



Driving Equity and Excellence

Improvement Report

Session 2023-24

School:	New Monkland Primary School & Nursery
Cluster:	Airdrie Academy
Head Teacher:	Mary Reid

<u>AIR Submission Date</u>	<u>Submission Focus Area</u>	<u>Progress towards improvement priorities</u>
6 th October 2023	QIs 3.1 & PEF Update	Internal only. No submission necessary.
8 th December 2023	QI 1.3 and 3.2 & PEF Update	Internal only. No submission necessary.
22 nd March 2024	QI 2.3 & PEF Update	Internal only. No submission necessary.
14 th June 2024	Full submission: All QIs & Overall Summary of PEF plan/impact.	Submission required – A summary of progress towards identified priorities.
<p>Mid-term submission should be emailed to QISSIP-SIR@northlan.gov.uk.</p> <p>The final report will be collected using a GLOW form and the link will be sent prior to the final submission date, in June 2024.</p>		



Section 1: Establishment Details

Establishment Improvement Report

Context of the school:

This section should be used to give brief background information in relation to the type of establishment, location, its management structure and staffing, the school community 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);

Key information such as SIMD, FME, school roll, PEF allocation, self-evaluation grades and outcomes of external inspection, will be collected via the Glow form used to support submission of the AIR, therefore there is no requirement to include this information here. Schools will also be asked to identify main focus areas for new priorities on the Glow form.

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:

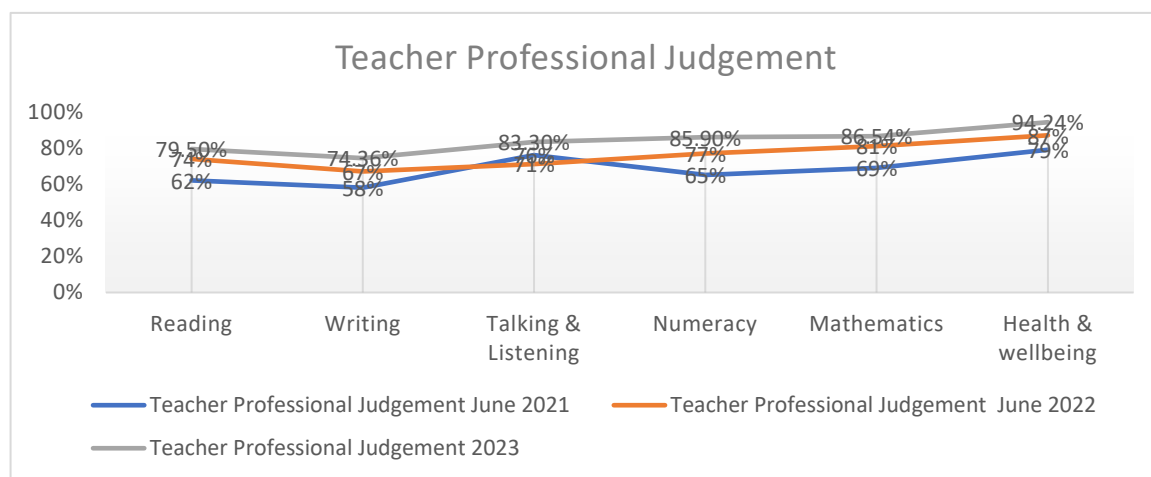
We aim to continually improve the quality of learning and teaching experiences by being innovative, reflective and looking forward, we actively seek new opportunities to inspire and motivate our children in their learning so that they can continually develop their skills and knowledge, we promote inclusion 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?

(Submission Dates: 8th December, 22nd March and 14th June 2024.)

Equity Plan

Please write a brief summary (500 words max.) 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? What are your next steps?

At mid-term review submissions – please highlight any significant challenges to PEF plan and any significant underspends so this can be discussed with your EFM and/or a member of the SAC team.

