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***Driving Equity and Excellence***

**Improvement Report**

**Session 2022-23**

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| **School:** | Rochsolloch Primary School |
| **Cluster:** | Airdrie Academy |
| **PEF Allocation** | £32928 (less £13237 costs from 2021/22) |

**Section 1: Establishment Details**

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| **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; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.* |
| **Vision, Values and Aims**Vision: ***Everyone achieves their potential*** Values: ***Respect, Achievement, Happiness***Aims:* Provide the highest quality learning and teaching that gives all learners the knowledge, skills and attitudes to fulfil their potential.
* Provide relevant and varied opportunities for wider achievement.
* Provide a happy and secure environment where children’s wellbeing is at the centre of all we do.

**Location/Accomodation**Rochsolloch Primary School is a non-denominational, co-educational establishment situated on Bellsdyke Road, close to Airdrie town centre. The catchment area includes local authority and private housing.We moved to our current location on the shared campus with All Saints’ Primary School in March 2012. The building and surrounding grounds, including Brownsburn Heritage Park, affords excellent opportunities for learning. Our shared areas include a dining room, playground, gym hall (with stage), intimate care room, visiting services room and an interview room.An additional teaching bay was built in 2020 to increase our capacity to 286.The school grounds have a mix of tarmac and grass, as well as an all-weather surface.Our nursery class adjoins the school building and has capacity for 48 children each morning and afternoon.The entrance to the nursery is separate from the school and has its own secure entrance. The outdoor learning environment is stimulating and bright, and is used daily by the children.**School Roll**The roll for session 2022/23 is 295, plus a mixed model nursery accommodating either 16 AM & 16 PM sessions over 48 weeks and 24 term time places over 38 weeks. During session 2022/23, P1 – P7 children were organised in to 11 classes, including some composites.**Staff**Head Teacher1 x DHT1 x PT13 x Class Teachers2 x Principal Lead Practitioners3 x Early Learning Practitioners3 x Key Workers3 x Support Workers4 x Learning Assistants2 x Clerical Staff1 x Early Years ASN Assistant (part-time) |
| Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)Attendance is monitored monthly, and families are supported to maintain high attendance for children through written correspondence, telephone contact and in-person meetings.Average attendance for session 2022/23 was 92.8%; above the NLC average of 91.1%.In 2022/23 there were no exclusions. |
| Details of consultation: Pupils/Parents/carers/staff/stakeholdersSelf-evaluation information is sought from pupils, parent and staff through surveys and focus groups. This feedback informs discussions around next steps for improvement and the creation of the School Improvement Plan.Pupil literacy focus groups (March 2022)Parent school improvement survey (May 2022)Draft improvement plan pupil consultation (May 2022) |

**Section 2: What progress have you made in closing any poverty related attainment gap?**

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| **Equity Plan***Please write a brief summary of your approach to ensuring equity and the progress you have made.* *The following key questions could be considered:**Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty? What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process?* |
| **Equity Priority** Increase attainment in reading by between 6-8% and writing by between 6-8% across all stages by June 2023 by improving challenge and enjoyment. **Intended Outcome**Provide universal/additional/intensive support for learning in literacy through team-teaching and/or one-to-one support for groups/individuals. **TPJ Evidence** 7.42% increase in attainment was recorded in Reading across P1-7.3.08% increase in attainment was recorded in Writing across P1-7.**Evaluation**Support for groups and individuals was maintained on a consistent basis for the majority of the session, leading to improvements in attainment for reading and writing. Target children were identified at the beginning of the session and progress tracked across the year through both informal dialogue and discussion at each of the three Tracking Meetings. Target children were identified as those children for whom the greatest impact could be gained from intervention; either those just below national expectations or those learners who were on track but at risk of falling behind expectations. At P1, P4 and P7 the school attainment gap is 2.53% in literacy and 2.6% in numeracy. The gap across the authority is 22.4% in literacy and 20.7% in numeracy.**Next Steps**Continue developing approaches to identifying and supporting target children by using more robust assessment evidence to identify specific Benchmarks that require to be addressed to allow learners to get back on track with national expectations. |

