

Driving Equity and Excellence

Improvement Report

Session 2020-21



**Our Lady of Good Aid
Cathedral Primary School
& Nursery Class**



School:	Our Lady of Good Aid Cathedral Primary School & Nursery Class
Cluster:	Our Lady's High School, Motherwell



Guidance on completing the School/Centre Improvement Report

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

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

The report should be written using evaluative language.

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

The National Improvement Framework's 4 key priorities are:

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

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

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

North Lanarkshire's Education and Families' priorities are:

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

Cluster Improvement Report

Review of progress for previous session

This section should evaluate the impact of the current Cluster Improvement Plan (CIP) priorities. 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 :

Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.

NIF Priority

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

NIF Driver

- 1.School Leadership
- 2.Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's progress

HGIOS?4 QIs

- 1.3 – Leadership of Change
- 2.4 – Personalised Support
- 3.1 – Ensuring wellbeing, equality & inclusion

NLC Priority

Improvement in children and young people's health and wellbeing

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

All practitioners across the school and nursery received GIRFEC refresh training during the course of the session. This has strengthened the identification, assessment, planning and implementation of interventions for those children and who need more assistance. The revised Support Around the School system has strengthened staged intervention mechanisms in the refreshed GIRFEC pathway.

A Poverty-proofing policy was developed in partnership with parents and carers to tackle disadvantage in its various forms and ensure those Cathedral pupils growing up in poverty are never disadvantaged or excluded due to their family's financial circumstances.

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

- Integrate GIRFEC pathway into relevant in-school systems and procedures.
- Embed a joined-up approach to the use of the Health & Wellbeing indicators by ensuring they are integral to planning/assessing Health & Wellbeing, developing GIRFMe plans and supporting pupils in assessing and evaluating their own health and wellbeing.
- Revise ASN overview to provide teaching staff with a comprehensive overview of each pupils needs and associated supports.
- Establish a dedicated Attainment Team, under direction of PEF DHT, to ensure all pupils receive prompt support and intervention.

School Improvement Report

Context of the school:

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



Our Lady of Good Aid Cathedral Primary School is a Denominational, Roman Catholic School with a Non-Denominational Nursery Class. We are situated near the centre of Motherwell. Our current school roll is 546, arranged in 20 classes, with our Nursery having 100 pupils operating at full capacity (50/50). We share our campus with Firpark ASN school.

Our teaching staffing is 26.33, with 1 classroom assistant (0.6 and 0.4 job share) and an allocation of 87.5 ASNA hours. During the course of this session 2 Principal Lead Early Learning Practitioners were appointed. Our Nursery currently has 5 FTE Early Learning Practitioners, and a Lead Graduate Practitioner. Our Management Structure is as follows: Head Teacher, 1 DHT and 3 PTs.

Our school has a significant proportion of EAL pupils, c. 34%, many of whom come from Polish speaking families. Last session we received no support for our EAL pupils.

SIMD 1 & 2 : 48%

FME: 16.1% (P4-7)

PEF Allocation: £109,200

VISION

Placing Christ and Our Lady at the centre, and with children at the heart of everything we do, our vision is to continually grow into a strong community of faith and learning in which every child and adult feels happy, safe, loved, included, proud and listened to, with every opportunity to reach their full God-given potential.

VALUES

Love, Connection, Perseverance, Growth

AIMS

Our Lady of Good Aid Cathedral Primary School aims to:

- recognise every child and adult as a unique individual, made in the image of God, and continually endeavour to meet the spiritual, emotional, physical, social and academic needs of all
- establish and maintain high, but realistic, standards and expectations for all, fostering a love of learning in both pupils and adults and supporting everyone within our school community to be a confident individual who takes responsibility for their own learning
- provide the highest quality of learning and teaching across the curriculum, supporting all pupils to be literate, numerate and healthy, equipped with the knowledge, skills and attributes necessary for being successful lifelong learners in an ever-changing society
- provide meaningful opportunities for pupils to develop their knowledge and understanding of the Catholic faith, participate meaningfully in religious observance and actively live out their faith as responsible citizens and effective contributors within Our Lady of Good Aid Cathedral Primary School and in the local and global community

Review of progress for previous session

This section should evaluate the impact of the current School Improvement Plan (SIP) priorities. 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.

