

Noble Primary School



Resilience • Achievement • Respect • Honesty

School Improvement Report 2016 - 2017

May 2017



Guidance on completing the School/Centre Improvement Report

Schools and Centres must provide an annual school improvement report (SIR) as a record of the progress made with the annual improvement plan. The SIR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. This self-evaluation should be informed by How good is our school? 4th edition (HGIOS24) and/or How good is our early learning and childcare? (HGIOELC?). It should give a clear indication of where the school is now in relation to its process of continuous improvement.

It should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and North Lanarkshire Council's 'Aspire' priorities.

The report should be written using evaluative language.

A copy of the completed SIR must be submitted to the authority by no later than 31 May of each year. The report should also be shared in an accessible way with all relevant stakeholders - pupils, parents, staff, etc.

The National Improvement Framework's 4 key priorities are:

- *Improvement in attainment, particularly in Literacy and Numeracy;*
- *Closing the attainment gap between the most and least disadvantaged children;*
- *Improvement in children's and young people's health and wellbeing; and*
- *Improvement in employability skills and sustained, positive school leaver destinations for all young people*

The 6 key drivers of improvement identified by the NIF are:

- *School leadership*
- *Teacher professionalism*
- *Parental engagement*
- *Assessment of children's progress*
- *School improvement*
- *Performance information*

North Lanarkshire's Aspire priorities are:

- *Improved economic opportunities and outcomes*
- *Supporting all children to reach their full potential*
- *Improving the health, wellbeing and care of the communities*
- *Improving relationships with the communities and the third sector*
- *Improving the council's resource base*

School/Centre Improvement Report

Context of the school:

Noble Primary School is a non-denominational school in the heart of Bellshill, North Lanarkshire. Built in the mid 1960s, the school is four stories high and shares accommodation with North Lanarkshire Council's Literacy Hub and the Scottish Attainment Challenge Speech and Language Therapy Team. The school's current roll is 262 pupils and is made up of 10 classes. Just over 56% of our pupils live within SIMD 1-3. Average pupil attendance is 94.5%, which is just below North Lanarkshire's average of 95%. Staff allocation is 13FTE teachers which comprises of a Head Teacher, two Principal Teachers, 10 teaching staff (*two of which are probationers, and two job share positions*), two Classroom Assistants and an Additional Support Needs Assistant.

Over the last four years, there has been significant changes to staffing personnel which has included three different acting Head Teachers and changes to the teaching staff team, through temporary appointments and retirements. A new permanent Head Teacher was appointed in May 2016, forming a permanent senior leadership team.

Our shared vision for Noble Primary School is ***"...to work together to create learning experiences that are exciting, challenging and relevant; that encourage all learners to be ambitious, work hard, be honest, believe in themselves, and achieve their fullest potential."*** Our core values include **respect, achievement, resilience and honesty**. We will now review our curriculum rationale to ensure it encompasses our new shared vision and values.

To support us in driving forward our school improvement agenda, the school was part of a Local Authority led School Improvement Visit, in October 2016. The visit acknowledged the school's strengths which included:

- A nurturing, caring ethos within the school and respectful relationships across the community.
- Polite, well-mannered and well behaved pupils.
- Effective P7/S1 transition experiences.

Areas which were highlighted for improvement included:

- Increase pace and challenge for all children.
- Ensure a staged intervention approach is used to identify children with additional support needs.
- Continue to improve the quality of learning and teaching across the school.

Since this visit, the school has taken steps towards addressing these improvements. This has included a review of the staged intervention process, sharing good practice through peer learning visits, and professional learning opportunities to develop teaching and learning. All staff have benefitted from additional CLPL in Mental Agility and Active Maths. Staff working at P3 to P7 have met with the Literacy Development Officer to review approaches to teaching reading comprehension skills and this will continue next session. Continuing to improve these areas will be central to our school improvement priorities.

