



Driving Equity and Excellence

Improvement Report

Session 2022-23

School:	New Monkland Primary School & Nursery Class
Cluster:	Airdrie Academy
PEF Allocation	£26,950
Head Teacher:	Mary Reid



Section 1: Establishment Details

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 the following: the school's vision, values and aims; local contextual issues; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g., staffing changes/issues); and outcomes from authority review/inspection etc.

New Monkland Primary School & Nursery is situated in the village of Glenmavis, we are a non-denominational school. It is conveniently placed between the original village and housing estates, which are built towards the north end of the village and are easily reached on foot from both areas. At present there is a new housing development ongoing which will offer 150 new homes and be fully completed soon. There are further future developments of housing planned in the village.

The school roll at present is 156, we have 8 classes across the school, 7 of them are currently being used, we also have a large GP room, cooking kitchen and meeting room. The school has a term time Nursery Class that provides pre-5 education for 3- and 4-year-olds and delivers 1140hrs. When at capacity we have a roll of 32 children who are in full time. The Nursery is joined onto the school, and they have a spacious lunch area, playroom, and outdoor area.

There are currently 11 teaching staff, with one member of staff working part-time and one being a probationer teacher. The management team is made up of the Head Teacher (Acting) and two Principal Teachers, one of who is also acting. The teaching staff are supported by two ASNa, one Classroom assistant and one senior clerical. At present the Nursery has one lead practitioner (acting), two NL9 practitioners, two NL7 early learning and childcare keyworkers and one NL4 support worker. Catering, cleaning and our (acting) janitor complete the staffing at New Monkland Primary school and Nursery.

Our Vision:

At New Monkland Primary School and Nursery, we are committed to providing the highest quality learning experiences for all our children by creating a fun, happy, meaningful, and inclusive environment. We are ambitious, innovative, and dedicated to supporting and educating all our children in partnership with parents/carers and the wider community so that every individual can realise and achieve their full, individual potential, no matter their background. We work effectively together as a team to set challenging and aspirational goals, where everyone is given opportunities to achieve excellence and celebrate success. We are committed to providing the highest quality learning experiences for all our learners by creating a fun, happy, meaningful, and inclusive environment. We are ambitious, innovative, and committed to supporting and leading all our children in partnership with parents/carers and the wider community so that ALL children can achieve their full, individual potential. We work highly 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 across our school and nursery and following consultation in 2019 our values were updated in line with what we represent as a school and nursery and these are fully embedded into our practice and across our school community: We are a Gold Rights Respecting school/nursery, and this also helped us on our journey of refreshing our values through consultation with all stakeholders These are fully embedded into our daily practice and across our School/Nursery community.

Respect - Honesty - Kindness - Fairness - Positivity

Our Aims:

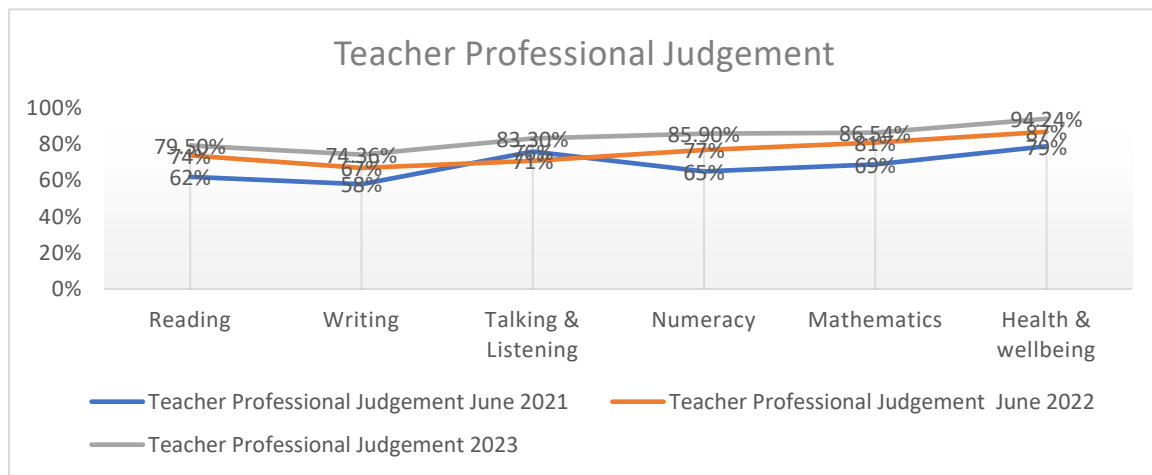
We aim to continually improve the quality of learning and teaching experiences by being innovative, reflective and looking forward, we actively seek new opportunities to inspire and motivate our children in their learning so that they can continually develop their skills and knowledge, we promote inclusion by welcoming, valuing and supporting a range of individual needs including diversity and fostering tolerance and understanding of the beliefs and cultures of others, we work collaboratively with parents/carers, pupils and the wider community to help prepare all our children for the future. We pledge to do this by improving our already existing very good learning and teaching and assessment practice and by using effective ways that help to raise achievement and allow all children to realise their potential, we encourage lifelong learning by collaborating with the community and beyond. We actively listen and learn together, and staff take part in significant professional development. We celebrate success by Respecting the rights, dignity, and values of all and we ensure all children are safe, happy, and thriving both personally and academically.

We are not a Scottish attainment challenge school, but we do receive support through the pupil equity fund, our funding for session 22/23 is £26,950. We consult with all stakeholders to ensure our PEF spend reflects what our children need and require and to ensure equity in experiences for all. This session we have used PEF to retain a member of our teaching staff which has allowed an experienced member of staff to be released from class to work full time across the week targeting various learners across the staged intervention process. We are in the second year of our improvement plan and are starting to notice that our attainment is on the rise across Literacy and Numeracy/Mathematics. As of August 2022, we have 12 children (7.8%) across the school population in SIMD 1 & 2, 23 children (14.7%) across the school population in receipt of FSM/CG and 4 children (2.6%) across the school population in receipt of CG only.

Our combined attainment data across key stages P1, P4 and P7 over time is highlighted below:

Combined Attainment Data P1, P4 & P7 (76)	National Average 20/21	NLC Average	School Data 19/20 data was not collected -COVID			
			18/19	20/21	Actual attainment 21/22	Actual Attainment 22/23
Reading	75%	75.0%	78.6%	64%	85.7%	90.78%
Writing	70%	74.0%	74.3%	54.3%	76.8%	89.47%
T & L	83%	81.1%	79.6%	82%	91%	94.73%
Numeracy	75%	82.6%	71.6%	67.3%	83.9%	90.78%

Below is also the data collated for the school population based on teacher professional judgement 21/22/23, the data clearly highlights positive trends in attainment with an upward trajectory year on year since 2021 with MOST to ALMOST ALL of our learners attaining:



School population 2021 – 156

School population 2022 – 152

School population 2023 – 156

Reading – 75% of school population on track (Majority) – up 6% on last session
 Writing – 74% of school population on track (Majority) – up 9% on last session
 Talking & Listening 83% of school population on track (Most) – up 11.3% on last session
 Numeracy – 86% of school population on track (Most) – up 7% on last session
 Mathematics – 87% of school population on track (Most) – up 5% on last session
 HWB – 94% of school population on track (Almost all) – up 6% on last session

Factors affecting progress consist of a lack of resilience, at times along with. Social and economic factors, e.g., displacement within families.

