



Driving Equity and Excellence

Improvement Reports

Session 2019-20

School/ Centre:	Noble Primary School
Cluster:	Bellshill Academy

Noble Primary School



Resilience • Achievement • Respect • Honesty

Improvement Reports should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and North Lanarkshire Council's priorities for Education and Families.

Reports should be written using evaluative language.

Reports should also be shared in an accessible way with all relevant stakeholders - pupils, parents, staff, etc.

The National Improvement Framework's 4 key priorities are:

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

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

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

North Lanarkshire's Education and Families' priorities are:

- *Attainment and Achievement: improvement in attainment, particularly in literacy and numeracy*
- *Equity: closing the attainment gap between the most and least disadvantaged children and young people*
- *Health and Wellbeing: Improvement in children's and young people's health and wellbeing with a focus on mental health and wellbeing*
- *Developing the Young Workforce: Improvement in employability skills and sustained, positive school-leaver destinations for all young people*
- *Vulnerable Groups: Improved outcomes for vulnerable groups*

Cluster Improvement Report

Review of progress for previous session

This section should evaluate the impact of the current Cluster Improvement Plan (CIP) priorities as at March 2020. The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. Additionally, there should be clearly defined next steps which may inform future priorities.

Cluster priority :

NIF Priority 1,2,3,4
NIF Driver 1,2,4,5,6

HGIOS4 QI 1.3,1.5,2.5, 3.1
NLC Priority 1,2,3,4

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

Over session 2019/2020, Bellshill Academy Cluster schools collaborated to develop and implement a high quality assessment within the area of writing. In partnership with PTs and DHTs from Coatbridge HS, during the February inset day, staff evaluated their curricular plan and moderated the evidence they had gathered from the high quality assessment, using the benchmarks and success criteria. As this was the first event of its kind within the cluster, staff evaluated that they would welcome further opportunities to develop moderation within and across the cluster schools. As a next step, staff from all schools will agree on a progression pathway for literacy to support future moderation events. Other progression pathways for numeracy and science will also be considered.

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

The Cluster will implement Progression Frameworks for literacy

The cluster will develop a business continuity plan.

Implementation of the Empowering Clusters System:

The Cluster Chair and CIIL will update cluster HTs and Managers on the ECS.

CIIL role will be implemented to develop a shared understanding of ACEL data and the gathering and dissemination of standardized data from Nursery to Secondary.

The Cluster Chair, with CIIL, will oversee resource allocation requests and disseminate information with the cluster on GIRFEC pathways

Cluster Chair and CIIL will work with Cluster HT to revise HART/MAST process for primary schools in the cluster. The new Empowering Clusters System will be used for this

ECY improvement plan will be developed.

NIF Priority 1,2
NIF Driver 2,4,6

HGIOS4 QIs 2.3, 3.2
NLC Priority 1,2

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

All schools in the cluster have been represented at cluster meetings and at workshops held in Bellshill Academy. A cluster group image and pop-up stand and slogan are in place. All schools in the cluster contributed to the Hub in St John Paul the 11 PS during the lockdown period. The numbers of pupils enrolling in Bellshill Academy from Mossend, Noble and Lawmuir continue to be high with almost all opting to attend in August 2020. All but 2 young people did not attend our adapted Transition Programme in August. All parents who responded to our survey said they were very satisfied with our transition process.

PEF budgets were shared between Mossend, Lawmuir and Noble PS for resourcing counselling in schools. PEF budgets were shared to resource Literacy Moderation workshops.

Transition HART meetings were carried out though adapted due to Covid 19 restrictions.

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

Due to Covid 19 we were unable to host a Wellbeing Community Event. The cluster will devise a plan to gather and share information with the community re. the supports on offer in schools and other support services in Bellshill. The newly appointed CIIL and CST will support this process.

