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**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 ‘Aspire’ priorities.

The report should be written using evaluative language.

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

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***The National Improvement Framework’s 4 key priorities*** *are****:***

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

*- Closing the attainment gap between the most and least disadvantaged children;*

*- Improvement in children's and young people’s health and wellbeing; and*

*- Improvement in employability skills and sustained, positive school leaver destinations*

*for all young people*

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

*- School leadership*

*- Teacher professionalism*

*- Parental engagement*

*- Assessment of children’s progress*

*- School improvement*

*- Performance information*

***North Lanarkshire’s Aspire priorities*** *are:*

*- Improved economic opportunities and outcomes*

*- Supporting all children to reach their full potential*

*- Improving the health, wellbeing and care of the communities*

*- Improving relationships with the communities and the third sector*

*- Improving the council’s resource base*

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| **School/Centre 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; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.* | |
| Our Lady & St. Francis Primary School is a Roman Catholic school with two non-denominational nursery classes. In the academic session 2017-2018, the school roll was 302 pupils over 11 classes, and 40/40 in the nursery classes. The FME was 8.3% and Clothing Grants were 10.9%. 20.5% of our children lived in SIMD Data Zones 1-2. The management structure currently consisted of one Head Teacher, one Depute Head Teacher and one Principal 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 an 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 strong and 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 High School to offer additional activities. The nursery regularly has visiting specialists to offer additional rich activities for pupils.  At early level, most children are making good progress in maths and reading; at first level, almost all children are making good progress in maths, reading and arithmetic, and at second level the majority of children are making good progress in maths and arithmetic, with most making good progress in reading. 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 and to a variety of audiences. 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 numeracy working party, led by the Depute Head Teacher, continues to have a focus on Number Talks and SEAL programmes and processes, and this has now been embedded into early and first level. 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 Scottish Attainment Challenge school, however all staff are committed to raising attainment for all and closing the attainment gap. Our PEF fund allocation for 2018-2019 is £40,800.  A copy of our School’s Vision, Values and Aims can be accessed here:  <https://www.youtube.com/watch?v=_3XwKJWu3vw&feature=youtu.be> | |
| **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 in literacy through effective moderation of planning, learning, teaching and assessment to improve outcomes for all learners. | |
| **NIF Priority**  *Improvement in attainment, particularly in literacy and numeracy.*  **NIF Driver**  *Teacher professionalism; assessment of children’s progress; performance information* | **HGIOS?4 QIs**  *2.2 Curriculum; 2.3 Learning, Teaching and Assessment*  **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?)**  Most children at early and second levels are making good progress in reading, with almost all children at first level making good progress. The Nelson Spelling programme has had a positive impact on pupils’ spelling as evidenced in SWST results (17% increase in identified SIMD 1 and 2 pupils). Additional novels have been bought in and this is increasing pupils’ motivation in reading. Planned ‘Book Week’ also raised children’s engagement with reading for pleasure.  Children’s regular use of SRA is having a positive impact on their comprehension skills. Staff have used benchmarks and stage moderation effectively to ensure children are making good progress and are appropriately challenged.  **Next Steps: (What are we going to do now?)**  Infant staff will work together to rewrite the Active Literacy phonics programme for P1-P3, as gaps have been identified and evidenced in teacher professional judgements, benchmarks and classroom assessments. ELP to continue to work with P1 classes for early intervention using PEF. Soft start also to continue in P1. Targeted support for children will include Rainbow Reading, Rapid Readers, Toe by Toe and IDL programme (bought by PEF). SWST will be used to baseline all children in August and pupils’ will be retested in June to monitor impact of Nelson Spelling programme.  Nursery – Nursery Teacher will implement ‘Three Rread’ programme to pre-school children. | |

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| **School priority 2:** Improve attainment in numeracy through effective moderation of planning, learning, teaching and assessment to improve outcomes for all learners. | | |
| **NIF Priority**  *Improvement in attainment, particularly in literacy and numeracy.*  **NIF Driver**  *Teacher professionalism; assessment of children’s progress; performance information* | | **HGIOS?4 QIs**  *2.2 Curriculum; 2.3 Learning, Teaching and Assessment*  **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?)**  Increased use of Number Talks and SEAL at early and first level has had a positive impact on children’s standardised assessment scores in arithmetic. 95% of all children at first level scored average or above in arithmetic and for numeracy, 93% of P2 pupils, 97% of P3 pupils and 93% of P4 pupils scored average or above. Classroom observations, learning discussions and learning rounds evidence that pupils are becoming increasingly confident in talking about what strategies they used to solve calculations and problems in mathematics.  **Next Steps: (What are we going to do now?)**  Number talks and SEAL will continue to be embedded at early and first level, and will be introduced at second level to ensure children continue to make good progress. Revised planning in line with SEAL pathways will be created and used effectively to monitor progress.  Nursery – DHT and Nursery Teacher will ensure high quality learning experiences are regularly available to promote number skills. | | |
| **School 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. | | |
| **NIF Priority**  *Improvement in children’s and young people’s health and wellbeing*  **NIF Driver**  *Teacher professionalism; parental engagement* | **HGIOS?4 QIs**  *2.1 Safeguarding and Child Protection; 2.5 Family Learning; 2.6 Transitions; 2.7 Partnerships; 3.1 Ensuring Wellbeing, Equality and Inclusion*  **NLC Priority**  *Ensuring the health, wellbeing and care of the communities; Improving relationships with the communities and the third sector* | |
| **Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**  Mrs Rimmer piloted new HWB programme throughout the school and feedback from her, class teachers and pupils is positive. This has now been reviewed and adjusted and will continue next year. Big Play has now been introduced to P2 and P3 pupils and play tasks are differentiated, varied and challenging. Two members of staff are now trained in Seasons for Growth and further children benefitted from this programme this year. Mr Maxwell has taken overall responsibility for outdoor learning within the school and planned a very successful outdoor learning day and sports’ day. Unable to procure a speech and language therapist through PEF and the CLD worker, due to a number of issues, had limited to no impact. PEF subsequently used to buy in Ed Griesl, Inclusion Support Teacher, one day per week. He had a massive, positive impact on the children he worked with as evidenced by pupil feedback and What I Think Tools.  **Next Steps: (What are we going to do now?)**  Seasons for Growth will be rolled out further and this will include a group targeted at parents. Peer Mediation will be introduced at P7 stage by Ed Griesl. Ed Griesl will continue one day per week and work with identified children. HWB homework resource pack will be produced to encourage family learning. Regular gardening opportunities will take place with our ‘gardening grandad’. Nursery – continued promotion of daily outdoor play. | | |