We were inspected in October 2018, our learning teaching and assessment were highlighted as very good for our learning and engagement, quality of teaching, effective use of assessment, planning, tracking, and monitoring. Raising attainment and achievement was highlighted as satisfactory as the majority of our children were achieving appropriate levels. This is an area we have worked incredibly hard on over the past 3 years and the data above reflects where we are

now with most of our children 75 – 90% attaining appropriate levels. Our goal for this session 22/23 is to ensure almost all 91% - 99% of our children are attaining the level required.

Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)

During session 21/22 our attendance was on average 94.7% which is above Scottish Government and NLC average. So far this session our attendance is 95% and is currently the highest across our cluster and above the Scottish Government and NLC average.

We have **zero exclusions** as we have skilled staff guided and supported by the AHT and we are now trained in various interventions/strategies through our universal offering. We have created a warm, caring/nurturing culture across the school and nursery, and this is cascaded throughout our whole community and our families. Strong partnerships with our parents/carers and other agencies allow us to do our best at getting it right for every child in our care. We are incredibly proud of our attendance year on year and our zero exclusions and would highlight this as one of our many good news stories.

Details of consultation: Pupils/Parents/carers/staff/stakeholders

We provide a secure and stimulating environment where the children can learn effectively. We also aim to provide a broad and balanced curriculum and staff/pupils use their own initiative to adapt the curriculum to suit learners needs. Children are encouraged to engage actively in their learning across both the school and nursery. We operate an open-door policy for our parents/carers, and we have 2 parent/carer consultations across each session. We also have regular check ins with parents/carers across each year.

Our Parent Council and our Parent Teacher Association came together to form what is now known as the NMPS/NC Parent Partnership group. They fully engage in the life and work of the school and nursery, and they are incredibly supportive to our whole school/nursery community. We place significant importance on close links with all our parents/carers and having communication at the heart of all we do allows us to work together by allowing our values, vision and aims to be embedded not only across the school and nursery but right across the whole Glenmavis community. We take immense pride in our school/nursery, and we embody the phrase: *'It takes a village to raise a child.'*

Pupils at New Monkland Primary transfer to our cluster high school Airdrie Academy. We have a strong working relationship with the staff at Airdrie Academy which allows for a smooth and effective transition for all our primary pupils living daily our motto, 'Standing together we are great.'

We have successfully engaged with all our pupils/parents/carers/partners making better use of digital technology, e.g., how we gather views/feedback as this helps identify our areas for improvement and our good news stories. Telephone/in person consultations with parents/carers to review GIRFMe plans take place termly and we use social media effectively to update/engage parents/carers, such as, TWITTER, website and more recently our CONNECTUS APP. We engage our learner's using technology in an efficient and effective way, providing a balance of non-digital and digital learning, all our children across the school have access to their own IPAD, teachers also have their own IPAD and laptop. When collaborating with our partners we hold both in person/virtual meetings, where we highlight any support required, for both families and our learners, our families can approach us and know they will, be supported by us as best as we can.

Section 2: What progress have you made in closing any poverty related attainment gap?

Equity Plan

Please write a brief summary of your approach to ensuring equity and the progress you have made.

The following key questions could be considered:

Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty? What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process?

Our planned use of PEF for this session is to fund a teacher as our evidence from last session has already shown the positive impact this has made to individuals/target groups whilst working

towards closing the attainment gap. Below is an overview of the school population and the progress made this session 22/23, (individuals/target groups) are included in this data:

We have highlighted the individuals/target groups using the New York (NY) model and teacher professional judgement to gather robust data and data that specifically highlights where the gap lies in the areas of Literacy, Numeracy/Mathematics. Example of an aspect of the NY model is below:

Lots to Do

Below national expectations academically – children with a variety of complex needs and/or circumstances/ experiences making it difficult for them to attain.

Aim

Get children into a position where with a prolonged – intensity of concentrated, different inputs over time they could attain. (PEF use to achieve this)

Our aim is to focus on the individuals/target groups who have lots to do (as above) in the hope that these children should continue to achieve success with the level of support/interventions that are in place for them to do so (equity).

Poverty Related Attainment Gap 22/23:

10 children (6.4%) across the school population in SIMD 1 & 2

19 children (12.17%) across the school population on GIRFMe plans

23 children (14.74%) across the school population in receipt of FSM

27 children (17.30%) across the school population in receipt of Clothing Grant

Baseline assessments at the beginning of the year.

Further assessments appropriate to specific needs will be conducted throughout the year to further gather assessment evidence in supporting teacher professional judgement.

Assessments conducted may include:

YARC

MALT

CEM

PM benchmarking

RWI

RTIC

SWST

SNSA

Class assessment evidence

Primary Maths Assessment

Leuven scale observations (before/after)

Systems

Progress & Achievement (ACEL)

School TPJ online tracking system

Termly attainment meetings with staff for teacher professional judgement

High quality assessments will also be implemented termly and moderated in house, beyond the cluster and the West Partnership to ensure validity and reliability of achievement of a level.

Section 3: Summary of Impact of Annual Improvement Plan Priorities

Priority 1 (Long Term Outcome):		Raise attainment in reading and writing for almost all (90%) of learners by June 2023 through effective and consistent high quality learning teaching and assessment.
<i>(Please insert the relevant information below)</i>		
NIF Priority: Improvement in attainment; particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	NIF Driver: School Leadership Assessment of Children's Progress School Improvement	
NLC Priority: Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	QI 2.2 Curriculum 2.3 Learning, Teaching and Assessment	
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. 50/50 for 1FTE teacher NLC paying half and the other half paid from PEF with a rough costing for our PEF budget being a total of £23,527 for session Aug 22 – June 22		
RATIONALE: Attainment within Literacy steadily increased during session 21/22, although is still falling below national expectations across reading and writing for some individuals/target groups. This year (year 2) of the plan will help us to continue to build on the work already undertaken which is beginning to have a positive impact particularly for our children who throughout last session was 'Not Yet' attaining against national/local expectations, with the majority (50% – 74%) of these children now attaining due to the consistent Universal offer in place. Combined attainment across the school population reading (74%) in comparison to (62% - session 21/22) and writing (67%) in comparison to (58% - session 21/22) has highlighted this steady increase and shown the majority (50% – 74%) of our children are now on track, but still falling slightly below National (75%) and Local Authority (76.1%) averages, the goal being that most/almost all (75% - over 90%) of pupils will be attaining in reading and writing by June 2023. Data use for equity indicates that learners in the lowest deciles across the school population are now beginning to make some progress. Through consultation with staff and pupils it was highlighted that the writing programme and reading books P4 – P7 were seen as being outdated by staff and restricting engagement, participation, and enjoyment by pupils.		
OUTCOMES:		
EXPECTED IMPACT:		
Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)		

The PEF allocation teacher has been utilised across the year to provide support for learning for targeted learners, SIMD 1, 2 and 3. Through consultation with staff, professional judgement and YARC data learners were identified as having gaps in specific areas of their learning, e.g., comprehension. These learners have been timetabled throughout the session to receive various interventions and/or assistance and support. Learners in receipt of support were assessed periodically to track and monitor progress and impact of the support and to allow for adaptations more timeously. Using YARC, Benchmarking, teacher professional judgement, and ACEL data across the year, learners who were receiving a consistent/additional level of support fell from 6% to 0.6% (closing the gap by 5.4%) and those in receipt of generalised support fell from 9% to 7% across the school (closing the gap by 2%).

