

*Driving Equity and Excellence*

**Improvement Report**

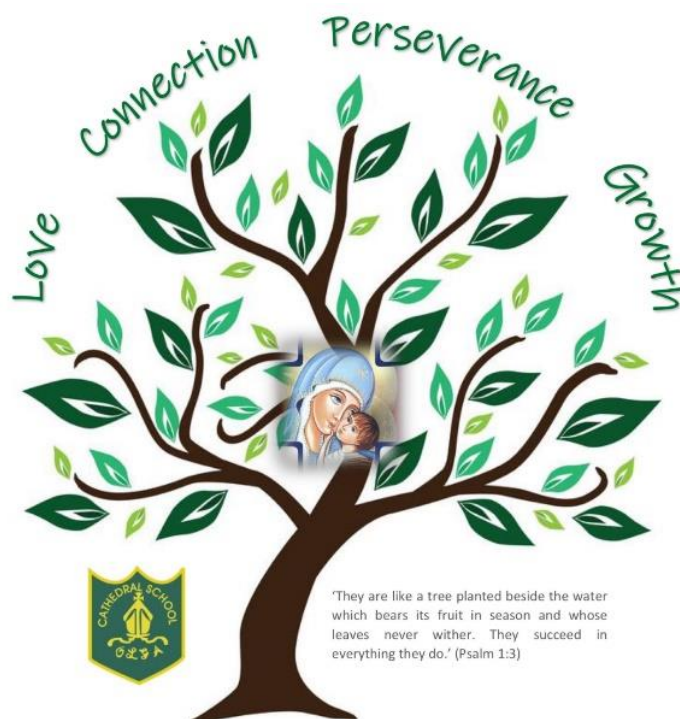
**Session 2021-22**



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



<b>School:</b>	Our Lady of Good Aid Cathedral Primary School & Nursery Class
<b>Cluster:</b>	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? 4<sup>th</sup> 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:***

- 1. *Improvement in attainment, particularly in literacy and numeracy;*
- 2. *Closing the attainment gap between the most and least disadvantaged children;*
- 3. *Improvement in children's and young people's health and wellbeing; and*
- 4. *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:***

- 1. *School leadership*
- 2. *Teacher professionalism*
- 3. *Parental engagement*
- 4. *Assessment of children's progress*
- 5. *School improvement*
- 6. *Performance information*

### ***North Lanarkshire's Education and Families' priorities are:***

- 1. *Attainment and Achievement: improvement in attainment, particularly in literacy and numeracy*
- 2. *Equity: closing the attainment gap between the most and least disadvantaged children and young people*
- 3. *Health and Wellbeing: Improvement in children's and young people's health and wellbeing with a focus on mental health and wellbeing*
- 4. *Developing the Young Workforce: Improvement in employability skills and sustained , positive school-leaver destinations for all young people*
- 5. *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 School Improvement Plan (SIP) priorities. It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). 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. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.*

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

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	1. School Leadership	2. Closing the attainment gap between the most and least disadvantaged children	1.3 Leadership of Change	5. Promoting a high quality learning experience	3. Promoting Gospel Values	Article 28 - right to education
2. Closing the attainment gap between the most and least disadvantaged children	6. Performance Information	Choose an item.	2.4 Personalised Support	6. Differentiated Support	Choose an item.	Article 29 - goals of education
3. Improvement in children's and young people's health and wellbeing	5. School Improvement	Choose an item.	3.1 Ensuring wellbeing, equality and inclusion	2. Social and Emotional Wellbeing	Choose an item.	Choose an item.

### Evaluative Statement - May

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

Early and Second Level Cluster moderation completed, analysed and evidenced with an agreed understanding of the standard.

Attainment reviews carried out by Education & Families Manager – interrogating attainment data, attendance, identifying gaps, self-evaluation using HGIOS 4 and impact of PEF.