We are fully committed to providing the very best learning experiences for our pupils and we are determined to develop effective learning and teaching approaches at all levels to ensure equity and excellence for all. This year, Noble Primary School has been part of North Lanarkshire's Scottish Attainment Challenge Keys to Success Schools' Literacy Layer. As a result, the school has benefitted from additional training and resources which have included Rainbow Reading and Wave 3 programme. The school has also benefitted from the Scottish Attainment Challenge universal offers which have included Number Talks training and resources, and Maths Comprehension Cards. From August 2016, the school was also allocated an additional teacher to release a Literacy Champion to support literacy interventions and staff development, however, due to the absence of supply staff, the member of staff was used to cover core staffing. Despite this, the Principal Teacher has continued to drive forward the improvement agenda with support from the working group.

We are keen to work in partnerships with parents, partner agencies and the wider community to enrich learning experiences. This session, we have worked in partnership with Active Schools to offer after school clubs in Dance, Netball, Football and Fun Fitness. In addition, teaching staff have run a range of after school clubs which have included David Walliams Reading Group, Glee Club, Art and Craft Club. In addition, staff have run lunch time clubs for the North Lanarkshire Challenge (P5-7) and school choir. We have had a very successful Health and Wellbeing Week and welcomed support from the Fire Service, Community Learning and Development, St Andrew's Hospice, Quality Meat Scotland, GIST and DHL. Feedback from pupils, staff and parents was been very positive.

School priority 1: To improve attainment in Literacy for all learners by developing effective learning and teaching approaches, using tracking and monitoring data to identify and address attainment gaps.

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, Performance Information

HGIOS?4 QIs

2.2 Curriculum

2.3 Learning, Teaching & Assessment

3.2 Raising Attainment & Achievement

NLC Priority

Supporting all children to achieve their full potential

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

Over the course of this session, we have made good progress towards improving attainment in Literacy. All staff at the early level have contributed to North Lanarkshire's Primary 1 Active Literacy Refresh working group. Teaching staff piloted a 'softer start' to teaching reading and phonics and had the opportunity to share their learning with colleagues from other schools. Staff have also been involved in identifying an alternate learning pathway for those children not making appropriate progress with synthetic phonics, this will now be implemented from August 2017. Teaching staff have an increased understanding of children's phonological development and this will be an initial focus as the programme is fully implemented next session. We will now make better use of the POLAAR resource as an early assessment tool to support children highlighted as experiencing difficulties.

All staff are now trained in using the PM Benchmarking Kit as a diagnostic assessment toolkit. All children in P1 have been Benchmarked this term, and this assessment will be used regularly by all staff to track and monitor pupil progress, across the school.

Learning visits confirm that the Active Literacy Programme is being implemented at all stages. Teaching staff at First Level are beginning to make effective use of the In Need of Support Programme to support children at risk of underachieving, and progress of these pupils will continue to be tracked and monitored to ensure progress. Teacher judgement indicates that across all stages, most children are making progress in reading, writing and talking and listening. Our evaluations have indicated that we now need to make consistent use of assessment information, particularly in reading. Read to write activities will now be further developed to improve children's higher order thinking skills. At the early stages, we should develop the use of read to write tasks to encourage learners to have greater independence.

The working group has reviewed planning for literacy and we will use revised planners incorporating the National Benchmarks next session. The working group has aligned the banded books with the appropriate reading recovery level. Pupils at the early and first level are now working with texts appropriate to their level of attainment. The working party has also developed a literacy prompt sheet with reading strategies. This is used by some staff to reinforce word attack strategies. This will be further developed next session.

Over the course of this session, despite staff absences, we have continued to implement additional interventions, to support learners in Primaries 2 and 3, at risk of underachieving. Targeted pupils have experienced success with the highly intensive, Wave 3 Literacy intervention approach. PM Benchmarking assessment data has shown that almost all pupils using the programme, have progressed up to ptwo levels in their reading. In addition, we have also extended the use of the Rainbow Reading programme to target pupils in Primaries 2 to 7. Assessments indicate that most of the children identified, have moved up one level from their previous levels of attainment. However, this resource will be used to support pupils who are working just below the average range of their group, this should have a higher impact on pupil attainment. Working alongside our Educational Psychologist, we have implemented a paired reading approach with pupils at second level, working with targeted pupils at first level to develop fluency and build confidence. At primary 4, we have trialed the use of audio books to develop fluency for a small group of learners. Teacher evaluations indicate that this has made a positive impact, however, overall, we now need to develop a more rigorous approach to monitoring and evaluating the impact of specific interventions to ensure maximum impact.