To ensure equity across the school and accounting for the needs of all learners being met, learners within SIMD 1-3 and/or attendance that fell below 90% were YARC assessed (this equated to 78 children – 50% of our school population) who were identified with gaps in their attainment. This information was then used by staff to adapt class planning where necessary and/or provide targeted support at a bespoke level of support from the (CST). After carrying out the above assessments and engaging in dialogue at tracking and monitoring meetings with HT it was highlighted that children who although fell into the categories above (SIMD/Attendance) were actually attaining above national expectations which meant a smaller number of children requiring support at universal/additional level from an experienced class teacher.

At the beginning of session (August 22, 26 - 17%) of those children above required universal/additional level of support and by the beginning of (term 3 of 23) this had dropped to 14 children (8.97%) requiring universal/additional support. Three of those 14 children also get a bespoke level of support from the cluster support teacher.

Through staff consultation about what wasn't working well it was agreed that our progressive pathway planners were to be further streamlined by matching and bundling relevant E's and O's and benchmarks which naturally linked. Pathways were then adapted for reading and talking & listening across all levels, to ensure coverage and depth.

Furthermore, consultation with P.4-7 learners, highlighted our novels needed refreshed and updated to new novels to allow for more enjoyment/engagement in reading overall, particularly for our most reluctant readers. New novels were purchased across the above stages with pupil choice being at the heart of the decision making. Following professional discussion and dialogue with learners, teachers are already beginning to observe that motivation and engagement within reading lessons has increased as there is excitement for reading. Teachers also use the new novels for whole class teaching, and it is this that is differentiated for the varying abilities. Through observations and dialogue staff have noticed increased engagement in wanting to read. Staff are more confident in their professional judgement when being responsive to the needs of individual classes/children by allowing for more personalisation and choice for learners in reading sessions.

In addition, spelling planners across all stages have also been updated and refreshed. Planners are now more progressive and in line with our overall Literacy programme refresh. The refreshed planners also allow for flexibility, e.g., to add new/relevant topical words dependent on what is being covered throughout the session resulting in more responsive planners.

Teacher professional judgement following assessments emphasised the need for having a grammar focus within literacy lessons across all stages. Progression pathway planners for Primary 1 – Primary 7 were also created and these have been incorporated into staff planning folders from term 3.

The impact of these planners will be monitored and tracked next school session 23/24.

To increase motivation and engagement in writing, genres have been split and now provide a more progressive approach across Primary 2 – Primary 7, allowing for the focus to be skills based in writing across each year group. Again, this was following staff consultation. Our new novels and IDL topics are being used more regularly as a stimulus for writing to further increase motivation and engagement. Writing themes/genres are now being planned retrospectively to allow staff to be responsive and to provide opportunities for more personalisation and choice.

To further enhance and update the literacy programme across all stages, a literacy overview was created to streamline and direct reading genres thus allowing for consistency of teaching and progression across the Primary 4 - 7 stages. Additionally, a progressive overview of teaching reading was also created to ensure breadth and progression of concepts particularly in relation to poetry, media, fiction and non-fiction.

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

Continue to track and monitor children who have been identified as needing support and who's gap is causing concern and those in the SIMD category 1-3 and/or attendance below 90%. Use professional judgement, YARC data and Benchmarking data, where appropriate, to ensure that class planning is providing the support to plug the gaps within their learning.

Continue to evaluate the impact of all progressive planners which were created or updated last session to ensure that these are meeting the needs of learners across all stages and are supporting attainment within the various areas of the literacy programme.

Continue to add resources to support the teaching of poetry, media and non-fiction to provide depth, challenge and progression across P.4-7.

A guide has been created highlighting the expectations for handwriting to be used across all stages. Tracking and monitoring and quality assurance sessions will gauge the impact of this across next session.

Session 23/24 we will be able to highlight the impact of the teacher enhanced class planning at a universal level as we continue to gather data on this for SIMD 1-3 and attendance that falls below 90% as we now have a baseline to work from.

Priority 2 (Long Term Outcome):

Raise attainment in Numeracy/Mathematics for almost all (90%) learners by June 2023 through effective and consistent high-quality learning, teaching, and assessment.

(Please insert the relevant information below)

NIF Priority:

Improvement in attainment; particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children

NIF Driver:

School Leadership
Assessment of Children's Progress
School Improvement

NLC Priority:

Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children

QI

2.2 Curriculum
2.3 Learning, Teaching and Assessment

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.

50/50 for 1FTE teacher NLC paying half and the other half paid from PEF with a rough costing for our PEF budget being a total of £23,527 for session Aug 22 – June 23

RATIONALE: Attainment within Numeracy/Mathematics increased during session 21/22, for some individuals/target groups. This year (year 2) of the plan will help us to continue to build on the work already undertaken which is beginning to have a positive impact particularly for our children who throughout last session were 'Not Yet' attaining against national/local expectations, with most (75% – 90%) of the individuals/target groups now attaining due to the consistent Universal offer in place. Combined attainment across the school population numeracy (77%) in comparison to (65% - session 21/22) and Mathematics (81%) in comparison to (69% - session 21/22) has highlighted this increase and shown that most (75% – 90%) of our children are now on track, but the goal being that almost all (over 90%) of pupils will be attaining in attaining beyond national/local expectations by June 2023. Data use for equity indicates that learners in the lowest deciles across the school population are now making progress in Numeracy and Mathematics. Through consultation with staff and pupils, highlighted further physical/online resources were required and a need to begin the journey of play-based pedagogy for Mathematics running through all stages (P1 – P7).

OUTCOMES:

EXPECTED IMPACT:

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? and how do you know? What action was taken and what was the impact?)

Samson Maths is continuing to be used across all stages to develop mental agility and this is built in as a part of staff's daily teaching practice. The inclusion of the daily mental agility focus is continuing to have a positive impact on learners across the stages and this is evidenced across tracking and monitoring of progress using teacher professional judgement and summative assessments, e.g., MALT.

Teejay assessments were purchased for each stage to consolidate end of concept learning and to provide further summative assessment evidence. This has allowed us to achieve our long-term outcome over the past 2 years by raising attainment for almost all (over 90%) for our key stages P1, P4 and P7 (90.78%). In relation to teacher professional judgement across all stages most learners (87%) are attaining in numeracy/mathematics.

To best meet the needs of learners across all stages, staff consultation took place to determine which additional resources could be purchased across each level to enhance children's understanding of using practical materials, and to support the teaching and delivery of all concepts.

Progression pathways were updated last session and are continuing to be used to support teaching and learning, ensuring that there is breadth, progress and challenge across all stages, in addition to upskilling in the Beyond Number concepts. The pathways are progressive and responsive to the needs of individual learners/groups.

Targeted learners were MALT assessed at the beginning of the session and toward the end of term 3 to determine who would receive targeted support from the Cluster Attainment Teacher (CAT) in term 4. These learners have been timetabled to work with the CAT teacher consistently for the duration of term 4. These learners will continue to be monitored and assessed next school session 23/24 to gauge the impact of this additional offering. To ensure that there is equity across the school and the needs of all learners are being met, those children who are within SIMD 1-3 and/or attendance falls under 90% were also MALT assessed to identify and highlight gaps within attainment. This information identified learners who would work with the CAT and to allowed staff to adapt class planning where necessary and/or provide targeted support or scaffolding. Ongoing tracking and monitoring meetings with SMT will gauge the impact of this.