CST was able to continue delivering targeted interventions across the cluster, however, due to ongoing staff absence BBBT was not able to run as planned.

Budget agreed for Health & Wellness Hub to carry out a short term project aimed at improving engagement. This would consist of 6 sessions to help develop an improved HWB for hard to reach families. Parents would attend with their children over the 6 week period, during the school day, thus increasing the targeted pupils' attendance.

This is a pilot project which will be reviewed and evaluated for impact, start date August 2022.

Attendance protocols consistent across the cluster. Average attendance across cluster is above the local authority average.

Devices and connectivity offered to all families who identified difficulty in accessing online learning platforms. Virtual classroom materials used across the cluster.

CLPL Dip Into Digital Sessions offered by Digital Pathfinder throughout the academic year.

GIRFEC Pathway being used by all establishments and CILL involved in ensuring children's needs are being met.

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

- Roll out pilot project in conjunction with Health & Wellness Hub.
- Continuation of moderation at Early, First & Second Level across the cluster.
- IDL Project incorporating Expressive Arts to be undertaken across the cluster affording team teaching opportunities.
- Creative Arts Project to be undertaken by all schools.

## 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. The school is situated near the centre of Motherwell and has a current school roll of 538, organised across 20 classes. The Nursery Class has 80 children (40/40) when operating at full capacity. Cathedral Primary shares a campus with Firpark Primary School.

The staffing for 2021/22 was 26.12, but this was increased by 2.0 FTE using the school's Pupil Equity Fund, facilitating the delivery of targeted literacy and numeracy interventions by a dedicated 'Attainment Team'. The school currently has one classroom assistant (0.6 and 0.4 job share) and an allocation of 87.5 ASNA hours.

Our Management Structure is as follows: Head Teacher, two Depute Head Teachers (one funded through PEF) and two Principal Teachers. The Nursery Class is managed by two Principal Lead Early Learning Practitioners.

As has been the case in almost all schools this year, Cathedral Primary and Nursery Class has faced significant challenges around staffing. The school peaked at a total of eight members of teaching staff being absent at one time and, for a considerable part of the session, the daily average number of teachers absent was six. This had a major impact on the day-to-day running of the school, with the Leadership Team struggling to sustain their remits and normal duties and the 'Attainment Team' being unable to fully function for almost four months of the year.

Our school has a significant proportion of EAL pupils, c. 34%, many of whom come from African and Polish families. The school receives 0.1 support from the cluster EAL teacher.

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.

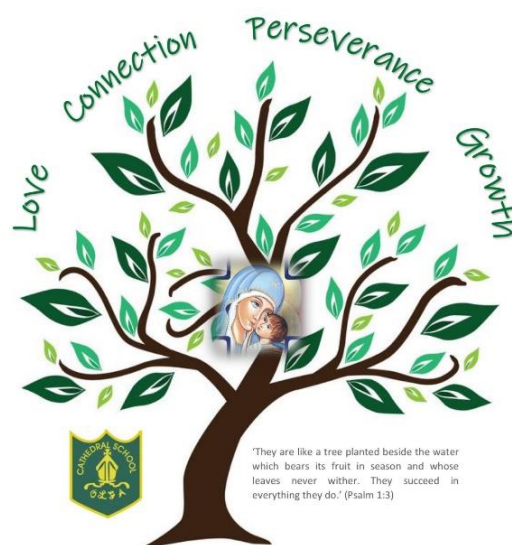
## VALUES

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. It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). 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. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.*

**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'.

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	1. School Leadership	1. Improvement in attainment, particularly literacy and numeracy	3.2 Raising Attainment and Achievement	5. Promoting a high quality learning experience	2. Developing as a community of faith and learning	Article 28 - right to education
2. Closing the attainment gap between the most and least disadvantaged children	6. Performance Information	2. Closing the attainment gap between the most and least disadvantaged children	2.4 Personalised Support	4. Targeted Approaches to Literacy and Numeracy	Choose an item.	Choose an item.

