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| **School Improvement Report**  **Our Lady & St. Francis Primary School & Nursery Classes** | |
| **Context of the School**  Our Lady & St. Francis Primary School is a Roman Catholic school with a non-denominational nursery. The roll is currently 284 in the school and 30/30 in the nursery. Our nursery provision is set to expand in August of this year when our Two Year Old Room opens, and is registered for 20/20 children. Our FME is 9.86% and Clothing Grants is 17.26%. 53.8% of our children live in SIMD Data Zones 1-3. The management structure currently consists of one Head Teacher, two Principal Teachers and an acting Depute Head Teacher.  High quality learning experiences are provided throughout the school enabling children to develop their full potential physically, emotionally, socially, academically and spiritually, clearly demonstrating the hallmarks of a Catholic Primary School. There is a very active Parent Council who meet six weekly and fully support the life and work of the school. Links to St. Francis Xavier Parish and the Grotto are very well established and continue to develop further. Children are supported to develop their faith, and partnerships with the parish community through our sacramental preparation work and Pope Francis Faith Awards.  Standards of pastoral care are very high and pupils and staff are highly motivated and have a positive approach to both learning and teaching and the ethos of the school and nursery. All staff have high expectations of pupils and treat each other with dignity and respect. Successes are celebrated via weekly assemblies, the good work wall and twitter.  All staff offer Out of School Hours Learning (OOSHL) throughout the year and children participate in a wide range of clubs including Sports, Crafts and ICT. Opportunities to participate are available to all children in the school. In addition, the school works closely with the Active Schools Coordinator and Taylor HS to offer additional activities. The nursery regularly has visiting specialists to offer additional rich activities for pupils.  At the primary stages, almost all children are making good progress in English Language and Mathematics and use their literacy and numeracy skills very effectively across all aspects of their learning. The continuing focus on grammar ensures that pupils’ skills continue to be developed and utilised across all areas of the curriculum. Children listen carefully and express themselves clearly on a variety of topics. They are developing very good research skills both independently and in groups. In Mathematics, Financial Education week encourages children to focus on activities specifically linked to real-life contexts. The acting DHT has introduced SEAL and this is beginning to have a positive impact on children’s mental agility skills. In the nursery, pupil profiles and benchmarks track children’s progress and inform next steps, in full collaboration with parents. Effective transitions take place at all stages, and particular focus is given to key transition stages, i.e. nursery to P1, P7 to S1, and end of level transitions.  All stakeholders are regularly consulted in a variety of ways to ensure everyone is working together to ensure best outcomes for pupils and young people.  Staff are becoming increasingly confident in using a range of data to ensure progress for all pupils.  Moderation of this data at family group level has given staff a greater understanding of our children’s progress in comparison to other schools.  Visits from CIOs and HT colleagues have identified good practice within the school to be built upon, and areas which need further development. These areas are factored in to our School Improvement Plan.  We are not an identified CAN school, however all staff are committed to raising attainment for all and closing the attainment gap. Our PEF fund allocation for 2017-2018 is £38400. | |
| **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: HGIOS 4: Learning Provision (2.2 Curriculum)** | |
| **NIF Priority**  *Improvement in attainment, particularly in literacy and numeracy*  **NIF Driver**  *School improvement*  *Assessment of children’s progress* | **HGIOS 4 QIs**  2.2 Curriculum  **NLC Priority**  *Supporting all children to reach their full potential* |
| **Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**  Staff have worked collegiately to audit the curriculum, identify key skills and knowledge, identify SALS and have developed progressive and cohesive learning pathways. These learning pathways are used to ensure pupils’ experiences are focused on skills and knowledge to ensure progression in learning. A learning pathways folder has now been collated, with input from all staff. The success of the pathways has been monitored at Tracking and Progress meetings with SMT. Staff have evaluated the impact of this skills based approach through termly evaluations and are using assessments, such as Benchmarks, CEM, NGRTA and other assessments, to track children’s progress. At cluster level, staff have created a HWB programme of work and nominated staff have attended additional training, including Bilateral integration, to ensure the curriculum presented reflects the priorities of CFE and our local context.  Staff have worked collegiately to evaluate the rationale and design of the Literacy and Numeracy curriculum, to ensure that there is continuity and progression in children’s learning. There is increased emphasis on key learning and progression and staff are less resource driven, as evidenced in class observations, pupil work and teachers’ planning.  Staff have fully implemented North Lanarkshire’s Active Literacy Programme and gaps have been identified in spelling at first and second level. As a result of this, the Nelson Spelling programme will be piloted from August 2017 from P4 onwards. In reading, the Literacy Working Party have created folders to gather resources for class novels to ensure rich tasks for pupils. The numeracy pathways are being used across the school and are being evaluated and adapted by our Numeracy Working Party to ensure they meet the needs of our pupils. The acting Depute Head Teacher has delivered significant staff training in the use of SEAL and Number Talks and this is beginning to have a positive impact on children’s mental agility skills. This area will be further developed next year.  The new benchmarks have been looked at as a staff, and staff are now using the literacy benchmarks to assess children at the end of each term. This will be rolled out to numeracy next session.  The Primary One classes have adopted a ‘soft start’ in both literacy and numeracy. This ensures children’s learning experiences are suitably paced, knowledge and skills based, are challenging and build upon prior knowledge. Primary One teachers have evaluated this, along with the head teacher, and will continue to use this approach in the next academic session, building upon its successes. Research indicates that providing additional opportunities for children to develop early reading, writing and numeracy skills in a play based context, provides them with a deeper foundation on which to build on. CEM data (available June 2017) will be used to measure the ‘value added’ of this approach.  **Next Steps: (What are we going to do now?)**   * Update the agreed Learning and Teaching Curriculum Policy, to reflect new developments this year. * Revise the Numeracy Programme to incorporate ‘Stages of Early Arithmetical Learning’ (SEAL) * Implement Nelson Spelling to support the Active Literacy Programme. * Continued use of Benchmarks to inform professional judgement. | |