December 2023 Update

(Consider planned intervention, impact and evidence)

Used PEF to buy in a teacher 3 days a week to allow an experienced full-time teacher to be released to deliver targeted support/interventions to specific groups in specific classes. This is the third year we have used our PEF for this as it has been ongoing. Targeted support timetable has been in place since August 2023 for P2 and P5 and then since after October week P1 and P6 are now also getting this support along with P5. *We have 4 children across the whole school in quintile 1 (SIMD 1 & 2) and none of these children require support.*

- **Primary 2** - 8 children targeted Literacy support (out of the 8 children 4 children are now on track and are achieving - 50%) and 3 children targeted numeracy support (out of the 3 children 1 child

has moved to not yet at national expectations from lots to do 33%). 5 of these children are in quintile 2, (SIMD 3 & 4).

- **Primary 5** - 7 children targeted Literacy support (all 7 children still require this support particularly in reading and writing so this will be ongoing for the year, it's important to highlight though the gap for T& L is closing for the 7 children with 5 of those children now attaining 71.4%). 6 children are requiring targeted numeracy support and again this will be ongoing throughout the year as 4 of those children are beginning to show signs of moving from lots to do to now attaining. 2 of these children are in quintile 2, (SIMD 3 & 4).

Having targeted LS that is consistent has allowed for more focus to establish foundational skills in order to drive learning forward with more complex tasks and increased independence. through observations and most recent data children are making steady progress.

Having protected time for P5 with an experienced teacher (the largest class in the school – 29) has also allowed for smaller groupings and for scaffolding to be more fluid when identifying the specific areas of difficulty, therefore targeted support is happening more naturally, and children are more at ease and relaxed. Overall, there is a positive shift in our whole school data when ensuring equity for all and tackling the poverty agenda as we continue to bridge the gap year on year.

After October week specific group/s in P1 and P6 are now also being targeted to support learners who are showing some inconsistencies across Literacy and Numeracy. The groups below were further highlighted during our term 1 tracking meetings.

- **Primary 1** – 4 children targeted Literacy support (out of the 4 children 2 of the children are beginning to show improvements but it is too early to tell at this stage if their attainment data is shifting, for the March update data will be included). 4 children targeted numeracy support (out of the 4 children 3 of the children are beginning to show improvements but again it is too early to tell at this stage if their attainment data is shifting. for the March update data will be included). 2 of these children are in quintile 2, (SIMD 3 & 4).
- **Primary 6** - 6 children targeted Literacy support (all 6 children still require support particularly in reading and writing so this will be ongoing). 4 children targeted numeracy support (out of the 4 children 3 of the children are beginning to show improvements but again it is too early to tell at this stage if their attainment data is shifting. for the March update data will be included). 1 of these children are in quintile 2, (SIMD 3 & 4).

March 2024 Update

(Consider planned intervention, impact and evidence)

Used PEF to buy in a teacher 3 days a week to allow an experienced full-time teacher to be released to deliver targeted support/interventions to specific groups in specific classes. This is the third year we have used our PEF for this as it has been ongoing. Targeted support timetable has been in place since August 2023 for P2 and P5 and then since after October week P1 and P6 are now also getting this support along with P5. *We have 4 children across the whole school in quintile 1 (SIMD 1 & 2) and none of these children require support.*

- **Primary 2** - 8 children targeted Literacy support (out of the 8 children 4 children are now on track and are achieving - 50%) and 3 children targeted numeracy support (out of the 3 children 1 child has moved to not yet at national expectations from lots to do 33%). 5 of these children are in quintile 2, (SIMD 3 & 4).
- **Primary 5** - 7 children targeted Literacy support (all 7 children still require this support particularly in reading and writing so this will be ongoing for the year, it's important to highlight though the gap for T& L is closing for the 7 children with 5 of those children now attaining 71.4%). 6 children are requiring targeted numeracy support and again this will be ongoing throughout the year as 4 of those children are beginning to show signs of moving from lots to do to now attaining. 2 of these children are in quintile 2, (SIMD 3 & 4).

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Having protected time for P5 with an experienced teacher (the largest class in the school – 29) has also allowed for smaller groupings and for scaffolding to be more fluid when identifying the specific areas of difficulty, therefore targeted support is happening more naturally, and children are more at ease and relaxed. Overall, there is a positive shift in our whole school data when ensuring equity for all and tackling the poverty agenda as we continue to bridge the gap year on year.