### Evaluative Statement & Actual Impact/Evidence (October)

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

Following input from the SLT and the development of an 'Effective use of Data' policy, staff at all levels have a clear understanding of their roles and responsibilities in relation to attainment data. Effective and manageable systems are in place to monitor and track progress and attainment in literacy and numeracy across all stages, including the local authority's 'Progress & Achievement' system. Current data supports increasingly robust SLT - Class Teacher dialogue around the attainment of all pupils and informs the planning of support for children facing specific barriers to their learning.

The introduction of Read Write Inc. Phonics has strengthened literacy pedagogy across all P1 – 3 classes and initial data indicates improved attainment in reading and writing at Primary 1, 2 & 3.

The introduction of Primary 1-7 mathematics teaching manuals has ensured a Concrete - Pictorial - Abstract (CPA) approach is embedded across all stages; it is anticipated this will lead to improved attainment in mathematics and numeracy in P4 – 7.

Based on current data, the school's dedicated 'Attainment Team' is deployed timeously and strategically to support pupils falling out with their expected milestones in literacy/numeracy. A range of evidence-based targeted literacy and numeracy interventions are in place to support pupils falling out with their expected milestones.

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

- Embed revised approach to Pupil Progress Meetings to further develop focused and proactive SLT – Class Teacher dialogue around pupil attainment and progress.
- Build staff confidence and capacity to interrogate and analyse attainment data within stages and work together to agree on how to support individuals and groups of pupils to reach their expected milestones.
- Use current attainment data for literacy and numeracy to set ambitious, but realistic, short, medium and long-term targets for pupils, classes, year groups and the whole school.

### Evaluative Statement & Actual Impact/Evidence (January)

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

Reading, Writing and Listening & Talking assessment criteria has increased staff confidence and capacity in reaching informed, accurate professional judgements on the current progress and attainment of pupils in literacy.

Tracking meetings now take place in stage groups, allowing teachers to gain a clear knowledge and understanding of current and projected attainment across the entire year group. Data on pupil attainment in literacy and numeracy is used to set ambitious, but realistic, short, medium and long-term targets for pupils, classes, year groups and the whole school.

Based on the most recent data gathered through 'Progress & Achievement', the embedding of 'Reflective Reading' approaches has led to improved attainment in reading at Primary 4, 5, 6 & 7.

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

- Introduce electronic mathematics benchmark tracker, linked to progression pathways, across all stages. Support teaching staff to translate evidence from benchmark tracker into accurate overall professional judgements.
- Drawing on most recent comparator school data from NLC Dashboard and literacy/numeracy baselines, set CfE Achievement of a Level (ACEL) targets for June 2022.

### Evaluative Statement - May

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

The 2021/22 staff questionnaire confirms all teaching staff are confident in using the electronic 'Progress & Achievement' tracking system and in gathering and analysing data at classroom level.

The introduction and embedding of Read Write Inc. Phonics has led to improved attainment in reading and writing at Primary 1 and 2.

The systems and procedures introduced and embedded this year will allow staff to easily draw on a range of information and data to project attainment in literacy and numeracy, including timescales and specific gaps in learning, for the class teacher(s) their pupils transition to in August. This will prevent any disruption to the learning of pupils and ensure that both pace and progression are maintained from one academic year into the next.

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

- Ensure consistent use of the school's electronic mathematics benchmark tracker across all stages to increase staff confidence and capacity in reaching informed, accurate professional judgements on the current progress and attainment of pupils.
- Further raise attainment in reading and writing through the introduction of 'Talk for Writing' and 'Accelerated Reader'.
- Further build staff confidence in using data to inform learning & teaching and plan targeted support for pupils.
- Further develop capacity, expertise and strategic reach of 'Attainment Team' to ensure timeous, high-quality support/intervention for pupils experiencing barriers to their learning.