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| **School priority 2: HGIOS 4: Leadership & Management (1.3 Leadership of Change)** | | |
| **NIF Priority**  *Improvement in children's attainment, particularly literacy and numeracy*  **NIF Driver**  *Parental engagement*  *School Leadership*  *School Improvement* | **HGIOS 4 QIs**  1.3 Leadership of Change  1.2 Leadership of Learning  **NLC Priority**  *Supporting all children to reach their full potential* | |
| **Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**  All staff are committed to change. All staff remain fully committed to the improvement agenda within the school. A devolved leadership models operates at every level throughout the school and has led to a range of initiatives being developed and continued. All staff are involved in working parties in Literacy, Numeracy and Health and Wellbeing. These working parties meet regularly through the year and maintain agendas and minutes. A self-improvement calendar is in place and monitored by the senior leadership team. All staff have responsibility for a curricular area and often take the lead during staff meetings. Staff are working increasingly collegiately to ensure best outcomes for pupils. Staff have been involved at Family Group level, and have been involved in developing literacy, numeracy, health and wellbeing, outdoor learning, nurture, rights respecting schools, play and ICT. These collegiate meetings have provided opportunities for moderation and shared expertise. This has been shared by staff through collegiate nights and learning rounds, where staff are benefitting from increased knowledge and confidence.  Pupils are involved in leadership roles within the school in a number of ways including buddying, monitoring, class Masses and Coffee Mornings and fundraising events. They are further involved in target setting and Pupil Voice and this impacts positively on change at both a personal and a school level. Thinking Circles and the Big Question have been introduced during Pupil Voice time, and this has given children a further platform to have a say in the decision making process within the school.  All stakeholders are given regular opportunities to impact change within our school. Recently, all stakeholders were given an opportunity to respond to a questionnaire about school values and visions. The responses were collated to create a shared vision of high expectations and aspirations for our pupils and the school. This vision is now displayed on Twitter, through newsletters and on the school website. The children participated in creating an animation for this purpose.  Staff have been involved in collegiate activities with both cluster and family group colleagues and this has  **Next Steps: (What are we going to do now?)**   * Continue to provide opportunities for teachers to share good practice in school, in cluster and in family groups. * Continue to extend cluster and family group collegiality and moderation. | | |
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| **School Priority 3: HGIOS 4: Success & Achievements (3.2 Raising Attainment & Achievement)** | | |
| **NIF Priority**  *Closing the attainment gap between the most and least disadvantaged children*  *Improvement in attainment, particularly in literacy and numeracy*  **NIF Driver**  *Assessment of children’s progress*  *School improvement*  *Performance information* | | **HGIOS 4 QIs**  3.2 Raising attainment and achievement  **NLC Priority**  *Supporting all children to reach their full potential* |
| **Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**  Staff have been introduced to North Lanarkshire’s data spreadsheet. Information has been added by the head teacher and shared with staff when tracking and monitoring children’s progress. This data base includes data from CEM tests and professional judgement. Staff are beginning to use the new benchmarks as another tool to support professional judgement and use class assessments to identify gaps and next steps for learning.  Numeracy profiling has been carried out with children who have been identified as having gaps in their learning. This information has been shared with the class teacher. The acting DHT has worked with these identified children on an individual basis and has monitored the impact of this.  Staff audited current practice of AiFL strategies and focused on learning intentions and success criteria. Working collegially, staff have a clearer understanding of LI and SC and have created a bank that can be used across the school by all staff. Children are now familiar with this process and understand the steps required to be successful in their learning. Children are actively involved in designing success criteria and identifying their next steps.  Most staff are becoming increasingly formative in their comments in jotters, giving children high quality feedback, and this will be built upon next session. Peer and self-assessment are now regular features in classrooms and children are becoming more confident at this. This also should be built upon next session.  **Next Steps: (What are we going to do now?)**   * Staff will begin to contribute to the North Lanarkshire data spreadsheet to track attainment. * Staff will moderate across the cluster and/or family groups, focusing on AiFL strategies. * Forward plan formats will be audited and a new format devised, ensuring planned assessments. * Continue to embed peer/self-assessment. | | |