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Primary 6 - 6 children targeted Literacy support (all 6 children still require support particularly in reading and writing so this will be ongoing). 4 children targeted numeracy support (out of the 4 children 3 of the children are beginning to show improvements but again it is too early to tell at this stage if their attainment data is shifting. for the March update data will be included). 1 of these children are in quintile 2, (SIMD 3 & 4).

End of Session Update (14th June 2024)

Consider overall impact of PEF plan and evidence.

(Consider planned intervention, impact and evidence)

Used PEF to buy in a teacher 3 days a week to allow an experienced full-time teacher to be released to deliver targeted support/interventions to specific groups in specific classes. This is the third year we have used our PEF for this as it has been ongoing. Targeted support timetable has been in place since August 2023 for P2 and P5 and then since after October week 2023 P1 and P6 are now also getting this support along with P5. We have 4 children across the whole school in quintile 1 (SIMD 1 & 2) and none of these children require support.

- **Primary 2** - 8 children targeted Literacy support (out of the 8 children 5 children are now on track and are achieving – 62.5%) and 3 children targeted numeracy support (out of the 3 children all 3 children have moved to inconsistent from not on track 100%). 3 of these children are in quintile 2, (SIMD 3).
- **Primary 5** - 7 children targeted Literacy support (all 7 children still required this support particularly in reading and writing so this was ongoing for the year, it's important to highlight though the gap for T& L has closed for 6 of the children with only 1 of those children being inconsistent now 3.45%). 6 children required targeted numeracy support and again this was ongoing throughout the year and 3 of those children are now on track and attaining – 50%. 2 (SIMD 3) Q2, 1 (SIMD 4) Q2, 4 (SIMD 6) Q3 and 4 (SIMD 7) Q4.

Having targeted LS that is consistent has allowed for more focus to establish the foundational skills in order to drive learning forward with more complex tasks and increased independence. through observations and most recent data children are making steady progress.

Having protected time an experienced teacher has also allowed for smaller groupings and for scaffolding to be more fluid when identifying the specific areas of difficulty, therefore targeted support is happening more naturally, and children are more at ease and relaxed. Overall, there is a positive shift in our whole school data when ensuring equity for all and tackling the poverty agenda as we continue to bridge the gap year on year.

Following October week specific group/s in P1 and P6 were also targeted to support learners who were showing some inconsistencies across Literacy and Numeracy. The groups below were further highlighted during our monitoring and tracking meetings.

- **Primary 1 – 4 children targeted Literacy support (out of the 4 children 3 of the children have moved from not on track to inconsistent, 12.5% with 1 child now on track). 4 children targeted numeracy support (out of the 4 children 2 of the children are now on track and 2 are inconsistent 8.34%. 3 of these children are in SIMD 6, Q3.**

Primary 6 - 6 children had targeted Literacy support (2 children still require support in reading 10%). 4 children targeted numeracy support (out of the 4 children all children are now on track, 100%. 2 of these children are in quintile 2, (SIMD 3), 3 children quintile 3 (SIMD 6) and 1 child quintile 4 (SIMD 7).

Section 3: Summary of Impact of Annual Improvement Plan Priorities **(Submission June 2024)**

Cluster Priority (Long Term Outcome):	
Raise attainment for a specific group of children/young people by fostering resilience, boosting attendance, and further nurturing their life, learning, and work-related skills.	
NIF Priority: 2	NIF Driver: 3
NLC Priority: 1	QI: 2.4
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
RATIONALE: Attainment in numeracy within the BGE highlights significant numbers of children and young people working below their age-related stage expectation, previously the cluster has focussed on literacy/writing supports and therefore capacity is now required to be built for improvement in numeracy. Attainment in literacy is a continuing priority from last session, focussing on a moderation event to take place in November 2023. This would allow colleagues from across the cluster to come together to moderate a piece of writing and begin the journey towards outward self evaluation and moderation, which was lost during Covid-19 restrictions. Improving attendance is a continuing priority for the cluster and can be built on this session with the introduction of our Family Engagement Support Assistant (FESA). The trajectory for attendance this session is going in the right direction, however work is required to bring a consistent approach across the cluster for the handling of non-attendance, the planning around the child/young person who isn't attending and how this fits within the GIRFEC framework.	
Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)	
Next Steps: (What are we going to do now?)	