**Section 3: Summary of Impact of Annual Improvement Plan Priorities**

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| **Cluster Priority(Long Term Outcome)**: **To embed the empowering cluster models to support children, young people and their families to realise their potential.** |  |
| **(Please insert the relevant information below)** |
| **NIF Priority:**  | **NIF Driver:** |
| **NLC Priority:** | **QI:** |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. |
| **RATIONALE**: |
| **OUTCOMES:** |
| **EXPECTED IMPACT:** |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?) |
| **Next Steps:** (What are we going to do now?) |
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| **Priority 1 (Long Term Outcome)**: **Increase attainment in reading by between 6-8% and writing by between 6-8% across all stages by June 2023 by improving challenge and enjoyment.** |  |
| **(Please insert the relevant information below)** |
| **NIF Priority: 1,2** | **NIF Driver: School improvement, Teacher professionalism, School leadership** |
| **NLC Priority: 1,2** | **QI: 2.2, 2.3** |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.£17145 |
| **RATIONALE:** Learner survey responses highlighted issues around a lack of challenge and enjoyment in the way literacy is delivered. Staff feedback highlighted similar issues, as well as a challenge around the amount of time taken to plan literacy at the expense of other curricular areas. Literacy attainment across the school, according to Teacher Professional Judgement, requires action. |
| **OUTCOMES:** |
| **EXPECTED IMPACT:*** >90% of learners feel appropriately challenged in Reading.
* >90% of learners enjoy Literacy activities.
* Attainment in Reading is improved by 6-8%.
* Attainment in Writing is improved by 6-8%.
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| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)**>90% of learners feel appropriately challenged in Reading.**76% (P4-7) of learners feel they are appropriately challenged in their reading activities. 85% (P4-7) of learners feel they are appropriately challenged in their writing activities. All staff are using the Highland Literacy progression pathways to plan literacy activities linked to the e’s and o’s and benchmarks. All staff feel the Highland Literacy progression pathways are supporting them to challenge their children ‘to some extend’ or ‘significantly’. Some teachers have reported that the use of ‘Reflective Reading’ approaches have impacted on the ability to challenge our learners by teaching very specific literacy skills. **>90% of learners enjoy Literacy activities.**29% of learners (P4-7) enjoy reading activities with 51% of learners (P4-7) enjoying reading activities sometimes.28% of learners (P4-7) enjoy writing activities with 57% of learners (P4-7) enjoying writing activities sometimes.Throughout the year, all staff have started adapting their approaches to teaching literacy, engaging in regular evaluative dialogue with SLT, colleagues and learners to improve enjoyment of literacy activities. The working party focused their work on ‘Reading for Enjoyment’ organising activities such as ERIC, creating our school BookTube channel and participating in Book Week Scotland and World Book Day.67% of children (P4-7) use digital tools during literacy sessions with 97% of children feeling ‘confident’ or ‘very confident’ using these. Almost all staff have reported an increase in the quality of literacy activities completed using digital tools. **Attainment in Reading and Writing is improved by 6-8%.**7.42% increase in attainment was recorded in Reading across P1-7.3.08% increase in attainment was recorded in Writing across P1-7.Almost all staff feel the Highland Literacy progression pathways have increased their confidence and accuracy in TPJ. Almost all staff have made good use of new literacy assessments which have allowed for targeted interventions for identified children. Pre and post assessments have shown an increase in phonological awareness for all children.  |
| **Next Steps:** (What are we going to do now?)* Standardise our approach to reading across the school with further development of ‘Reflective Reading’ approaches.
* Attend ‘Talk for Writing’ training to standardise our approach to writing across the school.
* Define a suggested literacy structure for a lesson, a week, a term and year and create a ‘quick guide’ for new staff.
* Continue to develop parent confidence using digital tools to enhance engagement and accessibility.
* Continue to develop ‘Reading for Enjoyment’ within the school to contribute positively to increased attainment.
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| **Priority 2 (Long Term Outcome)**: **Learners will experience a science curriculum that incorporates the Curriculum for Excellence Design Principles of Challenge and Enjoyment, Coherence and Progression.** |  |
| **(Please insert the relevant information below)** |
| **NIF Priority:**  | **NIF Driver:** |
| **NLC Priority:** | **QI** |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. |
| **RATIONALE**: Staff feedback identified that there was a need to develop a coherent and progressive approach to the teaching of science across the school. We are involved in the SSERC programme in 2022/23 to help guide our journey.  |
| **OUTCOMES**: |
| **EXPECTED IMPACT:*** Learners will develop K&U of relevant terminology.
* >90% of P4-7 learners will describe experiences as challenging and enjoyable.
* Learners will be able to give examples of the link between the science curriculum and the world of work.
* Learners will demonstrate an understanding of the need to challenge gender and disability stereotypes in science