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| **Pupil Equity Fund**  *There should be a brief statement on how the Pupil Equity Fund (PEF), if appropriate, has been used and its impact on closing the attainment gap.* |
| **Allocation and impact:**  We have been allocated £38,400 from the Pupil Equity Fund. Funds will be used to increase opportunities for specialist support for identified children.  **Details of Bid**  0.2 – Family Link worker, 0.2 – Speech and Language Therapist, 0.6 – Support for Learning Teacher  Nelson Spelling Programme, SRA Reading Programme  **Next Steps:**  Secure staffing to facilitate plans above.  Regularly monitor impact of above interventions. |

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| **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).* |
| **Priority 1:** Improve attainment in literacy through effective moderation of planning, learning, teaching and assessment to improve outcomes for all learners.  **Priority 2:** Improve attainment in numeracy through effective moderation of planning, learning, teaching and assessment to improve outcomes for all learners.  **Priority 3:** Increased access to targeted HWB and Safeguarding supports to ensure that all children and young people are safe, well cared for and enabled to flourish.  **Priority 4:** Securing children’s progress in the Nursery Classes, promoting equity for all learners. | |
| **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* | |
| The Head Teacher is supported by two Principal Teachers and one Acting Depute Head Teacher. All staff remain fully committed to the improvement agenda within the school. A devolved leadership model operates at every level throughout the school and has led to a range of initiatives being developed and continued. All staff are involved in working parties in Literacy, Numeracy and Health and Wellbeing. All staff have responsibility for a curricular area and often take the lead during staff meetings.  Termly tracking and monitoring meetings with SMT are held to review learning and teaching, track pupil progress and discuss next steps. Staff continue to undertake a wide range of professional development activities which enable them to further meet the demands of a Curriculum for Excellence and lead fellow staff in updating and training. Through self-evaluation both internally and with cluster colleagues all staff regularly reflect on the work of the school. Recent input from Continuous Improvement Officers and peer Head Teachers has further enhanced the self-evaluation process and informed priorities for school improvement.  Pupils, parents, staff and partners express their views in annual questionnaires, or more recently, via survey monkey. All pupils are part of a Pupil Voice group, and they are encouraged to have a say in the decision making process within our school, i.e. deciding on Lenten charities etc. Parents’ views are sought regularly and they have affected change in both our homework policy and new reporting formats. Through annual questionnaires, almost all parents comment on how positive their child’s experience is within the school.  The sharing of good practice is now embedded into the school calendar and staff are becoming increasingly confident and comfortable with this. Staff make formal, planned learning visits to their peers, but these visits also take place informally amongst staff throughout the year. We are fully committed to focusing on raising attainment and achievement. Additionally, the Head Teacher works effectively with cluster colleagues, ‘family group’ colleagues and additional Authority identified groups to drive forward improvements at Cluster/Authority level to improve outcomes for pupils. Staff are now involved with ‘family group’ colleagues and this has broadened our capacity for sharing good practice across the Authority.  Parents’ views are sought both formally and informally in the nursery. Regular questionnaires and feedback forms are issued seeking views on various matters including end of topic feedback etc. Most recently we have used twitter and survey monkey to seek the views of our parents. Nursery staff have led a range of initiatives to promote and support good parenting. The nursery teacher has been involved in developing all aspects of planning and monitoring within the nursery setting. Video Enhanced Reflective Practice (VERP) training has also been completed and this has encouraged a focused approach to self-evaluation within the nursery. All nursery staff are now trained in the Solihull approach. | |

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| **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 | **5** |  |
| 2.3 Learning, teaching and assessment | **4** |  |
| 3.1 Ensuring wellbeing, equity and inclusion | **5** |  |
| 3.2 Raising attainment and achievement | **5** |  |
| **Additional Quality Indicator**  *It is anticipated that schools will follow the advice of How good is our school? 4th edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.* | | |

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| **Quality indicator** | **School self-evaluation** |
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