Priority 1 (Long Term Outcome):	
(Please insert the relevant information below)	
Update and refresh whole school curriculum rationale to include play-based learning and an enquiry approach to teaching and learning, incorporating outdoor learning for all classes. All stakeholders will be consulted to update the school vision, values and aims taking into account the current political landscape, and relevant approaches to pedagogy. To meet the needs of learners across all stages.	
NIF Priority: 4	NIF Driver: 5
NLC Priority: 4	QI: 2.2
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
<p>RATIONALE: To continue to improve attainment within Literacy and Numeracy, and to further meet the needs of learners within our establishment, a refresh of the curriculum would allow us to adapt current pedagogy to incorporate a play based and enquiry approach to learning which would allow learners to become critical thinkers, providing opportunities for meta skills and skills for life, learning and work to be developed.</p> <p>As our school vision, values and aims were created in 2019, an update to these would reflect the learners, parents/carers, staff and educational landscape which we are currently within to best suits the needs of all.</p>	
Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)	
Next Steps: (What are we going to do now?)	
Priority 2 (Long Term Outcome):	
(Please insert the relevant information below)	
Support through a universal offering to all families and children by signposting services, advice, and support. By working together, our overall aim is to improve outcomes and wellbeing further for both children, families, and the community. Utilise the expertise of all stakeholders and make use of space both in the school and across the Glenmavis community.	
NIF Priority: 1	NIF Driver: 3
NLC Priority: 3	QI: 2.5
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
<p>RATIONALE:</p> <p>We currently have a strong HWB universal offer, whilst our attainment in HWB has significantly improved to (almost all – 94%) there is a further need still for family support. As a school we have noted a heightened need to build resilience not just amongst learners which we are making an impact with but with our families. Families are seeking support from us in ways we have never experienced before, whether that be personal support, financial support or their own mental health and wellbeing support. We are fully aware of the need for positive relationships with our families and to have them included and involved in their child's learning to achieve positive outcomes for all as this can only have a positive and healthier impact on family life which then in turn impacts their child in school.</p>	

Following stakeholder consultation family engagement is an area that was highlighted for us to include in our SIP for 23/24. We are keen to engage with families not just through academia but also in more relaxed settings by using our woodland space and other areas in our local community.	
Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)	
Next Steps: (What are we going to do now?)	
Nursery Priority (Long Term Outcome):	
<p>(Please insert the relevant information below)</p> <p>During session 22/23, 50% of our children had the opportunity to access the woodland adventure sessions which was mainly led by one member of staff. Following consultation with all stakeholders this highlighted the benefits of such experiences for all our children. Our staff team are eager to open this experience up to enable all children to take part in the woodland adventure sessions as well as offering a variety of experiences out in our local environment and on a more regular and consistent basis.</p> <p>Parents/Carers and staff through observation, consultation and evaluation further highlighted the numerous benefits these sessions were having on child independence, resilience, and development of our youngest learners. Therefore, throughout session 23/24 and by observing and assessing what the benefits will be for all children and the effects this is having by being able to access such experiences over the 2-year period within the nursery will give us a more concise picture of individual child development and highlight strengths.</p> <p>By June 2024 our aim is that 100% of our children will be experiencing the woodland adventure sessions and local community experiences. Staff members and our parents/carers will have the opportunity to share their knowledge and skills which will enable them also to be confident, access training where possible and to engage in and lead their own learning at the woodlands and withing their local environment.</p>	
NIF Priority: 1	NIF Driver: 5
NLC Priority: 3	QI: 3.1
<p>RATIONALE:</p> <p>As a staff team we have observed the benefits to our preschool children's well-being and engagement across all areas of the curriculum. The outdoor environment provides a learning environment that allows for flexibility and freedom for child-initiated learning and other innovative approaches. Opportunities to take part in playful and meaningful activities which nurture the instinctive human ability to learn by overcoming risk, challenge and/or problems.</p>	
Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)	
Next Steps: (What are we going to do now?)	

Section 4: Key strengths/successes linked to Quality Indicators

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

Using the information gathered through ongoing self-evaluation processes, including discussions in family groups, please briefly outline key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.)