**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.

<b>NIF Priority</b>	<b>NIF Driver</b>	<b>Education and Families Priority</b>	<b>HGIOS 4 QIs</b>	<b>PEF Intervention</b>	<b>Developing in Faith</b>	<b>UNCRC Article(s)</b>
<b>1. Improvement in attainment; particularly in literacy and numeracy</b>	<b>2. Teacher Professionalism</b>	<b>1. Improvement in attainment, particularly literacy and numeracy</b>	<b>2.2 Curriculum</b>	<b>5. Promoting a high quality learning experience</b>	<b>2. Developing as a community of faith and learning</b>	Article 28 - right to education
<b>3. Improvement in children's and young people's health and wellbeing</b>	<b>5. School Improvement</b>	<b>2. Closing the attainment gap between the most and least disadvantaged children</b>	<b>2.3 Learning, Teaching and Assessment</b>	<b>11. Professional learning and leadership</b>	Choose an item.	Article 29 - goals of education

### Evaluative Statement & Actual Impact/Evidence (October)

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

Curriculum Rationale and P1-7 Curriculum Overview are evident in all forward plans and visible in day-to-day learning and teaching across all stages.

Progression pathways are in place across all stages, ensuring an appropriate pace of learning and progression between and within Curriculum for Excellence levels in all curricular areas.

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

- Monitor and evaluate successful implementation of Read Write Inc. Phonics and 'Reflective Reading' during April scheduled classroom observations.
- Provide staff with written guidance on writing an IDL topic.
- Consult pupils, parents/carers and staff on draft *Rose Trainer Achievement Award*; finalise pupil record cards for each level in advance of introduction of award in January.

### Evaluative Statement & Actual Impact/Evidence (January)

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

During December learning visits, the school's refreshed Curriculum Rationale and Curriculum Overview were visible in the learning activities observed and completed work in jotters. Progression pathways are proving effective in ensuring an appropriate pace of learning and progression between and within Curriculum for Excellence levels across all curricular areas.

Day-to-day classroom observations confirm that key teaching approaches and core resources (e.g. 'Reflective Reading' and a CPA approach to teaching mathematics) outlined on Curriculum Overview are consistently used across all classes.

IDL topics across all stages have a clear focus on the learning and skills contained in identified Experiences & Outcomes.

The school's bespoke *Rose Trainer Achievement Award* has been introduced across all stages and, in the months and years ahead, will provide all pupils with meaningful and engaging opportunities to develop and demonstrate the Four Capacities in school and at home.

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

- Officially launch *Rose Trainer Achievement Award* in March 2022.
- Evaluate value and impact of Essential Experiences; review and modify as appropriate.
- Provide time for two members of teaching staff to develop whole-school DYW progression pathway.

### Evaluative Statement - May

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

All pupils have access to, and benefit from, the *Essential Experiences* outlined for their year group on the school's Curriculum Overview, including an end of year trip.

The school's bespoke *Rose Trainer Achievement Award* supports all pupils to develop the Four Capacities in meaningful ways at school, home and in the wider community.

A comprehensive *Developing the Young Workforce* progression pathway has been developed and presented to staff in advance of August 2022 launch. From August, this will allow Cathedral pupils to explore a wide range of jobs and careers as they progress through the school, develop work-related skills through real-life activities and, from Primary 5 onwards, engage in formal lessons around the world of work and different career paths.

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

- Work with Firpark Primary to develop *Ca-Fi Connections* programme to ensure all Cathedral pupils across all stages have meaningful opportunities to learn in partnership with pupils from Firpark Primary School.
- Introduce recently developed P1 – 7 DYW progression pathway from August 2022.



