps. in place which can then help us steer continuous improvement.  Staff, pupils and parents are engaged in the self-evaluation process via online tools and leadership groups reflect on the school’s improvement journey.  For session 2021/22 a robust data tracking system is now in place and teachers will attend tracking meetings that will have at its heart important principles of equity, reflection and valuing teacher/pupil engagement. We will continue to work with the West Partnership and cross cluster so that our High Quality assessments are valid and reliable for the achievement of a level. SLT will use both qualitative and quantitative data, along with people’s views and direct observation evidence to inform collegiate discussions around next steps for improvement.  A revised approach to improvement planning that also builds on the digital skills learned throughout last session will allow us to continue to find new/creative ways for ongoing school improvement. |

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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)*  **(2018)** |
| 1.3 Leadership of change | **5** | **N/A** |
| 2.3 Learning, teaching and assessment | **5** | **Very Good** |
| 3.1 Ensuring wellbeing, equity and inclusion | **5** | **N/A** |
| 3.2 Raising attainment and achievement | **4** | **Satisfactory** |
| **Empowerment**  *Choose an aspect of empowerment (curriculum, improvement activities, parental and community engagement, pupil participation) and write a statement about how this has developed over the course of this session.*  Over the course of this session, teaching staff have become empowered through their Teaching and Learning capabilities beyond the physical classroom. They have adapted their methods to teach virtually, for a significant period of time in 20/21. However, on the children’s initial return to school in August 2020, teachers were of the understanding that teaching and learning would take on a hybrid approach between face to face and online teaching.  Teachers were required to upskill themselves and each other in order to successfully deliver teaching and learning effectively online. There was a clear focus and shared understanding of maintaining the high expectations we had in the physical classroom to the online approach. Parents commented positively on the stellar effort teachers put into delivering virtual lessons which were supported and monitored by SMT and encompassed all areas of the curriculum over the course of the two lockdowns. Feedback from forms was incredibly positive with almost all commenting on the positive experience not only the children had but the family as a whole.  Any concerns from parental feedback was always acted upon quickly and adaptations were made if needed, e.g. catering for the needs of working parents, thus ensuring we were getting it right for everyone. This involved a lot of adaptations from the teachers in how they provided rich, meaningful, and differentiated teaching which was reflected in pupils’ tasks that they were producing. | | |

**SAC/ PEF CHECKPOINT 2: MAY 2021**

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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 |
| PEF PT (Acting)  Taxi for 1 child for a period of 5 weeks | Implemented MALT Assessments across the whole school from P1 – P7.  Analysed the results, and the findings were collated into an overview for each stage, detailing the maths age and identified gaps.  These overviews showed the range of abilities within each stage  We were required to pay for a taxi for a child in P6 to get him back and forward to school due to ongoing changes in family circumstances/child protection. | MALT Assessments  Data Overview for each stage  The child was able to attend school every day as without paying for the taxi the child wouldn’t have been able to get back and forward to school |

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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?  Being able to have a clear vision and data informed leadership has been key to identifying a true picture of all the children across the school and being able to identify specific gaps has been key |
| What has worked less well or could be improved? |