Cluster Chair and CIIL will work with Cluster HT to revise HART/MAST process for primary schools in the cluster. The new Empowering Clusters System will be used for this

PEF funding will continue to be pooled to resource mental well-being support.

Establishment Improvement Report

Context of the establishment:

This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the establishment community, SIMD, FME, establishment roll etc. It should also include some or all of the following: the establishment's vision, values and aims; local contextual issues; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.

Context of the school:

Noble Primary School is a non-denominational school in the north of Bellshill, North Lanarkshire. The school roll for session 2019-2020, was 263 pupils, forming 11 classes. Pupils enroll from over six feeder nurseries around the Bellshill area and almost all of our pupils transfer to Bellshill Academy in Primary 7. Built in the mid 1960s, the school classrooms are spread four floors, and we share accommodation with North Lanarkshire Council's Scottish Attainment Challenge Team on the ground floor. The school accommodation comprises of a gym hall, cooking classroom, ICT suite, nurture room, a small enclosed garden area in the infant department and extensive outdoor area. The school also has an area for the Daily Mile which classes are encouraged to use as often as they can.

The school management structure consists of a Head Teacher and two Principal Teachers. For session 2019/2020, teaching staff allocation was 14.2 FTE, supplemented by 1 FTE through the Scottish Attainment Challenge and 0.55 FTE through the Pupil Equity Fund to support interventions in literacy, numeracy and health and wellbeing. The school is supported by two clerical assistants, one classroom assistant and 62.5 hours of Additional Support Needs Assistant time. An additional 12.5 hours of Additional Support Needs hours is funded by Pupil Equity Funding taking the total of support hours to 75 hours. In January 2019, Education Scotland inspected Noble Primary School and published their report on March 2019. The report can be accessed [here](#).

In session 2019/20, just over 50% of our pupils lived within SIMD 1-2. Around 22.4% of our pupils benefit for the free school meal entitlement grant and 27% of pupils are registered for a clothing grant. Our pupil attendance rate continues to rise and as of February 2020, our pupil attendance rate was 94.3% which is higher than the local authority (94%) and national average (94.1%). Our Pupil Equity Fund allocation was £58, 800 and has been allocated to support our priorities in health and wellbeing and raising attainment in literacy and numeracy.

All staff at Noble Primary School 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. Our core values are respect, achievement, resilience and honesty. We pride ourselves on our positive, nurturing and welcoming ethos. Our shared vision for Noble Primary is to **'Create a nurturing, inclusive and rights respecting community, where learning is exciting, challenging and relevant.'**

Review of progress for previous session

This section should evaluate the impact of the current Establishment Improvement Plan priorities as at March 2020. The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. Additionally, there should be clearly defined next steps which may inform future priorities.

Priority 1: To continue to develop high quality learning and teaching approaches at all stages, to impact positively on learner attainment and achievement.

NIF Priority

1. Improvement in Attainment, particularly in Literacy and Numeracy.
2. Closing the Attainment Gap

HGIOS 24/ HGIOELCC QIs

- 1.2 Leadership of Learning
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement

NIF Driver

2. Teacher Professionalism
4. Assessment of Children's progress
6. Performance Information

NLC Priority

1. Improvement in Attainment, particularly in Literacy and Numeracy
2. Closing the Attainment Gap

Planned outcomes for this priority were:

- 1.1 All stakeholders will be consulted in the creation of a shared understanding of what effective learning and teaching looks like at Noble Primary School.
- 1.2 Learners are aware of their next steps in learning through consistent use of assessment is for learning strategies.
- 1.3 In P1 and P2, learners' engagement and participation will increase through developing a play based approach.
- 1.4 All learners will benefit from improved learning experiences as staff engage with and implement creative approaches to learning and teaching.