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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**  PEF was used to buy a Support For Learning (SFL) teacher from January to June, one day per week. This teacher worked with pupils in Primary 1. In August 2017, 80% of our P1 cohort scored average or above in numeracy, and 67% scored average or above in reading in standardised assessments. By June 2018, this had increased to 89% of children scoring average or above in numeracy, and 84% scoring average or above in reading.  PEF was also used to buy in the Nelson Spelling Programme for P4-P7 pupils, as our previous standardised assessment results showed that the active literacy spelling programme was not working for a large proportion of our pupils. Using a single word spelling test, we baselined identified pupils in SIMD 1 and 2 and in August 2017 and their average score was 37%. These children were retested in June 2018 and their average score had increased to 54%. All children involved showed improvement, ranging from 7% to 34%.  Additionally, PEF was used to buy in Ed Griesl, Inclusion Teacher, one day per week. He has been working with targeted pupils and his greatest success is a P7 pupil who, since working with Ed, has had no further exclusions or truanting episodes. Data from ‘What I Think Tools’, exclusion and attendance figures and feedback from both pupils, parents and staff indicate that Ed is having a massive positive impact on the children he works with.  **Next Steps:**  For 2018-2019 session, PEF will be used to purchase a 0.4 SFL teacher, a 0.6 Early Learning Practitioner (ELP), 0.2 Inclusion Support (Ed Griesl), Single Word Spelling Tests (SWST), IDL Spelling Programme and CEM standardised assessments for every stage.  The ELP will work with P1 pupils following last year’s successful intervention. The SFL teacher will work with targeted pupils throughout the school as will Inclusion Support. Standardised assessments and support programmes (SWST, IDL and CEM) will ensure we have sufficient data and resources to track and monitor progress and identify next steps in children’s learning. |

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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).* |
| 1. Improvement in Attainment in Literacy 2. Improvement in Attainment in Numeracy 3. Improvement in Social, Emotional and Mental Health and WellBeing 4. Improvement in Staff Confidence in the Teaching STEM Subjects |
| **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* |
| **Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**  Self-evaluation for self-improvement is integral to all that we do at Our Lady and St. Francis Primary School and Nursery Classes. We regularly seek and act upon comments and opinions from a variety of stakeholders. We use questionnaires, ‘post-it boards’, twitter and survey monkey to seek opinions from pupils, parents, staff and the wider community. Pupil Voice is embedded within the school and all pupils from P4-P7 are members of Comittees or the Pupil Council. All children within the school, including those in P1-P3, are involved in ‘The Big Question’ monthly, where they are asked to contribute their opinions to an aspect of school life. All comments are collated and acted upon, where appropriate.  Pupils, parents, staff and the wider community were consulted re our Curriculum Rationale, and the feedback they provided have now formed our new one. They were also consulted regarding our School Vision, and this can be accessed here: <https://www.youtube.com/watch?v=_3XwKJWu3vw&feature=youtu.be>  All staff are committed to self-evaluation for self-improvement. Staff meet termly to work with stage partners to moderate planning, assessment and progress to ensure consistency across the school. Tracking and progress meetings take place termly between class teachers and SLT. A self-evaluation for self-improvement calendar is in place and highlights all areas that will be monitored throughout the year. Staff engage with both classroom visits by SLT and learning rounds, where they visit their colleagues’ classrooms.  All staff are committed to children’s achievement and take responsibility for an aspect of Pupil Voice. Class teachers also relished the opportunity for additional responsibilities including Outdoor Learning, RE, STEM, and plan whole school days/events which positively benefit our children. These activities include Outdoor Learning Day, Book Week, Financial Education Week and World of Work Week.  Staff are becoming increasingly confident in the use and interrogation of data. Data is regularly analysed at staff meetings and tracking and progress meetings. All staff are aware of their children who live in SIMD 1 and 2 areas, and children who have additional support needs. Staff have high aspirations and expectations of our pupils and have a sound knowledge of the local area and the unique demographics of our school.  Effective pastoral care arrangements are in place to ensure that the care and welfare of our pupils is of the highest standard.  Staff have engaged fully with the North Lanarkshire Family Group schools and have visited, and been visited, by stage colleagues. This will be rolled out to include peer visits to identified schools in South Lanarkshire Council this year.  **Next Steps: (What are we going to do now?)**  SIP Priorities for 2018-2019 have been identified as follows:   * Improved attainment in literacy * Improved attainment in numeracy * Improvement in social, emotional and mental health and well-being * Improvement in staff confidence in teaching STEM subjects |
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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 | **5** |  |
| 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 |
| **Q.I. 1.1** | **5** |