School priority 1:

Improve attainment and achievement by reviewing and refreshing our Nursery – Primary 7 curriculum.

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy;
- 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

NIF Driver

HGIOS?4 QIs

2.2 Curriculum

NLC Priority

- Improvement in attainment, particularly in literacy and numeracy;
- 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

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

All stakeholders were involved in the review of our Vision, Values and Aims and these underpin our refreshed curriculum and are evident in the daily work and life of our school community. Our updated Vision, Values and Aims were communicated and promoted via 'Seesaw' and new posters are displayed throughout the school building. All pupils can name the school's values and talk about ways they demonstrate them; our recently introduced 'Values Stickers' help ensure our values form part of daily dialogues and support pupils and adults to live them out day to day.

Our Curriculum Rationale, developed collaboratively by pupils, staff, parents, parish and partners, is now in place and reflects the unique context of Cathedral Primary School. A P1 – 7 Curriculum Overview summarises the Broad General Education, entitlements and essential experiences all Cathedral pupils will benefit from from August 2021.

Progression pathways have been developed for all curricular areas and, from August 2021, these will set an appropriate pace of learning and ensure progression between and within Curriculum for Excellence

levels for all pupils.

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

- Fully introduce and embed our refreshed curriculum across all stages.
- Fully introduce and embed progression pathways for all curricular areas.
- Introduce Read Write Inc Phonics from August 2021
- Develop, in partnership with pupils and parents/carers, bespoke Cathedral PS achievement award to support pupils in developing the Four Capacities and evidence wider achievements and opportunities for pupils to contribute to the ethos and life of the school.

School priority 2:

Increase the effectiveness and impact of learning and teaching across the school, with a particular emphasis on pupils leading their own learning.

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy;

NIF Driver

- Teacher Professionalism
- Assessment of Children's Progress

HGIOS?4 QIs

2.3 Learning, Teaching & Assessment

NLC Priority

- Improvement in attainment, particularly literacy and numeracy

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

Following the use of Education Scotland's 'Transforming Learning' resource, all teaching staff have a shared understanding of the school's rationale for change in pedagogy and have a collective narrative of the journey so far. 'Make every lesson great' has supported greater consistency in classroom practice and the key features of an effective lesson are evident in daily practice across almost all classes.

The school's new 'Learning, Teaching and Assessment Framework' provides clear guidance on 'Active8': a carefully-developed, flexible approach to classroom organisation. The pilot of this approach has already led to changes in day-to-day practice in upper school classes, providing pupils with increased opportunities to exercise choice and lead their learning. This will be fully introduced across all Primary 3 – 7 classes from August 2021.

Our 'Learning, teaching and Assessment Framework' also provides clear guidance for staff on the principles of effective assessment and, from August 2021, will ensure a manageable range of assessment approaches are used across all stages, allowing pupils to demonstrate their knowledge, understanding, skills and attributes in a variety of ways and in different contexts across the curriculum.

Mathematics teaching manuals were developed prior to Christmas and introduced to all stages. These manuals have ensured a Concrete – Pictorial – Abstract (CPA) approach to the teaching of mathematics and numeracy in all classrooms which, in time, will give pupils a deeper and firmer understanding and grasp of mathematical concepts, leading to improved attainment.

Reading has been a major area of development and investment this session. New banded reading books, covering a variety of genre, have been introduced from Primary 1 – 7. These have increased pupil engagement and, along with new reading assessment criteria, have supported teaching staff in tracking the progress of pupils in their reading and reaching sound professional judgements on pupils' attainment.

Whole-school training in 'Reflective Reading' on the May inservice day has increased the capacity of staff to teach reading skills which will, in time, lead to improved attainment.

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

- Fully introduce, from August 2021, all four sections of school's 'Learning, Teaching & Assessment Framework'
- Embed 'Reflective Reading' approaches/strategies.
- In partnership with pupils, develop Reading for Enjoyment across the school.

School priority 3:

Raise attainment in literacy and numeracy, improving outcomes for learners, by developing into a data-informed and data-literate school.