Please refer to submission information, on page 1, which outlines required submission dates for the core Q.I.s, when completing this document.

For establishments with Early Year's Provision, please include feedback in relation to EY within each submission.

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?**

How good is the quality of care and education we offer?

How good is our leadership and approach to improvement?

Q1 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 <i>In Headship</i> and sharing relevant ideas and information.		
How do you know? What evidence do you have of positive impact on learners?		
<ul style="list-style-type: none">• 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 such as improving our toilet space, lunchtime ideas and Fun Fit Friday.
- Confident dialogue with peers about learning going on in classes and being able to view learning across various stages different from your own,
- 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 working with Virtual School to promote STEM. The children gained their STEM leadership award and can now drive forward STEM in the school with a focus group/ class
- 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
- 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.

How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment			
Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
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?			
<ul style="list-style-type: none"> 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 and speak positively about the new novels 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 Engagement with SAM Group to provide learners with the opportunity to use Clicker 8 and Nessy to support and enhance their learning in class. 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 and Digital 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 Training from our Educational Psychologist on the Resilience Toolkit has helped to enhance our GIRFEC Planning and improve our target setting for children 			

- 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
- Further transition events put in place for 23/24 with pre school children engaging in different activities with P1-7 leading the learning
- 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 nursery/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

How good are we at improving outcomes for all our learners?

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 – Yoga and breakfast session for grandparents
- Coffee Morning – P1-7 for parents and carers
- Termly event written into our WTA for parental engagement
- Nursery – SHANNARI indicators are used to track progress
- Healthy Schools – embedded throughout our planning, onto our second cycle of the plan
- Staff training – Seasons for Growth, ASSIST, Mental Health Ambassador, LIAM worked with 2 children now who were able to identify strategies to support them to overcome their anxieties, worked with a P4 parent also doing LIAM – parent highlighted positive impact it had on both herself and her daughter
- Resilience Toolkit training has allowed for GIRFME Plans to be robust and Senior Educational Psychologist commented on this
- Outcome star has been rolled out across the school and we have a designated cluster lead for this who is a member of our staff
- Current staff and new staff are trained on the breastfeeding friendly policy, and we have been awarded breastfeeding friendly school and nursery
- SFG is being delivered to a number of 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
- Exchange counselling art and play therapy – 4 children identified and are working with the counsellor
- SDQ has been used in all stages and completed by class teacher and data reviewed
- 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, e.g. wee leadership team refreshed award system in consultation with all children and staff, this is now up and running
- Wee Leadership team helping to refresh Fun Fit Friday
- RRS – GOLD awarded May 22 we are now on a continuous journey of sustaining GOLD – revisiting on a regular basis with all stakeholders, The whole learning community has a shared understanding of wellbeing and the rights of the child
- HWB is embedded across the school/nursery and links are made to HWB initiatives
- Airdrie Ambassadors – opportunities to experience new environments – 3 children in Primary 6
- Wellbeing indicators are displayed on our main noticeboard in the corridor and there is a monthly focus
- 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
- 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, staff trained in using the resilience toolkit (Aug 23), we now have a Fun Fit Friday with the focus being wellbeing across the full day and we also walk in all weathers on a weekly basis which is proven to help support mental wellbeing. We are also a visible presence in our community
- Virtual Schools is offering limited support now due to positive impact made to date but will still touch base once a term

- All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion, being mindful of parental views and opinions
- Most 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 – taking into account parental views for individual children. Almost all children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination and intolerance when they come across it with the support from a designated adult.
- 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 – this is better utilised during Fun Fit Friday.
- Identified children are targeted to ensure they have a robust and enhanced transition and support and guidance also from EFM and CiIL
- Woodland ambassadors were targeted children (attendance/confidence/self-esteem)

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

- Care Experienced and Kinship care children – 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
- Breast Feeding friendly environment – award has been secured for Nursery/School and we offer a safe environment and space for new parents
- Almost all children can talk openly about their emotions and articulate how they feel
- LIAM- P7 child currently in programme. Small improvements are being seen already.
- 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 has been a focus week again this year. We use a variety of resources from Place2be and BBC Teach, Hello Yellow (Young Minds)
- Safer Internet Day – Children all took part and some accessed a live lesson
- By using the WIT tool, Outcome Star, Resilience toolkit 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 to create a more accurate and robust plan
- 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 – sexual health has been tailored in a way that has taken into account strong family parental views
- 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.
- FESA currently works with 4 families and engagement has been mainly positive and attendance has improved for these families