Data below:

Pre – Intervention from CAT Teacher (Feb 2023)

First Name	Surname	SIM D	Stage	Date of Assessment	Assessment	Chronological Age at Assessment	Raw Score	Maths Age	Gap
Child A		3	P2	10.02.23	MALT 5	06:03	16/30	04:10	-01:05
Child B		3	P3	10.02.23	MALT 7	07:09	8/30	05:11	-01:10
Child C		3	P4	09.02.23	MALT 8	08:02	9/45	below 06:07	more than -01:07

Child D	3	P5	10.02.23	MALT 9	09:07	7/45	below 06:07	more than -03:00
Child E	3	P5	10.02.23	MALT 9	09:09	9/45	below 06:07	more than -03:02
Child F	3	P6	10.02.23	MALT 10	10:09	13/45	09:00	-01:09

Post – Intervention from CAT Teacher (June 2023)

First Name	Surname	SIMD	Stage	Date of Assessment	Assessment	Chronological Age at Assessment	Raw Score	Maths Age
Child A		3	P2	07.06.23	MALT 5	06:08	18/30	5:00
Child B		3	P3	09.06.23	MALT 7	08:01	12/30	06:07
Child C		3	P4	07.06.23	MALT 8	08:06	17/45	07:05
Child D		3	P5	07.06.23	MALT 9	09:11	20/45	08:11
Child E		3	P5	07.06.23	MALT 9	10:01	20/45	09:00
Child F		3	P6	09.06.23	MALT 10	11:01	19/45	09:10

Child	Stage	Sex	Progress
A	P2	Male	Child A increased his maths age due to his chronological age increasing at the date of assessment. However, his raw score has increased by two marks and his maths age has also positively increased by two months.
B	P3	Female	Child B has made progress, narrowing her gap in Numeracy and Maths by four months. She has made gains with her raw score by four marks and has positively increased her maths age by eight months.
C	P4	Female	Child C has made progress, narrowing her gap in Numeracy and Maths by more than six months. She has made gains with her raw score by eight marks and has positively increased her maths age by more than ten months.
D	P5	Male	Child D has narrowed his gap by more than two years in Numeracy and Maths. He has gained thirteen raw marks and increased his maths age by more than two years and four months.
E	P5	Female	Child E has narrowed her gap by two years and one month in Numeracy and Maths. She has gained eleven raw marks and increased her maths age by more than two years and five months.

F	P6	Female	Child F has narrowed his gap by six months in Numeracy and Maths, and has gained six raw marks. He has increased his maths age by ten months.
<p>The SumDog app has continued to be utilised well across all stages. This has also been used as a diagnostic tool to assess and to assign practice work. Learners can access the app from home to consolidate learning and to complete activities set by class teachers. Parents and carers are kept informed about SumDog and can see the areas that their child(ren) is focussing on. Learners use the app to participate in local and national competitions, which engages and motivates almost all (over 90%) of classes who participate.</p>			
<p>Next Steps: (What are we going to do now?)</p> <p>Continue to use assessments more timeously, in particular the newly purchased Teejay assessments, at the end of concepts to gather ongoing attainment data and evidence.</p> <p>Continue to implement summative assessments and MALT assessments to track, monitor and gauge the impact of learners who have been receiving support from the Cluster Attainment Teacher (CAT). Staff will use this data to adapt class planning and to provide support and scaffolding where necessary.</p> <p>Continue to teach and support the application of skills across concepts within all stages to ensure depth of knowledge and understanding. Use assessment data, professional judgement and ongoing staff/learner dialogue to track and monitor skills application.</p>			
Priority 3 (Long Term Outcome):			Increase engagement and participation in almost all (over 90%) lessons by effectively using digital technology pathways and resources to further strengthen staff practice and enhance learner experiences when accessing the curriculum.
(Please insert the relevant information below)			
NIF Priority: Improvement in employability skills and sustained positive destinations		NIF Driver: School Improvement	
NLC Priority: Improvement in employability skills and sustained positive school leaver destinations for all young people		QI: 2.2 Curriculum 3.3 Increasing Creativity and Employability	
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.			

RATIONALE: Following our Digital school validation in June 22 – further build a solid foundation in digital learning to support pupils to access the ever-evolving world of technology and the integral part it plays in accessing the BGE and the world of work. Continue to benefit from collaborating with partners to help increase the use of digital technology and to connect with those organisations and individuals in ways that broaden and enhance teaching and learning. Staff observations and feedback from pupil consultations indicates that learners are motivated to learn and complete activities when using a digital device. By increasing motivation and engagement within the classroom, will in turn, encourage our learners to attend school, where possible, thus increasing attendance figures across the school.

OUTCOMES:

EXPECTED IMPACT:

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? and how do you know? What action was taken and what was the impact?)

All Primary 1-7 pupils have access to an individual IPAD, and these are continuing to be used to enhance teaching and learning experiences and to provide support/challenge across all stages and across all curricular areas. All teaching staff also have access to their own laptop.

Teacher app sheets were created and are being used to support staff across P.1-7 to with the delivery and implementation of a wide variety of apps to use across daily teaching and learning lessons.

The updated progression pathway planners created last school session 21/22 continue to be utilised to support the planning, teaching and learning from P1 to P.7, providing progressive learning experiences for almost (over 90%) all children.

A variety of digital resources have been purchased to be used across all stages, which staff are incorporating into regular teaching and learning experiences. Resources are linked to the progression pathways, and this allows for the upskilling of both learners and staff.

Digital leaders are fully established, and they help to support teaching and learning with classrooms, leaders have a voice and contribute to digital decision making. They also update on new resources or digital platforms and support individuals/groups across stages. Staff benefit from the leaders to help support their own knowledge and understanding of new apps; allowing them to implement within their own classes. The app of the month is discussed and chosen by the digital leaders and demonstrated to introduce.

Staff use Promethean Boards as part of daily teaching and learning across all stages. Active Inspire has been installed to enhance teaching and learning experiences for both pupils and staff. This has enabled staff to effectively deliver a variety of teaching and learning experiences within a wide range of curricular areas using digital elements e.g., demonstration of Samson strategies.

Classes across most stages have participated in the NLC Code along, where learners have developed their knowledge and skills further and have had opportunities to implement this within a variety of concepts across the curriculum. Digital coding resources have now been centralised within the school to allow for easy access as all staff are confident in using these resources to support and enhance user experience. Most (75% - 90%) classes are using videos and lessons provided by NLC Tech Tuesdays to provide further opportunities to incorporate digital elements within teaching and learning and to broaden learner skillset.

Teams continues to be used across all stages to provide a platform for digital homework to be accessed. Digital assessment folders are stored on Teams, where children all have an individual folder which staff populate to collate assessment evidence - including High Quality assessments. These folders support the teacher with their professional judgement around the achievement of a level. These folders are being used to collate attainment evidence by all staff across all stages.

Glow usernames are used within Office 365 products, where all work completed by each individual learner is stored within a centralised OneDrive folder and on their own IPAD. This provides each individual learner with a digital record of work completed in class to further evidence their progress across the curriculum.

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

Continue to effectively utilise IPADS and current/new digital resources to enhance teaching and learning across all stages by providing a unique user experience to the individual.

Continue to build on digital resources and keep abreast of any new initiatives/equipment to allow staff to include up to date digital pedagogy within daily teaching and learning.

Continue to effectively use Teams as a platform to engage learners/families for home learning and as a platform to evidence and track achievement of a level of learners as they move through each stage.

Continue to refresh and update existing devices and equipment in line with NLC guidance.

Incorporate any new and existing digital resources and platforms as part of play pedagogy and exploratory learning in the next school session 23/24.