NIF Priority

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

NIF Driver

- Assessment of Children's Progress
- School Improvement
- Performance Information

HGIOS?4 QIs

3.2 Raising attainment & achievement

NLC Priority

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

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

Following input from the Head Teacher, staff at all levels have a clear understanding of their specific roles and responsibilities in relation to attainment data. Recently-developed reading assessment criteria are now used across all stages and teaching staff are confident in analysing and interpreting this classroom-level data to improve outcomes for learners. Similar assessment criteria have been developed for Listening & Talking and will support teacher professional judgement from August 2021. A new electronic benchmark tracker will support teacher professional judgment in numeracy and mathematics.

Effective, manageable systems (including the local authority's electronic Progress & Achievement system) are now in place to track attainment in literacy and numeracy and, moving forward, these will support robust SLT-Class Teacher dialogue around the attainment of all pupils as well as help identify, plan and support children facing specific barriers to their learning.

Data on pupil attainment in literacy and numeracy has been used to set ambitious, but realistic, medium and long-term targets for pupils, year groups and the whole school.

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

- Fully embed use of assessment folders across all stages.
- Fully embed use of NLC 'Progress & Achievement' system to monitor and track attainment across all stages.
- Embed robust cycle of gathering, collating, analysing and responding to attainment data at classroom, stage and whole-school level.

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).

Cluster Priority: Ensure equity for all learners and close the attainment gap in response to COVID-19.

School Priority 1: Raise attainment in literacy and numeracy across all stages through the intelligent use of data, a strong universal offer at classroom level and the strategic deployment of the school's 'Attainment Team'.

School Priority 2: Ensure pupils across all stages receive their full entitlement to a relevant and engaging Broad General Education by fully implementing and embedding our refreshed curriculum.

School Priority 3: Increase the effectiveness and impact of learning and teaching across the school, with a particular emphasis on pupils leading their own learning, by fully implementing and embedding our Learning, Teaching and Assessment Framework.

Nursery Class Priority: Improve attainment and achievement by reviewing and refreshing our Nursery curriculum and developing a dedicated Nursery 'Learning, Teaching and Assessment Framework'.

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*

A new Self Evaluation policy was developed and introduced this year, along with a comprehensive Quality Assurance Calendar. This outlines the range of approaches we use to evaluate the quality and effectiveness of our provision and service, and ensures all staff, partners, learners, and other stakeholders are actively involved in our ongoing self-evaluation activities.

We have very effective mechanisms to consult with stakeholders, including the regular use of Microsoft forms with parents/carers via Seesaw and our online 'Smart School Council' system which allows every pupil in every class to have their say at weekly meetings. We can show how the views of stakeholders inform change and improvement and regularly share the outcome of consultations via Seesaw.

Our range of self-evaluation and quality assurance approaches provides us with accurate information about the quality of learning and teaching across the school and this is used to plan and target support to ensure high-quality learning provision across all classes.

Robust, manageable systems are in place to gather a range of data and information to monitor and track the progress of all our young learners. This is used to set ambitious, but achievable targets for individuals, classes, year groups and the school as a whole and, most importantly, to ensure pupils at risk of underachievement are provided with prompt targeted support.

The school maintains a 'live' self-evaluation summary paper, covering Quality Indicatorss 1.3, 2.3, 3.1 and 3.2. This provides an evaluative summary of our current strengths and next steps, along with associated triangulated evidence. Both the school and nursery class maintain evidence boxes which correlate with the self-evaluation summary paper.

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	4	
2.3 Learning, teaching and assessment	4	
3.1 Ensuring wellbeing, equity and inclusion	4	
3.2 Raising attainment and achievement	4	

Empowerment

Choose an aspect of empowerment (curriculum, improvement activities, parental and community engagement, pupil participation) and write a statement about how this has developed over the course of this session.

All members of our school community were involved in refreshing the Cathedral Primary School curriculum this year, culminating in the development of our Curriculum Rationale. Using carefully devised Power Points, class teachers gathered the views and ideas of children. The Depute Head Teacher worked online with a parent/carer focus group and the wider parent body had the opportunity to submit their views and ideas via Microsoft forms. We look forward to our refreshed curriculum being fully implemented from August 2021.

Nursery Class Improvement Report

Review of progress for previous session

This section should evaluate the impact of the current Nursery Improvement Plan (NIP) priorities. 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.