Following regular monitoring and self-evaluation, the following outcomes have been achieved:

- Staff have worked collaboratively to identify and agree on core components of effective learning and teaching. This will be used to ensure consistency and sharing of best practice throughout the school. The five components agreed will be used as a framework to self-evaluate and share good practice.
- Staff allocated time in our working time agreement, to undertake a practitioner enquiry. Staff engaged and reflected upon current research and methodology to investigate the impact of different learning approaches. Some of this work was interrupted due to the national lockdown of schools however, staff evaluations demonstrated the activity was worthwhile and had a positive impact on teaching and learning.
- Playful learning pedagogy continues to be developed in Primary 1. Primary 2 teacher has attended some professional learning events including 'Pushing Play into P2' led by Strathclyde University. A link has been made with Holytown Primary School to share best practice. Staff in Primary 1 continue to work with researchers from Psychological Services to monitor and evaluate engagement and attainment. Unfortunately, staff were unable to fully conclude the impact of this approach on attainment.
- Staff have undertaken an audit of Assessment is for Learning strategies used in their practice

and have identified their own next steps. Assessment is for Learning strategies have been identified and agreed for each stage on stage overview framework. Peer learning visits undertaken to support this work.

- One member of teaching staff has enrolled on the SCEL teacher leadership programme with others continuing to develop playful learning pedagogy, numeracy, health and wellbeing and literacy.
- Numeracy, HWB and Literacy Champions continue to cascade best practice to staff at staff meetings.

Next steps:

- ✚ Continue to develop playful learning approaches in P1 and P2 with identified assessment points to measure impact on attainment.
- ✚ Implement core components of effective learning and teaching in all classes. Teachers can use this as part of self-evaluation alongside the revised GTCS standards.
- ✚ Work collaboratively to support and develop learning and teaching across all stage.

Establishment priority 2: To improve attainment levels in numeracy and literacy through effective tracking, moderation and assessment.

NIF Priority

1 Improvement in Attainment, particularly in Literacy and Numeracy.

2 Closing the Attainment Gap

HGIOS24/ HGIOELCC QIs

2.3 Learning, Teaching and Assessment

3.2 Raising Attainment and Achievement

NIF Driver

2 Teacher Professionalism

4 Assessment of Children's progress

6 Performance Information

NLC Priority

1 Improvement in Attainment, particularly in Literacy and Numeracy.

2 Closing the Attainment Gap

Planned outcomes for this priority were:

2.1 Increase the number of learners on track to achieve expected levels of attainment in literacy with a particular focus on P3 and P6.

2.2 Increase the number of learners on track to achieve expected levels in numeracy with a particular focus on P2 and P6.

2.3 Increase accuracy of teacher professional judgement through effective use of assessment and moderation with Bellshill Academy Cluster schools.

Following regular monitoring and self-evaluation, the following outcomes have been achieved:

- Pupil progress meetings continue to provide essential information to track and monitor attainment.
- New tracking system for PM banded books has been introduced to track pace and challenge during monitoring and pupil progress meetings.
- To raise attainment within P6 literacy, a Read. Write. Inc. group met three times per week with the Principal Teacher (Literacy Coach). Assessments have shown an increase in reading age in all pupils with an added value of between 6 and 9 months for the 10 week block of teaching.
- Wave 3 was used to target individuals in literacy at P2 and P3. Assessment information has indicated an improvement in levels using the PM Benchmarking toolkit.
- Led by Support Staff, Toe by Toe and Number Box has been used for targeted pupils and those living within SIMD 1 and 2. Assessment information shows that all children identified have made progress from previous level of attainment.
- Staff worked collaboratively in stages and across the cluster schools to engage with benchmarks and discuss assessment evidence from class. Overall, almost all staff have evaluated that their confidence in their teacher professional judgement predictions has increased.
- Led by the Pedagogy Practitioner, staff implemented high quality assessments for writing, and evaluated assessment evidence with cluster colleagues at February INSET. Staff evaluations show that this is an area we would benefit from further developing to build confidence in teacher professional judgement.
- Due to the national lockdown, it has been difficult to accurately predict levels of attainment.