**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.

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	2. Teacher Professionalism	1. Improvement in attainment, particularly literacy and numeracy	2.3 Learning, Teaching and Assessment	5. Promoting a high quality learning experience	2. Developing as a community of faith and learning	Article 28 - right to education

Evaluative Statement & Actual Impact/Evidence (October)

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

The school's *Learning, Teaching and Assessment Framework* provides all teaching staff with clear guidance on the curriculum, classroom organisation, the features of an effective lesson and assessment. The positive impact of this document is already evident in day-to-day classroom observations.

The school's 'Active8' approach to classroom organisation is giving all Primary 3-7 pupils increased opportunities to exercise choice and lead their learning.

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

- Monitor and evaluate successful implementation of 'Active8' during scheduled November learning visits.

Evaluative Statement & Actual Impact/Evidence (January)

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

Throughout December learning visits, the school's new Active8 approach was a common topic initiated by pupils during SLT - pupil dialogues and it is evident this has been highly successful in providing Primary 3-7 pupils with increased opportunities to exercise personalisation and choice and to lead their own learning.

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

- Further embed Active8 approach in Primary 3 – 7.
- Embark on work with Lynda Keith to begin developing playful pedagogy in Primary 1 and 2.

Evaluative Statement - May

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

During April learning visits, the key features of an effective lesson were evident across all lessons and the school's Active8 approach was seen to be embedded across all classrooms, with Active8 task-boards being used effectively to support pupil-led learning. All pupils are able to choose and direct aspects of their day's learning. Activities on Active8 task-boards across all classrooms are of a high quality and the link between 'Explore and Extend' tasks and

recent prior learning is evident in almost all cases. In the best examples, pupils are able to talk about how they have co-constructed these activities with their teacher.

All staff use a variety of assessment approaches, allowing pupils to demonstrate their knowledge, understanding, skills and attributes in a range of ways and in different contexts across the curriculum.

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

- Revisit *Assessment is for Learning* strategies to ensure there are a range of age-appropriate approaches visible in all classrooms and consistency of approaches across each particular stage.
- Continue to work with Lynda Keith to develop, introduce and embed playful pedagogy in Primary 1 and 2 classrooms.
- Work together in stage and CfE level groups to gain a thorough knowledge and understanding of the 'Digital Literacy' and 'Computing Science' sections of the Technologies Progression Pathway to build teachers' capacity and skill in using digital technologies to support and enrich learning across the curriculum.

### 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:** To ensure equity for all learners and to close the attainment gap by improving pedagogy and high quality learning experiences across the curriculum.

#### School and Nursery priorities:

- Raise attainment in writing across all stages through a review and refresh of teaching approaches.
- Raise attainment in reading by developing and embedding a culture of Reading for Enjoyment across all stages.

### 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 self-evaluation policy is in place, along with a comprehensive Quality Assurance Calendar, linked to the Quality Indicators from *How Good is Our School? 4*. 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. Following classroom learning visits, overall findings are written up using evaluative statements and shared with staff to facilitate professional dialogue and support on-going improvement.

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 both within the classroom and from the 'Attainment Team'.

The school maintains a 'live' self-evaluation summary paper, covering Quality Indicators 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. A self-evaluation cycle will be introduced from August to ensure all Quality Indicators are evaluated at least once every three years.

Our robust approaches to self-evaluation are leading to positive outcomes for our young learners, with improved attainment in literacy and numeracy at the Primary 1 and 4 stages and attainment being maintained at Primary 7. Overall, our attainment is now sitting above both the local authority and national averages.

### **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	<b>5</b>	
2.3 Learning, teaching and assessment	<b>5</b>	
3.1 Ensuring wellbeing, equity and inclusion	<b>5</b>	
3.2 Raising attainment and achievement	<b>5</b>	

### **Covid Recovery**

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

There is no doubt that the COVID-19 pandemic has brought significant challenges to Cathedral Primary School and Nursery Class. However, it has also brought opportunities, providing time and space to review and develop our curriculum, including the development of new progression pathways, strengthen our universal offer in literacy and numeracy, and put in place robust systems to gather data on attainment and use this to inform learning and teaching and improve outcomes for pupils.