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

- Continue to develop tracking and monitoring of pupil progress to ensure that appropriate and timeous support is in place for those pupils who require support and challenge.
- Identify further interventions for pupils from P4-7 at risk of underachieving.
- Increase pace of learning at all levels, and increase opportunities to write independently at the early stages.
- Work in partnership with parents and Community Learning and Development Worker to identify family learning events within the area of reading.

School priority 2: To improve attainment in Numeracy and Mathematics for all learners by developing effective learning and teaching approaches, using tracking and monitoring data to identify and address attainment gaps.

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

HGIOS?4 Qis

2.2 Curriculum

2.3 Learning, Teaching & Assessment

3.2 Raising Attainment & Achievement

NLC Priority

Supporting all children to achieve their full potential

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

Developing a consistent approach in teaching Numeracy has been a key focus this session. This session, all classes have adopted an agreed lesson format incorporating Mental Maths/Mental Agility, sharing of learning intentions and success criteria for the main teaching activity and using a lesson plenary. Learning visits confirm that this approach is being used in all classes. We have begun to replenish practical maths resources at all levels and have invested in additional teaching resources which have included Heinemann Active Maths and Teejay. We are at the early stages of using a four feature planning approach to plan, assess and track pupil progress around North Lanarkshire's Maths Pathway. Collegiate time will be used to ensure all staff have a shared understanding of this process and to share good practice.

This session, we have focused on developing pupil's Mental Agility strategies to solve mental calculations. All staff have benefitted from training sessions using the Number Talks programme, led by a member of the teaching staff (Number Talks Champion). In terms 3 and 4, almost all classes benefitted from a team teaching opportunity with the Number Talks Champion. In the final term, peer learning visits focused on the teaching of Mental Agility, again, increasing opportunities to share good practice across the school. Pupils, staff and parents have spoken positively of Mental Agility developments through our focus groups. Although pupil's Mental Agility is improving, some classes are at the early stages of developing this approach therefore, it is too early to measure the impact of this development work.

Overall, CEM assessment results and teacher's professional judgement highlight that Numeracy and Mental Maths is an area that must continue to improve at Noble Primary School. Pace and challenge at all stages should continue to be a focus for improvement. Staff are beginning to engage with the National Benchmarks and will undertake further development work to build confidence in teacher judgement.

The working group and all staff have worked towards developing the mathematics curriculum. Staff are aware that pupils should experience greater opportunities to develop their numeracy skills across the curriculum.

Next session, the school will work closely with Bellshill Academy and its cluster schools to develop a shared standard for each stage. Moreover, there will be opportunities for staff to work across the cluster schools to share good practice through peer learning visits and moderation.

In April, the school was part of a small number of schools in the authority to pilot the digital resource Sumdog. This was trialed in Primary 2 as a small test of change, in April 2017. Early assessment results have shown that some pupils are already making progress from prior levels of achievement. A member of staff is leading this and other classes are already beginning to implement the resource in their classroom, with positive results. This will be rolled out in all classes next session.

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

- Continue to develop tracking and monitoring of pupil progress to ensure that appropriate and timeous support is in place for those pupils who require support and challenge.
- Develop our teaching and learning approaches to support pupils at risk of under achieving at all levels.
- Identify appropriate interventions that provide added value to learner's experiences in maths and Numeracy Eg. Maths Recovery.
- Continue to develop planning approaches linked to North Lanarkshire's Maths Pathway using four feature planning.
- Opportunities for family learning within the area of developing Mental Agility.

School priority 3: To improve learners' experiences and achievement in health and wellbeing through continued implementation of Getting it Right for Every Child.

NIF Priority

Improvement in children and young people's health and wellbeing.

Closing the attainment gap between the most and least disadvantaged children.