Nursery (Long Term Outcome):

(Please insert the relevant information below)

In August 2020, New Monkland Nursery Class embarked on an exciting journey to transform our Nursery environment into a calming, home from home experience, by adding authentic and real meaningful resources, supported by the introduction to loose parts play and applying methods of the Curiosity Approach. In August 2021, the Nursery introduced the concept of Planning in the Moment – each week 4 children were selected to be the ‘focus child’ - their interests were followed, promoted, and taken forward to enhance and support their learning and curiosity. In June 2022, the Nursery team evaluated the progress made so far and further discussed the concept of creativity, and how the role of the adult can support children's divergent thinking while continuing to apply a variety of concepts (The Curiosity Approach and Planning in the Moment) and being able to introduce, observe and take forward the work of a variety of theorists such as Friedrich Froebel, Rudolf Steiner, Maria Montessori and Lev Vygotsky. By June 2023, children’s creativity and cognitive skills will increase for almost all (over 90%) children, and they will successfully build and enhance their divergent thinking - building on their creativity and critical thinking skills which in-turn should have a positive impact on all other curricular areas. Staff will be confidently able to set up and deliver well thought out high qualitative provocations using open ended resources, having rich dialogue, and observing the role of the adult in enhancing children’s creativity. When assessing children's creativity skills Nursery staff should be able to assess and promote the following 4 stages:

S1 – The Cognitive Process

S2 – Personality Traits

S3 – The Product(s)

S4 – Environmental Influences

Staff should also promote the use of Leuven Scale to help support engagement in creativity by making effective use of HOTS to further support creativity.

“To support cognitive development the learning environment should be rich in opportunities for children to engage with concepts and foster skills for learning, such as reasoning, creativity and problem solving. The choice of experiences on offer should reflect an environment of open-ended possibilities in which children can feel intrinsically motivated to explore and investigate through play - including taking calculated risks and learning from mistakes. Materials should be open ended to develop children’s creativity. A simple reorganisation of the resources available might be all that is needed to raise the children’s curiosity” (Education Scotland, 2020).

NIF Priority: Placing needs of children at the centre of education

NIF Driver: Curriculum and Assessment

NLC Priority. Improvement in children and young people’s health and wellbeing.

QI: 3.3: Developing creativity and skills for life

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.

N/A

RATIONALE:

Encouraging creativity seems to be very mixed amongst staff. Some staff can be too directive while others are needing more support with how to set up creativity provocations or taking children's creativity forward by asking appropriate questions. Children's creativity can be limited, or too structured and some learning and overall opportunities may be missed if not taken forward.

OUTCOMES:

Children are enabled to take risk, learning in safe, secure and supportive environments where they are expected to make decisions and where their contributions are valued. Children will develop and apply investigative, problem solving and thinking skills.

EXPECTED IMPACT:

An environment where staff work alongside our young learners to scaffold and enhance the environment and experiences on offer. Child led learning that follows the children's ideas and interests which encourages enquiry and curiosity skills.

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? and how do you know? What action was taken and what was the impact?)

Action taken and impact

During Term 1 staff as a team reflected on the challenge questions associated with the quality indicator (3.3) – Developing creativity and skills for life and learning, this highlighted how we were doing and how we felt we could improve. Staff were very honest in their reflections and stated that at times they felt their own knowledge and skillset along with confidence had a significant impact on the opportunities and environment provided for children. This has been a topic for reflection and discussion throughout the year.

Staff took part in various training opportunities throughout the year such as play on pedals, Imagination station Drama training, Music training, 3 reads and Provocation training. This has provided staff with new skills enabling them to provide a variety of different experiences for our young learners to immerse themselves in following their interest's. Children have had the opportunity to engage in a wider variety of experiences resulting in engagement for longer periods of time and this is highlighted in floor books, learning stories and within the nursery aesthetics, e.g., wall displays. Staff have a greater awareness of the balance between child led, child initiated and adult initiated experiences. Provocations have been set up in response to an interest or idea or an invitation to learn by the child and the adult has scaffolded that learning. This has had a positive impact on our learning environment and the children's development. Our families have been eager to engage throughout the session in new experiences and skills, such as, yoga and mindfulness stay and play sessions.

Staff are in a routine now of continual reflection using resources such as Planning for learning cycle, SWOT analysis and The EYFS assessment cycle. This has provided a flexible, relaxed environment and approach to learning where each child's needs and learning are met individually. This is evident through children's learning adventures.

Outcomes for learners

Adventure books for children were already well established and worked well so the staff created Adventure walls in term 2 and this was following reflection that all children were not equally represented on the wall displays due to individuality and personal interests. It also gave both children and staff the time and space to reflect on their own learning and that of their peers. This has proven effective in tracking progress and achievement along with children's skills, confidence and wellbeing. During tracking meetings all children are discussed, and any gaps identified at an early stage. It has reduced replication of work for staff enabling them to spend quality time engaging with the children. All work is then transferred into individual adventure books. It continues to be the keyworkers responsibility to ensure that adventure walls and books are kept up to date but all staff within the nursery and out with the nursery are able to contribute to each child's learning experience. Thus, ensuring a more holistic approach which is built on effective use of staff's skillsets and strengths. This allows us to offer that individual tailored approach to learning for each individual child at the earliest years.

The staff team collaborated and decided that instead of continuing with individual floor books which were started initially at the beginning of the year staff would instead collectively contribute to a termly adventure and evaluation wall. This has provided a collaborative way of working but also flexibility for learning throughout our day, again reducing bureaucracy. This allowed greater opportunities for active learning and staff being in the moment to engage with the child's interests more meaningful and in-depth.

How are we doing and how we know?

Staff have adapted and made a variety of changes as and when required. This has included adaptations to both our environment and routine. Collectively staff feel in a positive position and staff, families and children are settled and engaging well. This has brought to the forefront an increase in individuality and a clear celebration and focus on the creative process rather than the end product of the learning journey. An increase in (almost all, over 90%) of children's abilities to problem-solve, learn together, share ideas as well as contribute to adapting spaces and extending learning has been noted through ongoing observations/interactions.

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

Continue to use effective self-evaluation tools an environment has been created which ensures the needs of the children within our care continue to be at the heart of all we do. We are consistently observing that (almost all - over 90%) of children have successfully built and enhanced their divergent thinking - building on their creativity and critical thinking skills which in-turn have had a positive impact on all other curricular areas.

Continue to encourage staff to show an increased confidence when setting up and delivering well thought out high qualitative provocations using open ended resources, ensuring rich dialogue, posing questions and observing the role of the adult in enhancing children's creativity. This is very much the foundations

of the learning environment we wish to provide for our young learners and will endeavour to continue to build upon this as part of our next steps for session 23/24.