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

- Continue to invest and seek out new opportunities to enhance our HWB programme, make use of PLAYBACK ICE which we have in the school
- Order in new PATHS resources to further enhance and support our HWB programme
- Make use of CPD opportunities that are available to build on our Universal offering further
- Liaise with Educational Psychologist/CiIL/FESA for further advice and support regarding wellbeing, equity and inclusion
- Engage with a parent group to support us in utilising the outdoor community space effectively
- Woodland sessions to be explored as part of our Fun Fit Fridays
- P7 woodland Ambassadors to be offered out to other children
- Use the place standard – How Good is our Place? As a framework to structure conversations about place and utilising spaces that support wellbeing

How good are we at improving outcomes for all our learners?

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy	Attainment over time	Overall quality of learners' achievement	Equity for all learners
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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: 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
- EPIC Reading – Pupil choice
- Staff can identify barriers to learning and seek support and discuss a child's progress.
- Use of PEF
- The classes that were showing a dip in attainment were targeted for support. 1 FTE teacher used to deliver support and interventions on a weekly basis
- 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

- 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
- Pupil choice for how to complete some tasks eg P7 learners can choose how to complete spelling as they are aware of what strategies help them learn best
- 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 – P7 child massive confidence boost which has been built upon from last year.
- Using enhanced class planning and universal offering to help children work towards a level and improving confidence
- Current P7 child being given the opportunity last year to read novels – making use of audio books. Child is now still reading novels and is working at second level within a group and written work is also on par with other class mates
- P7 child, who was a woodland ambassador to tackle attendance, has shown a significant improvement in Maths attainment at the most recent Sumdog Diagnostic Assessment
- Targeted support from CAT and CST teachers for individual children in P4 and P5
- SAM Group support for pupils in P3, P4, P5 and P6 for Nessy spelling and Clicker 8 to help support them with learning and accessing the curriculum
- 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 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
- Continue to source resources for loose parts play which will drive forward outdoor learning and invest in some more outdoor games equipment which the children highlighted during consultation they would like

Section 5: NIF Quality Indicators: Summary (Submission June 2024)

This information will be collected via a Glow form and therefore head teachers can decide whether to complete this section for internal use, or record this information via the GLOW form only.

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)
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1.3 Leadership of change	Very Good	N/A
2.3 Learning, teaching and assessment	Very Good	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	N/A
3.2 Raising attainment and achievement	Very Good	Satisfactory

Key priorities for school 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).

For establishments with EY establishments

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	Nursery self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	Very Good	N/A
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	N/A
3.2 Securing Children's Progress	Good	Good

Key priorities for nursery 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).

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PEF ALLOCATION: £26,950

NORTH LANARKSHIRE COUNCIL

EDUCATION & FAMILIES

EQUITY PLAN 2023-24

RATIONALE FOR EQUITY PLAN

Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure/SAC resourcing is integrated to support improvement priorities.

For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale.

Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.

Link to Improvement Plan	Detailed Costings	Priority/Description	Intended Outcome/Impact	Evidence/Measures
			Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve	Please indicate what evidence you are going to collect to show impact and progression
Individuals/target groups will benefit from staff knowledge and understanding of continuous progress of attainment across the targeted areas of HWB, Literacy, Numeracy/Mathematics, to ensure we raise attainment for all and work towards closing the poverty-related attainment gap further.	(0.6) FTE PEF match funding teacher NLC paying half and the other half paid from PEF with a rough costing for our PEF budget being a total of £18.000 for session Aug 23 – June 24	Additional staffing (0.6FTE) allows for an experienced (1FTE) teacher to be released from class to support children experiencing difficulties in HWB, literacy/numeracy, mathematics. With the support of the SMT/cluster the teacher will analyse attainment data regularly to evidence impact of progress and interventions being used. This should result in identified individuals/target groups making	Our planned use of PEF for this session is to fund a 0.6 teacher as our evidence from the past 2 years 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 whole school population and the progress made last session 22/23 as individuals/target groups are included within this data:	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 <u>may</u> include, but not inclusive to: YARC MALT