NIF Driver

Teacher professionalism, Assessment of children's progress, School Improvement

HGIOS24 QIs

2.3 Learning, teaching and assessment

2.4 Personalised learning

3.2 Raising attainment and achievement

NLC Priority

Supporting all children to achieve their full potential

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

We are fully committed to Getting it Right for Every Child at Noble Primary School. All staff have participated in CLPL led by the North Lanarkshire Council's Additional Support Needs Manager. Learning visits and pupil progress meetings continue to focus on appropriate and effective classroom differentiation, to ensure all pupils are making progress from prior levels of attainment. All staff are aware of the children in their class living in SIMD 1-3 and are at the early stages of analysing standardised assessment data as well as their own professional judgements in identifying any attainment gaps.

This session, we have increased the number of Additional Support Plans across the school, as a result of tracking and monitoring pupil progress. Staff have recently begun to implement the newly devised children's plan, Getting it Right for Me and these will be evaluated to ensure targets are appropriate and achievable. Teaching staff are beginning to make better use of Single Agency Assessments to assess a learner's wellbeing and capture pupil views through What I Think Tools. All staff are aware of their professional responsibilities to plan for and support children with additional support needs.

The working party has reviewed and audited the Health and Wellbeing programme, and all staff will implement the HEALTHY schools resource next session. In addition, the school's Relationships, Sexual Health and Wellbeing programme has been reviewed and this will be fully implemented next session.

As part of our whole school self-evaluation, staff highlighted that the process used for personal learning planning plan was not making its intended impact. This process will be reviewed with staff and pupils next session, to establish more effective learner/teacher conversations which will have a greater impact on progress and attainment.

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

- Review the school's staged intervention processes to ensure that all learners' needs are met effectively.
- Continue to evaluate Additional Support Plans to ensure that targets drive learners' experiences.
- Promote a positive healthy lifestyle by providing additional experiences for families and pupils to participate in Active Schools projects.
- Promote positive mental health and wellbeing by identifying opportunities for outdoor learning.

Pupil Equity Fund

There should be a brief statement on how the Pupil Equity Fund (PEF), if appropriate, has been used and its impact on closing the attainment gap.

Allocation: £61, 200 - Draft proposal:

Unpromoted Teacher (Aug 2017 - March 2018) 0.2 FTE (£5, 473) - Bellshill Academy Cluster Numeracy Development

Family Link Worker 0.2 FTE (£9, 872) - To support family learning and engagement.

Unpromoted Teacher (Aug 2017 - March 2018) 0.73 FTE (£23, 321) - To release Principal Teacher to support interventions in numeracy and literacy.

Instrumental Teacher 0.1 FTE (£3, 950) - Increase opportunities for pupils to participate in music.

Numeracy resources and training - £4, 000 approx.

Literacy resources and training - £4, 000 approx.

Intervention	Details	PEF allocation	Possible Impact
Social and emotional wellbeing Promoting healthy lifestyles	School to target individual/groups of children who would benefit from nurture type activities in addition to classroom experiences.	0.94 additional staffing to be used to allow Principal Teacher to lead groups in Nurture & Seasons for Growth. All staff to be trained in Solihull Approach.	<ul style="list-style-type: none"> ✓ Benchmark assessment (eg. Boxall, or other Health and Wellbeing pre-and post-assessment to be used). ✓ Improvement in pupil's confidence and self-esteem
Partnership working Engaging beyond the school	Numeracy, Literacy and Health and Wellbeing workshops linked to school's key priorities to support identified families.	0.2 Family Link Worker + CLD Worker	<ul style="list-style-type: none"> ✓ Improvement in parental engagement.
Using evidence and data Targeted approaches to Literacy and Numeracy	P1-3 staff to be trained in Maths Recovery. Identify training in Catch Up Numeracy. Continuation of Rainbow Reading Continuation of Wave 3 for targeted pupils Maths intervention to be identified.	PEF allocation to be used for CLPL. Additional staffing to be used to allow Principal Teacher to lead support groups/release staff to develop approaches to learning and teaching.	<ul style="list-style-type: none"> ✓ Teaching staff have an increased understanding of stages of early Numeracy development and able to employ strategies to support learners. ✓ Regular assessments to ensure that targeted interventions are working as pupils make progress.
Differentiated support Promoting high-quality learning experience	Focus on high quality learning experiences particularly in Literacy, Numeracy and health and wellbeing.	PEF allocation to be used to fund resources, CLPL opportunities. Additional staffing to be used to release staff to visit cluster primary schools and share practice. Further develop understanding and use of National Benchmarks.	<ul style="list-style-type: none"> ✓ Pupils are well supported in their learning and making appropriate progress. ✓ Good practice shared in learning and teaching across Bellshill Academy cluster.
Using evidence and data	School to purchase assessments in Literacy, Numeracy, health and wellbeing to support teacher assessment.	GL assessments to be purchased in reading, maths, health and wellbeing.	<ul style="list-style-type: none"> ✓ Assessments will be used to provide assessment data to track and monitor pupil progress.
Promoting a high-quality learning experience	Enhanced music provision	0.1 Music Instructor	<ul style="list-style-type: none"> ✓ Greater number of pupils participating in instrumental instruction.