Section 4: Key strengths/successes linked to Quality Indicators

(Please note establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered during through ongoing self-evaluation processes, including discussions in attainment trios, please outline briefly key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.) When making specific reference to a NIF driver please highlight this is bold for example:

Teacher Professionalism: CLPL has impacted positively on staff confidence levels and understanding of best pedagogical practice, in writing. ACEL data (P4 and P7) has increased by 5% and 10 % respectively. (QI: 1.3, 2.3 and 3.2)

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change		
Developing a shared vision, values and aims relevant to the school and its community	Strategic planning for continuous improvement	Implementing improvement and change
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.		
NIF Priority: Placing the human rights and needs of every child and young person at the centre of education		
NIF Driver: School and ELC Leadership and Teacher and Practitioner Professionalism		
UNCRC: Article 3 - best interests of the child & Article 28 - right to education		
RECR (if appropriate) N/A		
Linked SIP/PEF Priority: (Cluster) To support children, young people, and their families to realise their potential, by embedding the empowering clusters support model.		
How well are you doing? What's working well for your learners?		
<ul style="list-style-type: none"> • Staff have regular meetings in school about improvement priorities (agreed yearly calendar), • Everyone knows the goals and aims across the school and Nursery including support staff, parents/carers, • Consultations are conducted regularly with all stakeholders, • Improvement Plan- we regularly review and reflect our improvement priorities, • Values and vision – all stakeholders participated in the creation of our school vision, values, and aims in 2019, these are also achievable for all learners, • Being creative and using the curiosity approach in nursery is now reflected across the school and the environment has been adapted to a more natural approach which further adds to our relaxed and calm ethos, • Pupil Voice – Strong leadership from the 'wee leadership' team across the school, e.g., RRS, Digital, HWB, they can interact with a range of digital media to gather viewpoints/ideas/suggestions, • Collaborative Learning is embedded into practice during Learning Rounds/planning days (levels), Learning rounds allow for staff to collaborate with each other and engage in critical evaluation and reflection of their lesson observed and tracking and monitoring sessions have allowed us to tackle bureaucracy which in turn has supported and developed teacher autonomy, there are a number of leaders now across NMPS & NC (leadership is embedded), • PRD – regularly completed and good opportunities for staff to develop their own knowledge/skills, staff update throughout year also and they support each other with PRD and share any new knowledge/skills, staff are encouraged by the strong/current professional development the AHT undertakes, • Children took part in the Strathclyde Park experience which gave them good opportunities to gain experience new experiences and work with their peer groups to problem solve • Staff embrace change and this was evident during Covid and our recovery with how quickly we adapted to new ways of teaching and using Digital Technologies, • Digital Technology is embedded across our teaching and learning, and this is giving learners a variety of ways to access all the curriculum, especially those who require levels of support through staged intervention. Teachers' pedagogy has also improved, and they can confidently demonstrate their digital skillset to others • Staff member (PT) involved in working on and evaluating SIP with cluster colleagues and CiiL, • Leadership is embedded across digital, numeracy and mathematics, literacy, assessment, and moderation, HWB and the development of play and the curiosity approach, 		

- Full time fully qualified teacher delivering learning support and targeted interventions that are tracked, monitored, and evaluated for impact (6 weekly), use of PEF has allowed us to do this,
- NY model for attainment allows the focus for Learning Support to lie directly with the teacher primarily (Universal offering is exhausted before moving to Additional/Intensive) – all staff trained on interventions, e.g., RWI, WAVE3, to mention a few – we have vast offering at universal level,
- HT shares all own training with staff currently sharing knowledge from studying enhanced political awareness at university and being involved in the discussion around, 'Let's talk Scottish education,' with colleagues from various sectors.

How do you know? What evidence do you have of positive impact on learners?

- Children are aware and can articulate our school values and in June 22 we achieved the RRS Gold award which highlighted that our children's understanding of their rights, UNCRC helped guide our values during the consultation process and almost all children can use the language around RRS – this has eradicated us having to use a behaviour system as children feel valued and respected daily, staff further support this by modelling the use of language and refer to our values daily
- Nursery children, staff and parents are more aware of creativity and what being creative means. This is helping them to problem solve, risk assess, form relationships, work well as a team and build resilience,
- Children lead changes across the school and engage in dialogue with SMT which is then cascaded across the school/nursery,
- The wee leadership team are confident at openly discussing ideas and driving forward new initiatives
- Confident dialogue with peers about learning going on in classes and being able to view learning across various stages different from your own,
- Research partnerships: West Partnership, Digital Enquiry, Probationer Enquiry, Robert Owen Centre
- Outdoor Learning continues to be developed to enhance learning further and support the curiosity approach – staff have this as part of their CPD this year,
- We gained our Digital Award in June 22 – the children enjoy leading and creating new opportunities in this area particularly when using innovative technology such as Spheros, micro: bits and coding, to mention a few. We were commended for our work across the digital curriculum and a recommendation was that we now go for the European award,
- Focus groups of children worked with JP Morgan on a coding programme that enabled them to become skilled in coding using Scratch and those children were able to work with P2 and P3 to teach them how to use coding programmes.
- Classes can access NLC Code-along recordings and are doing so regularly.
- Teachers are taking forward Tech Tuesdays across stages

What are you going to do now? What are your improvement priorities in this area?

- Begin to discuss, review, and refresh our school values, vision and aims to reflect the current social, economic climate and where we are on our journey now,
- Begin to review and modify our curriculum rationale – HT on training for this with NLC,
- Maximise CPD opportunities for outdoor learning and look enhance our outdoor space through the curiosity/loose parts approach as we have limited space and no green space on the school grounds,
- Add into our planning class visits to the woodlands and provide further opportunity to risk assess and explore outdoor areas beyond the school/nursery boundaries to further enhance learning and raise attainment.
- **Play base learning / enquiry/ critical thinking ?**

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy	Attainment over time	Overall quality of learners' achievement	Equity for all learners
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.			
NIF Priority: Closing the attainment gap between the most and least disadvantaged children and young people & improvement in attainment, particularly in literacy and numeracy			
NIF Driver: Curriculum and Assessment & School and ELC Improvement & Performance Information			
UNCRC: Article 3 - best interests of the child & Article 28 - right to education & Article 42 - knowledge of rights			

RECR (if appropriate) N/A

Linked SIP/PEF Priority: (SIP) Continue to support learners using data from ongoing assessment evidence across Reading/Writing, Numeracy/Mathematics to identify gaps, target support and raise attainment. (PEF) Additional staffing (1FTE) allows for an experienced (1FTE) teacher to be released from class to support children experiencing difficulties in literacy/numeracy, mathematics

How well are you doing? What's working well for your learners?

- Scaffolding for all learners (staff understanding of what this truly means is better)
- Making sure opportunities and learning are equitable for all learners (data use to ensure equity)
- Positive Transitions across all key stages and moving on to new stages – regular check in's (keep in contact with children moved on to high school as part of the NBPR)
- Confident teacher professional judgement based on a range of evidence – giving pupils the opportunity to progress also beyond their level (challenge). Effective use the benchmarks/progression pathways alongside class work to support judgement. This is giving the children a good opportunity to be challenged and to make access to learning equitable for all by scaffolding, supporting and providing interventions as and when needed, these are regularly reviewed (6 weekly)
- Overhaul of Literacy programme
- SIP – focus on Literacy and Numeracy
- EPIC Reading – Pupil choice
- Staff can identify barriers to learning and seek support and discuss a child's progress.
- Use of PEF
- 2 classes that were showing a dip in attainment were targeted last year for support. 2 teachers were placed in the class to support literacy and numeracy.
- We have zero exclusions, and our attendance is very good/excellent (culture & ethos)
- Our attainment is improving, year on year and we have a clear picture now of every child across our school and their working level, e.g., over a 3-year period

Whole School Population

Reading – 75% of school population on track (Majority) – up 6% on last session

Writing – 74% of school population on track (Majority) – up 9% on last session

Talking & Listening 83% of school population on track (Most) – up 11.3% on last session

Numeracy – 86% of school population on track (Most) – up 7% on last session

Combined Attainment Data P1, P4 & P7 (76)	National Average 20/21	NLC Average	School Data			
			19/20 data was not collected -COVID			
			18/19	20/21	Actual attainment 21/22	Actual Attainment 22/23
Reading	75%	75.0%	78.6%	64%	85.7%	90.78%
Writing	70%	74.0%	74.3%	54.3%	76.8%	89.47%
T & L	83%	81.1%	79.6%	82%	91%	94.73%
Numeracy	75%	82.6%	71.6%	67.3%	83.9%	90.78%
Attendance			93.4%	93.5%	94.7%	93.6%
Exclusions			0	0	0	0

- Literacy and Numeracy are a strong focus in our SIP and staff are well aware of what we are doing. Meetings and professional dialogue always refer back to our SIP
- Attainment is now tracked over time for all learners as we have a robust Tracking and Monitoring system in place

How do you know? What evidence do you have of positive impact on learners?