	<p>(O.2) allocated from PEF for probationer giving us a 1FTE has also now allowed for the release of an experienced teacher to deliver writing across the whole school for NCCT with a focus on continuing to raise attainment for our identified target children/groups. Writing is a target area across our cluster also. Our current data for the whole school population is</p> <p><i>Writing – 74% of school population on track (Majority) – up 9% on last session,</i> however we aim to continue to raise attainment in this area so that (most 75% – 90%) of our children are attaining in writing.</p>	<p>progress and narrowing the attainment gap for this cohort of learners.</p>	<p><i>Reading – 75% of school population on track (Majority) – up 6% on last session</i> <i>Writing – 74% of school population on track (Majority) – up 9% on last session</i> <i>Talking & Listening 83% of school population on track (Most) – up 11.3% on last session</i> <i>Numeracy – 86% of school population on track (Most) – up 7% on last session</i> <i>Mathematics – 87% of school population on track (Most) – up 5% on last session</i> <i>HWB – 94% of school population on track (Almost all) – up 6% on last session</i></p> <p>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 HWB, Literacy, Numeracy/Mathematics.</p> <p>Example of an aspect of the NY model is below:</p> <p><u>Lots to Do</u> Below national expectations academically – children with a variety of complex needs and/or circumstances/ experiences making it difficult for them to attain.</p> <p><u>Aim</u> Get children into a position where with a prolonged – intensity of concentrated, different inputs over</p>	<p>CEM PM benchmarking RWI RTIC SWST SNSA Class assessment evidence Primary Maths Assessment Leuven scale observations (before/after)</p> <p><u>Systems</u> Progress & Achievement (ACEL) SDQ School TPJ online tracking system Termly monitoring and tracking of attainment meetings with staff.</p> <p>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 for target children/groups.</p> <p>New York model to identify gaps and target support timeously.</p>
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			<p>time they could attain. (PEF use to achieve this)</p> <p>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).</p> <p>Poverty Related Attainment Gap: 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 4 children (2.6%) across the school population in receipt of CG only.</p>	
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Appendix 1:

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life	NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy. NIF Drivers 1. School and ELC Leadership

<p>Article 18 - parental responsibilities and state assistance</p> <p>Article 19 - protection from violence, abuse and neglect</p> <p>Article 20 - children unable to live with their family</p> <p>Article 21 – adoption</p> <p>Article 22 - refugee children</p> <p>Article 23 - children with a disability</p> <p>Article 24 - health and health services</p> <p>Article 25 - review of treatment in care</p> <p>Article 26 - social security</p> <p>Article 27 - adequate standard of living</p> <p>Article 28 - right to education</p> <p>Article 29 - goals of education</p> <p>Article 30 - children from minority or indigenous groups</p> <p>Article 31 - leisure, play and culture</p> <p>Article 32 - child labour</p> <p>Article 33 - drug abuse</p> <p>Article 34 -sexual exploitation</p> <p>Article 35 - abduction, sale and trafficking</p> <p>Article 36 - other forms of exploitation</p> <p>Article 37 - inhumane treatment and detention</p> <p>Article 38 - war and armed conflicts</p> <p>Article 39 - recovery from trauma and reintegration</p> <p>Article 40 - juvenile justice</p> <p>Article 41 - respect for higher national standards</p> <p>Article 42 - knowledge of rights</p>	<p><u>PEF INTERVENTIONS</u></p> <ol style="list-style-type: none"> 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high-quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact <p><u>Education and Families Priorities</u></p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups 	<ol style="list-style-type: none"> 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information
<p>Developing In Faith</p> <p><i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within ‘Developing in Faith’, as requested by the Bishops’ Conference of Scotland.</i></p> <ol style="list-style-type: none"> 1. Honouring Jesus Christ as the Way, the Truth and the Life 2. Developing as a community of faith and learning 3. Promoting Gospel Values 4. Celebrating and Worshiping 6. Serving the common good. 		