Cathedral teaching staff provided a high-quality online learning offer throughout the second lockdown (January – March 2021) with a clear focus on pushing ahead with core literacy and numeracy already planned for pupils that term. Upon return to school, an interim curriculum rationale was developed and put in place, with an emphasis on plugging gaps in literacy and numeracy prior to the summer holidays.

This approach resulted in pupils beginning the new academic session in August 2021 with far fewer gaps in their learning than they could potentially have had, and this laid a strong foundation for the introduction and embedding of our refreshed curriculum and new progression pathways, as well the introduction of Read Write Inc. Phonics in Primary 1 – 3.

Despite a recent Education Scotland report highlighting that the pandemic has resulted in many children not receiving their full entitlement to a Broad General Education, this has not been the case in Cathedral Primary. Rather, our refreshed curriculum was rolled out in its entirety from August 2021, ensuring engaging learning experiences across all eight areas of the curriculum. The easing of restrictions in the summer term also allowed us to offer many of our 'Essential Experiences', with all classes heading off on an exciting school trip which included Primary 5 travelling by train to Glasgow Science Centre, Primary 6 visiting the Surgeon's Museum in Edinburgh and even a four day residential trip to Lendrick Muir for our Primary 7 pupils.

As we emerge from the pandemic, Cathedral Primary and Nursery Class finds itself in a strong position, with a relevant and engaging refreshed curriculum, a strong universal offer in literacy and numeracy, improving attainment and a shared ambition across the entire school community to be outward and forward looking in the months and years ahead.

## Nursery Class Improvement Report

### Review of progress for previous session

*This section should evaluate the impact of the current School Improvement Plan (SIP) priorities. It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). 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. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.*

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

NIF Priority	NIF Driver	Education and Families Priority	HGIOELCC QIs	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	1. School Leadership	1. Improvement in attainment, particularly literacy and numeracy	2.2 Curriculum	Article 28 - right to education
3. Improvement in children's and young people's health and wellbeing	2. Teacher Professionalism	3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing	2.3 Learning, Teaching and Assessment	Article 29 - goals of education
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

### Evaluative Statement - May

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

Curriculum Rationale, developed collaboratively by children, staff, parents and partners, reflects the unique context of Cathedral Primary Nursery Class and is visible in forward plans and day-to-day learning and interactions.

Progression pathways set out an appropriate pace of learning for all curricular areas and ensure progression within Curriculum for Excellence Early Level.

The key features of an effective learning activity/interaction are evident in daily practice across all areas of the nursery.

Current written guidance has been collated to allow dedicated nursery *Learning, Teaching and Assessment Framework* to be developed early next session.

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

- Develop nursery *Learning, Teaching and Assessment Framework* to provide all practitioners with clear guidance on the curriculum, organisation of learning spaces and the features of an effective learning activity/interaction and assessment.
- Facilitate professional learning and collaboration through peer trios to support improvement in practice and greater consistency across the nursery.
- Work with Lynda Keith to ensure joined-up approach to children’s learning experiences across Early Level (Nursery and Primary 1).
- Introduce ‘Talk for Writing’ from August 2021.

#### 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 ( <i>if appropriate</i> )
1.3 Leadership of change	<b>4</b>	
2.3 Learning, teaching and assessment	<b>4</b>	
3.1 Ensuring wellbeing, equity and inclusion	<b>5</b>	
3.2 Securing Children’s Progress	<b>4</b>	