Next steps:

- ✚ Collect and analyse assessment data to identify next steps for cohorts in numeracy and literacy.
- ✚ Increase pace of reading across the school using PM Benchmarking and other assessment to confirm judgement.
- ✚ Identify groups/individuals for support, prioritising those pupils within SIMD 1 and 2.

Establishment priority 3: To improve emotional, mental and social wellbeing of learners through developing approaches to nurture and rights based curriculum.

NIF Priority

1. School Leadership
2. Teacher Professionalism
- 3..Parental Engagement

HGIOS?4/ HGIOELCC QIs

- 1.1 Self evaluation for self-improvement
- 2.4 Personalised support
- 2.7 Partnerships
- 3.1 Improving wellbeing, equality and inclusion

NIF Driver

1. School Leadership
2. Teacher Professionalism
3. Parental Engagement

NLC Priority

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

Planned outcomes for this priority were:

- 3.1 All stakeholders will have an increased understanding of the nurture principles and Adverse Childhood Experiences (ACEs).
- 3.2 Improve relationships and behaviour throughout the school by understanding that every behaviour is a communication
- 3.3 All learners will have an increased understanding of the UN Convention on the Rights of the Child through working towards UNICEF's Rights Respecting Silver Award.
- 3.4 Improvement in social, emotional and mental wellbeing for identified pupils.
- 3.5 Increased family learning opportunities around developing positive mental health and wellbeing.

Following regular monitoring and self-evaluation, the following outcomes have been achieved:

- Relationships policy has continued to be reviewed. Introduction of Hot Chocolate Friday every second week to recognise pupils going above and beyond. Most classes now using Positive Note Home in addition. A positive code of conduct ie School Expectations are displayed in all classrooms which highlight the core values expected of everyone in the whole school community.
- Rights Respecting Schools audit for Silver Level has been updated and school is ready to be submitted. Rights Ambassadors created questions to ask pupils from each class, every month to ensure coverage.
- Principal Teacher has now commenced work with targeted individuals using LIAM approach. This will form part of a practitioner enquiry to measure impact.
- Pupils can access Pupil Support Services through the introduction of a whole school Wellbeing Concern Post Box where pupils can self refer or refer another pupil. The pupils can identify a member of SLT they would like to talk to. All concerns are logged on Pastoral Notes and reported to relevant staff members and/or parents (if appropriate). Daily HWB 'Check In' sheets have been introduced for identified pupils, where any concerns are referred to SLT.
- School enrolled in Scottish Schools Health and Wellbeing Improvement Research Network (SHINE).
- Enhanced Transition is in place for a group of identified P7 pupils. Pupils meet once a week with PT of Support for Learning and Inclusion from B/Hill Academy to participate in the 'Moving On Project.'

- Rights Ambassadors lead an Anti Bullying Assembly to the whole school, using resources from Respect Me. A display has been created with support strategies, phone numbers and websites that pupils can access. Incidents of bullying are recorded on SEEMIS.
- Friendship Week was also introduced and each class participated in learning and activities relating to making/sustaining friendships and to reinforce the anti-bullying message. Peer Mediators are visible in the playground and use a restorative approach to try and resolve conflict.
- The SPARK Counsellor continues to support identified pupils and termly reports show positive impact on all children attending.
- Principal Teacher identified to be HWB Champion. PT attended NLC HWB meeting where NLC's Delivery Plan was presented. PT fed back to staff about the 4 work streams and audited staff about ways to help improve their HWB.

Next Steps:

- Apply for Silver Level of Rights Respecting Schools Award.
- Continue to participate in SHINE.
- Fully implement our Relationships Policy.
- Implement Building Resilience resource at all stages.

Assigning levels using quality indicators

Please provide evaluations, as at March 2020, against the four following quality indicators from *HGIOS?/ HGIOELCC?* 1.3 Leadership of change, 2.3 Learning, teaching and assessment, 3.1 Ensuring wellbeing, equity and inclusion and 3.2 Raising attainment and achievement.

Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

NIF quality indicators

Quality indicator	School/ Centre self-evaluation	Nursery Class Evaluation (where appropriate)	HMIE Inspection evaluation (<i>if appropriate</i>)
1.3 Leadership of change	Good		Good
2.3 Learning, teaching and assessment	Good		Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Very Good		Very Good
3.2 Raising attainment and achievement/ Securing Children's Progress	Good		Good

SAC/ PEF Summary

Intervention	Impact	Evidence
<p>Additional Staffing to allow:</p> <p>Wave 3</p> <p>Read. Write. Inc.</p> <p>Catch Up Numeracy</p> <p>Number Box</p> <p>LIAM Strategies</p> <p>SUMDOG</p>	<p>Please include the following information: Use of SAC/PEF allocation over the session and any variances from initial plan; impact using evaluative language.</p> <p>SAC Teacher has been allocated a class this session to allow PTs, and part-time staff to deliver interventions as follows. Staffing was also enhance 0.55 through PEF to allow some flexibility in PT timetables to support interventions and staged intervention process.</p> <p>Wave 3 Programme – 3 x per week for targeted pupils. Until March 2020, approximately 7 children in either P2/P3 were supported intensively for up to 7 weeks. Within that timeframe, all of the children made rapid progress and assessed at a higher PM Band from their previous level.</p> <p>Read. Write. Inc Programme ran for a period of 10 weeks, three sessions per week. 12 boys in P6 were targeted. Pre assessment using YARC identified particular areas to focus on. Mid-way PM Benchmark assessment showed an increase in reading age and previous level of attainment. Unfortunately, we were unable to gather final YARC assessment information.</p> <p>Catch Up Numeracy was used to support identified individuals from P4 and P5. Due to lockdown, were unable to gather all of the assessment results.</p> <p>Number Box was implemented by ASNA staff. P1 pupils were targeted in P1 living in SIMD 1 or 2. All of the pupils made improvements within number assessments.</p> <p>Principal Teacher was trained in using Low Intensity Anxiety Management (LIAM) approach. Pupils were identified through discussions with parents, pupils and staff. Pre assessment was gathered using the Strengths and Difficulties questionnaire however, we were unable to gather post assessment due to the Covid 19 national lockdown of schools.</p> <p>Sumdog being used by all pupils and is monitored by class teachers.</p>	<p>Please indicate what evidence you have collected</p> <p>Wave 3 Assessments pre and post. PM Benchmarking Toolkit.</p> <p>Read. Write. Inc. Assessments and YARC assessments</p> <p>Catch Up Numeracy Assessments. Pre MaLT assessment.</p> <p>Strengths and Difficulties questionnaires. Boxall Profiles. Health and Wellbeing assessments</p>
<p>The Spark Counselling Service</p>	<p>Between August 2019 and June 2020, 12 children in total were referred to The Spark for 1-1 counselling and 31 referred for group work. Overall, positive outcomes were reported by all children across every measure with 100% of children reporting positive shifts in their wellbeing. This was supported by parent and teacher's evaluation.</p>	<p>Strengths and Difficulties questionnaire.</p> <p>Evaluation report from The Spark Counselling Service.</p>

In order to incorporate as much information as possible into the final report to Scottish Government it would be helpful if you could share any learning on the following;

What has worked well in your overall strategy to achieve impact?

- Additional staffing to oversee and implement interventions in literacy, numeracy and wellbeing.
- Greater use of assessment information to identify gaps.
- Sharing of good practice from colleagues.
- Partnership with other agencies to secure positive outcomes for learners.

What has worked less well or could be improved?

- Identify good, quality CPD around learning and teaching including formative assessment to close the attainment gap.
- More work across the regional improvement collaboratively around literacy, numeracy and wellbeing in the first instance.