- Children are being given more opportunities to achieve through modelling, scaffolding
- Children are becoming more confident in their own abilities
- Children are progressing successfully through the CFE levels with the use of TPJ, interventions and data, identifying children's gaps at an early stage, e.g., preschool nursery
- Children are comfortable to share their learning, discuss their learning and are always proud of their achievements
- Chilli Challenges – allow children to make choice about their learning
- Library books are varied to take account of all learners in a class
- Learning support being delivered through PEF – Pupils are progressing with targeted support (Numeracy, Literacy/ Reading)
- Sum dog – pupils are keen to take part in class, school and national competitions
- Novels have been updated and most children showing a keen interest in reading and taking part in class lessons

- Teachers giving pupils a chance on a new level/ pathway – P6 child massive confidence boost. Then using intervention and LS to help keep the child on the pathway and improving confidence
- Current P7 child being given the opportunity last year to read novels – making use of audio book, extra teacher in class. Child is now still reading novels and is working at second level within a group
- Dynamo and an extra teacher in class last year saw 2 P6 target pupil make huge gains in MALT assessments. The children continue to make steady progress and are able to maintain their core skills
- Targeted support from CAT and CST teachers for individual children
- Pupil success is shared on twitter and in school through assembly/ class rewards
- All children are given the opportunity to share success. Teachers will always make time to share medals and certificates from out of school clubs. We want children to know their achievements out with school are valued and they enjoy sharing their successes with the school community.

What are you going to do now? What are your improvement priorities in this area?

- Ensuring our Literacy progression pathway are robustly evaluated and implemented with ongoing feedback from staff to monitor the impact across stages
- Evaluating the progress and attainment of learners within Maths and Numeracy to identify targeted learners who require intervention-based support
- Track and monitor assessments to monitor the impact of interventions and targeted support
- Look at delivering and increasing opportunities for classes across the school to participate in more outdoor learning experiences
- Begin to source resources for loose parts play which will drive forward outdoor learning

QI 2.3 Learning, teaching and assessment

Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
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Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.

NIF Priority: Closing the attainment gap between the most and least disadvantaged children and young people & improvement in attainment, particularly in literacy and numeracy

NIF Driver: Curriculum and Assessment & School and ELC Improvement & Performance Information

UNCRC: Article 3 - best interests of the child & Article 28 - right to education & Article 42 - knowledge of rights

RECR (if appropriate) N/A

Linked SIP/PEF Priority: (SIP) Continue to support learners using data from ongoing assessment evidence across Reading/Writing, Numeracy/Mathematics to identify gaps, target support and raise attainment. (PEF) [Additional staffing \(1FTE\) allows for an experienced \(1FTE\) teacher to be released from class to support children experiencing difficulties in literacy/numeracy, mathematics](#)

How well are you doing? What's working well for your learners?

- The learning across the school/nursery environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes for almost all of our children. – achieving our RRS Gold award highlights this along with the positive feedback from the Children's Commissioner of Scotland (Bruce Adamson) who will visit us during the month of March
- New novels were purchased for P4 – P7 following consultation with our children, staff and through observation to date almost all of our children across P4 – P7 are engaging more with texts
- Digital, HWB, RRS – APPs and outcome/focus of the month – all pupils are involved in decision through the development of skills/attitudes that support them to take responsibility for their own learning
- Regular assessments are carried out, for less than half the children on a 6 weekly cycle and for almost all of the children a termly cycle, assessments are added to personalised digital folders along with high quality assessments and evidence for the achievement of a level, ongoing open and honest dialogue takes place with almost all of our children. Staff are able to implement interventions successfully due to making good use of CPD opportunities. High Quality Assessments are moderated across the cluster and West Partnership, ensuring our TPJ is valid and reliable (Digital Moderation). Digital Evidence/Assessment folders continuing to be used and updated towards each child's achievement of a level. This is further strengthened staff understanding of achievement of a level through professional dialogue
- We have invested in Digital Technology to support teaching and learning and are able to offer universal/additional support through our technology – Promethean boards in all classes/nursery, every child across the school has access to their own IPAD

- Pupil Voice is instrumental in leading change at NMPS – children choose their IDL focus where their learning is varied and gives a sense of ownership
- Wee Leadership Team, Sports Leadership team, Digital Champions, HWB champions are consulted regularly so they can influence their learning and share across the school community and beyond
- Progression pathways for all aspects of Literacy have been updated to meet the needs of almost all our learners
- Children have been given many opportunities to cook and experience food technology following consultation which has allowed for development of life skills
- Our universal offering is expansive, and we have highly skilled staff who can deliver and support with a range of interventions
- Following feedback and some of the challenges our youngest learners were facing we invested in the Teaching Talking Assessment and undertook the training provided for Early Level to help review a readiness for learning from our youngest learners
- GIRFME plans, What I Think Tool are used for our children who require universal, additional, intensive support and Outcome Star is used for our children who require intensive support – we are beginning to see positive data
- We have a strong transitions programme across Nursery to P1, moving classes each session and P7 to S1, few of our children require an enhanced transition – HWB is key to our transition programme
- We have a strong Monitoring and Tracking system in place which allows for a triangulation of evidence that supports attainment in more detail, e.g., data tracking, TPJ, ACEL data, New York model, planning days, monitoring of individualised programmes, planned programme of learning rounds across levels. Almost all teachers have more confidence when using the benchmarks and talking about their TPJ around achievement of a level
- Strong working relationships with agencies who support and strengthen our teaching and learning across additional and intensive support

How do you know? What evidence do you have of positive impact on learners?

- Pupil ideas and discussions are acted on e.g., Junior sports leaders, after school clubs, wee leadership team
- Digital Award – almost all children use apps and software
- HOTS - children and staff can use and understand these better and are embedded into our LI and SC
- Progression pathways have been updated following pupil feedback and assessment for DYW, Digital Technologies and Literacy
- Wave 3, RWI, Dynamo and Number Box are showing positive impacts on children who were not yet attaining for their age/stage
- GIRFME, WITT – pupil targets are short, specific and focused and reviewed throughout each session
- Feedback from transitions – Nursery to P1 and P7 to S1.
- Pen Pal Project – Reading Ambassadors from Airdrie Academy. Really good experience for nurse/P1 children
- Airdrie Ambassadors – focused intervention for children to give them the opportunity to experience making friends, developing new skills and integrating into new situations
- Tracking and monitoring meetings helps inform and plan for next steps and identifies any challenges quickly. Staff do not wait for an assessment, if something is not working for children staff adapt to change both for challenge and support. Regular meetings with CiIL help support and identify any gaps, Our data is reviewed regularly and all staff see and analyse the data which again supports TPJ
- Excellent relationships with parents/carers which has a positive impact on children – clear and open/honest communication is key for us
- SAMSON programme is improving mental agility for of our children which is highlighted in our tracking, planning and monitoring
- Building Literacy Profiles for children from the early years (if required) helps with monitoring and tracking, interventions in place and allows us to have a clear and organised picture of the child to make sure we are getting it right for individual learners
- Continuing to attend Assessment and Moderation Leaders meetings to ensure training up to date with NLC agenda and continue to support across the cluster and work alongside the West Partnership. All staff are aware of current policy and practice and where to access necessary information - West Partnership, Teams, Learning, Teaching and Assessment Hub etc
- Continue to update Digital assessment folders so there is consistency across the levels for both children and staff
- Professional dialogue around achievement of a level backed by evidence and data is helping us to identify supports, (if required)

What are you going to do now? What are your improvement priorities in this area?