Nursery Class Priority:

By September 2020 we will deliver 1140 hours to all children. Health and Wellbeing will be a main focus of this process.

NIF Priority

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

NIF Driver

Assessment of children's progress.

HGIOS?4 QIs

2.4, Personalisation & support.

2.5, Family learning.

2.7 Partnerships.

3.1 Ensuring Wellbeing, Equality & Inclusion

NLC Priority

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

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

Despite the challenges of COVID-19, 1140 hours has now been fully delivered in our Nursery Class.

The nursery playroom and adjacent outdoor area provides a rich learning environment for all children across the extended day. This includes areas to learn and explore alone and with others, as well as space to be active, to eat and to rest. Spaces are flexible, encouraging curiosity and facilitating personalisation and choice. All children have opportunities to access outdoor provision on a daily basis and outdoor learning also takes place in our forest area within the school grounds.

The pace of the nursery day supports all of our young learners in their individual needs and dispositions. All nursery staff plan and give careful consideration to meeting the needs of all children, developing care routines, social routines, free flow play, choice, independence, outdoor and community learning and structured experiences across the playroom, outdoor area, wider school grounds and local community.

All parents and carers are involved in their child's day-to-day learning through the online 'Learning Journals' system. Their views are taken into account through parental feedback, as well as when developing and reviewing Personal Learning Plans.

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

- Review management and leadership structure across Nursery – Primary 7 to ensure Nursery genuinely functions as the first class of our school.
- Develop Nursery Curriculum Rationale to take into account new opportunities opened up through 1140 hours.
- Introduce new progression pathways across all curricular areas to ensure seamless 3 – 12 curriculum within Cathedral Primary School and Nursery Class.

Assigning levels using quality indicators

Nurseries 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	Nursery self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	4	
2.3 Learning, teaching and assessment	4	
3.1 Ensuring wellbeing, equity and inclusion	4	
3.2 Securing Children's Progress	4	

SAC/ PEF CHECKPOINT 1: JANUARY 2021

Intervention	Impact	Evidence
	<p>Please include the following: Update on SAC/PEF allocation / distribution, impact to date (initial observations & assessments)</p>	<p>If possible please outline any evidence you may have gathered which indicates impact / progress.</p>
<p>Universal development of Numeracy and Mathematics</p>	<ul style="list-style-type: none"> • Numeracy and Mathematics progression pathways, linked to the school's core resources, have been developed for all stages. • Numeracy and Mathematics teaching manuals have been developed for all stages to support and embed Concrete – Pictorial – Abstract teaching approaches across the school. 	
<p>Universal development of Literacy</p>	<ul style="list-style-type: none"> • From February 2021, all P1-7 pupils will have access to new, up-to-date fiction and non-fiction texts, matched to their reading ability, resulting in increased engagement and (in time) improved attainment across all stages. • Reading Assessment Records have been developed for all stages from Nursery – Primary 7. These will be introduced from mid-February 2021, supporting teaching staff across all stages to make sound professional judgements on their pupils' current attainment in reading. • Listening & Talking Assessment Records have been developed for all stages from Nursery – Primary 7. These will be introduced from mid-February 2021, supporting teaching staff across all stages to make sound professional judgements on their pupils' current attainment in Listening & Talking. 	
<p>Facilitating and supporting high-quality online learning.</p>	<ul style="list-style-type: none"> • The introduction and embedding of the 'Seesaw' online learning platform has supported teaching staff to plan and deliver high-quality lessons including recorded content, live pupil interaction and prompt written and verbal feedback. • Use of 'Seesaw' has resulted in over 99% of pupils engaging daily in online learning during the current lockdown. • Individual Pupil Learning Journals within 'Seesaw' have allowed parents and carers to share directly in their child's learning, with approximately 9000 visits by family members each week. 	<p>Seesaw analysis tool</p>

SAC/ PEF CHECKPOINT 2: MAY 2021

Intervention	Impact Please include the following information: Use of SAC/PEF allocation over the session and any variances from initial plan; impact using evaluative language.	Evidence Please indicate what evidence you have collected

In order to incorporate as much information as possible in to 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?

What has worked less well or could be improved?