Key priorities for improvement planning next session

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

- **To improve attainment in reading for all learners through effective learning, teaching and assessment.**
- **To improve attainment in Numeracy for all learners, with a focus on Mental Agility, through effective learning, teaching and assessment.**
- **To improve pupil's health and wellbeing by developing approaches to nurture and outdoor learning.**

What is our capacity for continuous improvement?

This section should focus on the school's capacity for continuous improvement through self-evaluation, should address Q.I. 1.1 and should describe:

- *how the school/centre demonstrates the quality of its commitment to effective self-evaluation for continuous improvement*
- *staff, pupils, parents and other stakeholders' effective engagement in the self-evaluation process*
- *the effectiveness of arrangements to monitor and track progress using a range of data and information*
- *evidence of the impact of improvement planning on learners' successes and achievements*

Collaborative approaches to self-evaluation

Our school is capable of continuous improvement through self-evaluation. All stakeholders have been involved in the evaluation process in identifying school improvement priorities. Self-evaluation is at the centre of all improvements within the school and this is carried out informally through regular dialogue at staff meetings and formally through regular planned opportunities. Staff carry out annual self-evaluation of the school against identified Quality Indicators from How Good is Our School? 4. This is done collaboratively in time allocated at staff school improvement meetings and the results are analysed by the Senior Leadership Team. Self-evaluation with parents took place in the form of a SIP focus group, SWOT analysis and completion of questionnaires. Results were evaluated and shared with parents through the school newsletter. All pupils were involved in the self-evaluation through 'Noble's Big Conversation'. Pupils were consulted on what makes a good lesson, what makes our school a good place to learn and what would make our school even better. Next session, we will develop a pupil focus group aligned to each improvement priority to ensure pupil voice is central to our development.

Analysis and evaluation of intelligence and data

This session, we have reviewed our arrangements for monitoring and tracking pupil progress. All staff are involved in the monitoring of learning and teaching through a planned programme of class visits, peer observation, auditing of work samples and forward plans. Staff evaluate pupil progress in Literacy and Numeracy on a bi-weekly basis, and termly professional discussions are arranged with a focus on pupil progress. In addition, we are beginning to use a wide range of standardised assessment data including NGRT, CEM, InCAS and Single Word Spelling Test to support our professional judgement. We are at the early stages of developing an attainment database, which will allow us to track pupil attainment over time, and allow us to track the impact of school improvement. Across the school, we need to further embed more consistent and robust evidence of standards of achievement across all curriculum areas.

Impact on learners success and achievements

At present, we are developing our approaches to use data effectively to inform school improvement and pupil attainment. As we begin to gather a range of performance data, we will be able to demonstrate learners' success and achievements over time.

Assigning levels using quality indicators

School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

NIF quality indicators

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	3	
2.3 Learning, teaching and assessment	3	
3.1 Ensuring wellbeing, equity and inclusion	3	
3.2 Raising attainment and achievement	3	

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 the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.

Quality indicator	School self-evaluation
2.3 Personalised support	3