## SAC/ PEF CHECKPOINT 2: MAY 2022

Intervention	Impact	Evidence
	Please include the following information: Use of SAC/PEF allocation over the session and any variances from initial plan; impact using evaluative language.	Please indicate what evidence you have collected
PEF DHT	Additional DHT has remit for overseeing the gathering, collation and analysis of data. This is used to guide SLT – class teacher dialogues on the progress/attainment of pupils, inform differentiated planning at classroom level and ensure prompt targeted intervention/support. PEF DHT also oversees the ‘Attainment Team’, comprised of class teachers, EAL teacher and support staff. The ‘A Team’ provides on-going targeted intervention/support to pupils at risk of underachieving.	<ul style="list-style-type: none"> <li>• ART and AMT standardised assessments.</li> <li>• Read Write Inc Fresh Start assessments.</li> <li>• IDL assessments.</li> <li>• Teacher Professional Judgement attainment data, gathered via NLC Progress and Achievement system and collated on school formats.</li> </ul>
Additional teaching staffing (2 FTE)	These additional teachers and support staff comprise the core of the ‘Attainment Team’, carrying out baseline and ongoing assessments (including strategic use of standardised assessments) and delivering a range of targeted interventions/support in literacy and numeracy to individuals and small groups. This has led to increased attainment in literacy and numeracy across all stages and has ensured ACEL data at P1, 4 has risen and, at the P7 stage, maintained.	<ul style="list-style-type: none"> <li>• Weekly ‘Attainment Team’ planning and evaluations.</li> <li>• June 2022 ACEL data</li> </ul>
Additional Support staff (17.5 hours)		
Online reading library	Collins eLibrary gives pupils across all stages at-home access to all Big Cat texts, ensuring they are reading a range books at their level out-with school. The resource also provides class teachers with a wide range of materials to support high-quality learning and teaching in the classroom and plan homework activities.	
Read Write Inc Phonics	Read Write Inc phonics was introduced in August 2021, with all school and nursery staff receiving initial training on the August inservice day. P1-3 teaching staff have had on-going support and training (online and through in-person development days) throughout the year, providing them with the knowledge and skills to teach children to read, spell and write accurately and fluently. The structure of the programme has ensured all pupils have made systematic progress, with almost all meeting or exceeding their expected milestones. There has been an increase in the number of Primary 1 pupils achieving Early Level in reading and writing and, overall, Primary 2 pupils have ‘caught up’ following the impact of the two lockdowns.	<ul style="list-style-type: none"> <li>• Six- weekly Read Write Inc Phonics assessments.</li> <li>• Ongoing Teacher Professional Judgement attainment data, gathered via NLC Progress and Achievement system and collated on school formats.</li> <li>• June 2022 P1 ACEL data.</li> </ul>
Reading for Enjoyment	An extensive new library was opened in March, providing pupils across all stages with access to high-quality books at their level, including a dedicated reference library. This new resource is already motivating children to read beyond their classroom, further developing their reading skills and helping instill a love of reading. The library is ‘Accelerated Reader’ ready: from August, pupils will be able to complete an online comprehension quiz on every	<ul style="list-style-type: none"> <li>• Pupil survey on new library, gathered through ‘Smart School Council’.</li> </ul>

<p>'Talk for Writing'</p>	<p>book they choose and read from the library, and class teachers will have access to a range of data on the progress of their pupils.</p> <p>Four members of teaching staff, including the HT and a DHT, attended 'Talk for Writing' training in May, in preparation for its introduction in August. Manuals have also been purchased for all members of staff. The 'Talk for Writing' approach supports children to imitate the language they need for a particular type of writing orally, explore the features of high-quality model texts and then use all of this rich learning to write their own version. The focus is on short bursts of quality daily writing rather than the traditional weekly 'taught writing' lesson. We're confident 'Talk for Writing' will not only reinvigorate and strengthen the teaching of writing in Cathedral Primary but also raise pupils' attainment in this area.</p>	
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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?

The school's relentless focus on ensuring a joined-up approach to raising attainment (i.e. the intelligent use of data, a strong universal offer at classroom level and the strategic deployment of the school's 'Attainment Team') has been key to this year's successes.

What has worked less well or could be improved?

The major downside this year has been the negative impact of high staff absence at certain points of the year.