- Continue to streamline Literacy progression pathways, spelling, reading, writing, T & L
- Continue with our work around Assessment and Moderation alongside the West Partnership, provide support to cluster and continue to take on board feedback and advice from Moderation events and make any necessary changes. Make adjustments to High Quality Assessments in order to further strengthen Higher Order Thinking Skills and Breadth, Challenge and Application
- Maths – continue to develop awareness of dyscalculia through staff training or the purchase of any new resources
- Develop further information and knowledge around Education Scotland Literacy Circles - to enhance practice and further support learners when reviewing the attainment gap

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing	Fulfilment of statutory duties	Inclusion and equality
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.		
NIF Priority: Closing the attainment gap between the most and least disadvantaged children and young people and Improvement in attainment, particularly in literacy and numeracy.		
NIF Driver: Curriculum and Assessment, School and ELC Improvement, Performance Information, School and ELC Leadership, Teacher and Practitioner Professionalism and Parent/Carer Involvement and Engagement.		
UNCRC: Article 28 - right to education, Article 29 - goals of education, Article 3 - best interests of the child and Article 12 - respect for the views of the child		
RECR (if appropriate) N/A		
Linked SIP/PEF Priority: Continue to support all learners through early intervention/prevention linked to strong partnership working to support social and emotional wellbeing using evidence/ data to inform differentiated/targeted support through the universal, additional and intensive offering to ensure we are GIRFEC.		

How well are you doing? What's working well for your learners?

- Strong relationships with all our families
- Nursery – weekly food donations are left in foyer for families to take if they wish
- Nursery – SHANNARI indicators are used to track progress
- Healthy Schools – embedded throughout our planning, onto our second cycle of the plan
- Tree House – Mental Health programme, children and staff can access the modules alongside our health planners
- Staff training – Seasons for Growth, ASSIST, Mental Health Ambassador, LIAM – success with a P6 child who has been able to identify his anxieties and strategies that support him to overcome these and Outcome Star
- All staff are trained on the breastfeeding friendly policy, and we have been awarded breastfeeding friendly school and nursery
- SFG has been delivered to 4 groups of children and has had a positive impact, parents/carers speak highly of how well their child has done and are keen to know when new sessions are available
- GL Pass assessments – assisted TPJ and highlighted many more interventions to try in the classroom
- SDQ has been used in all stages and completed by class teacher
- Our children enjoy coming to school and this is evident through our culture and our values embedded and also reflects in our positive attendance figures
- Children feel included, safe and respected – pupil feedback
- RRS – strong aims/vision and values embedded across the school/nursery, our values are displayed across the school/nursery and highlighted across our social media
- HWB is a priority across the school/nursery
- Airdrie Ambassadors – opportunities to experience new environments for our LAC children and SIMD1 children. 1 pupil has shown enthusiasm and excitement in attending
- Wellbeing indicators are displayed on our main noticeboard in the corridor
- We use the wellbeing indicators, integrated into our HWB yearly overview so we have an indicator focus each month for HWB, Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life
- The whole learning community has a shared understanding of wellbeing and the rights of the child – we secured Gold
- All staff and partners model behaviour which promotes and supports the wellbeing of all children, and all staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague. Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared and loved
- Strong universal offering for HWB – Seasons for Growth, LIAM, Mental Health First Aider, member of staff Outcome Star Champion for cluster
- Children were identified for SPARKS counselling, and this has benefitted most pupils who took part
- Virtual Schools offer support when needed and staff have a good relationship with support teacher
- All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion
- Almost all staff engage in regular professional learning to ensure they are fully up to date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people
- The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance. Children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination and intolerance when they come across it.
- Our limited outdoor space is used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with emotional, social and physical wellbeing

How do you know? What evidence do you have of positive impact on learners?

- Care Experienced and Kinship care children – almost all are attaining and being challenged
- Care experienced child – 100% attendance and is in class being taught with his peers and making progress in his learning following many failed placements
- Children, Parents/Carers feel comfortable talking about issues that they may find difficult due to our open-door policy and strong relationships linked to open lines of communication between staff and parents. Parents/Carers are included and feel safe in our building which then filters down to the children
- Most children use QR codes to ask for support if needed - this helps those who lack confidence
- Breast Feeding friendly environment – award has been secured for Nursery/School and we offer a safe environment and space for new parents
- Children can talk openly about their emotions and articulate how they feel
- LIAM – huge success with a P6 child who has been able to identify his anxieties and strategies that support him to overcome these. Clear impact from pre and post assessment data. LIAM- P4 child currently in programme and the parent is coming into school to also take part. Small improvements are being seen already by the parent at home
- Parents have commented on how much SFG has helped their child at home and know to seek it out - again highlighting our strong universal offer across the school/nursery
- We have achieved RRS Gold, which highlighted our ethos and understanding of Rights and putting children at the centre of all we do
- Whole school involvement in Mental Health and Wellbeing initiatives – Children’s Mental Health Week was a huge success, and we used a variety of resources from Place2be and BBC Teach to implement this
- By using the WIT tool, Outcome Star and GIRFME plans staff are aware, in more depth, of the needs of the child, their understanding of their learning and wellbeing. This in turn helps to support them and have more meaningful conversation with their parents/carers regarding their child’s target
- GIRFME plans/WIT tool/Outcome star is robust, and staff are confident in evaluating them and making regular updates
- Our Progressive Planners, which tie in with the Healthy Schools framework allow children to explore a range of issues such as sexual health, racism, intolerance, mental wellbeing and staff have familiarised themselves with the Healthy schools planning framework to deliver progressive lessons which add depth to learning
- Staff are aware of our universal offering in school – Seasons for Growth Parents/Carers speak of the success their child has had attending SFG and LIAM groups in school and promote this to other parents, LIAM, Ed Psych, Mental Health Ambassador and will seek out HWB Champion to ask for support and ideas when needed
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What are you going to do now? What are your improvement priorities in this area?

- HWB committee/pupil group to be implemented in school to help with driving forward monthly focus in classes
- Resilience toolkit training for staff – with Ed Psychologist
- Continue to invest and seek out new opportunities to enhance our HWB programme, make use of PLAYBACK ICE which we have in the school
- Make use of CPD opportunities that are available to build on our offering within school
- Liaise with Educational Psychologist for further advice and support

Section 5: NIF Quality Indicators: Summary

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.

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	Very Good	
2.3 Learning, teaching and assessment	Very Good	Very Good

3.1 Ensuring wellbeing, equity and inclusion	Very Good	
3.2 Raising attainment and achievement	Very Good	Satisfactory

Additional Quality Indicator

It is anticipated that schools will follow the advice of How good is our school? 4th edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.

Key priorities for improvement planning next session

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

School

Family engagement with a focus on outdoor learning/family wellbeing

Curriculum rationale refresh – play based learning focus

Nursery

Family engagement/enhancing outdoor environment and providing more opportunities in the local community.

Appendix

6 key drivers in the NIF?

- ✓ School and ELC leadership
- ✓ Teacher and practitioner professionalism
- ✓ Parent/carer involvement and engagement
- ✓ Curriculum and assessment
- ✓ School and ELC improvement
- ✓ Performance information