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| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)**Learners will develop K&U of relevant terminology.**All staff are using new Science planners and all staff agree these have supported them in developing pupil knowledge and understanding of relevant scientific terminology. Enquiry skills with Airdrie Academy teacher was successful in further introducing science terminology with P6 and P7 children. **>90% of P4-7 learners will describe experiences as challenging and enjoyable.**86% of P4-7 pupils described their science experiences as enjoyable.66% of P4-7 pupils felt their science activities challenged them. All staff agree that new Science planners are supporting them to plan activities which are challenging and enjoyable for learners. Science resources have been audited, organised and new resources ordered to ensure we have the correct tools to deliver a challenging and enjoyable science curriculum. Following feedback from staff, CPD was delivered to target the identified areas for development. Post survey data shows that all staff felt more confident teaching science within their class. All staff also feel that the training has supported them in delivering enjoyable science lessons for their class. **Learners will be able to give examples of the link between the science curriculum and the world of work.**85% of P4-7 pupils can identify jobs which they would need science knowledge and skills for. **Learners will demonstrate an understanding of the need to challenge gender and disability stereotypes in science.**94% of P4-7 pupils believe science jobs are for both men and women. 91% of P4-7 pupils believe you can get a job working in the science industry if you have a disability. |
| **Next Steps:** (What are we going to do now?)* Continue to monitor the delivery of science across the school to ensure sustainability of approaches developed this year.
* Continue to audit and organise new resources to support the delivery of our science programme.
* Continue to seek opportunities for linking science experiences, activities and events to the World of Work.
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| **Nursery Class Priority (Long Term Outcome)**: **To ensure a consistent, high-quality approach to the cycle of planning, assessment and moderation, and to promote understanding of the Six Nurture Principles and how these relate to daily practice in order to improve overall access to the curriculum and improved wellbeing for all children.** |  |
| **(Please insert the relevant information below)** |
| **NIF Priority: 1, 2** | **NIF Driver: 1, 2, 4** |
| **NLC Priority: 3** | **QI (HGIOELCC):** 2.2, 2.3, 2.4, 2.6, 3.1, 3.2 |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. |
| * SIP Review from last year’s priority – noted there was professional learning still to be undertaken in order to ensure knowledge of Nurture Principles has a direct impact on daily experiences, as well as further development required to promote purpose of, and consistency around Learning Journals
* Feedback from staff around planning/observation cycle, including staff in-service surveys on planning/observation confidence (57% of staff reported that they were not aware of observation cycle) as well as informal feedback from staff
* Quality Assurance – QA practices highlighted need for better connectedness between planning and practice, and the need for development in understanding of children with ASN
* Quality Assurance – Enhancing transitions highlighted as a key area for development across the nursery class
* 23% of children have been observed as experiencing difficulty in transitioning to set lunch time.
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| OUTCOMES: |
| EXPECTED IMPACT:* All staff will evidence child-centred pedagogy in their practice.
* All staff will be confident in at contributing to responsive and intentional planning and will participate in professional dialogue related to children’s development and learning.
* By December, Keyworker staff will be regularly recording children’s development and learning in Learning Journals, making links with the planning documentation and recording the child’s voice.
* By April 2023, all staff will understand what the Six Nurture Principles are.
* All staff will be able to confidently engage in professional discussion around how their practice is impacted by their understanding of Nurture.
* Throughout the school year, Keyworker staff will begin independently creating and updating GIRFMe plans.
* By October 2022 all staff will have participated in reviewing lunch provision, implementing nurturing and purposeful changes to ensure our children are provided with the opportunity to participate in loving lunches, delivered within a calm and welcoming atmosphere.
* Over 90% of children will follow the lunch routine independently, including washing hands, self-service, and tidy up.
* Over 90% of children will develop and awareness of ‘portion control’ and will serve themselves an appropriate portion and stop eating when they are full.
* Parental Partnership: By end of school year (June 2023) Children and families will be welcomed to participate in reviewing parental partnership links to enhance partnership working.
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| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)**All staff will evidence child-centred pedagogy in their practice.*** All staff have shown their ability to evidence child-centred pedagogy in their practice, as evidenced through weekly planning sheets, learning journals, and through professional dialogue – this has led to more connected learning experiences for children and more coherent curriculum coverage

**All staff will be confident in contributing to responsive and intentional planning and will participate in professional dialogue related to children’s development and learning.*** All staff are fully involved in contributing to planning cycle, both informally and formally – planning takes clear account of children’s interests through their words and actions, leading to more engaging learning experiences, as evidenced through learning journals and SLT observation

**By December, Keyworker staff will be regularly recording children’s development and learning in Learning Journals, making links with the planning documentation and recording the child’s voice.*** All staff are regularly recording children’s learning and development in learning journals – parental feedback and posting on learning journals has allowed for a stronger home/nursery link
* All staff are beginning to make links with planning documentation and recording the child’s voice

**By April 2023, all staff will understand what the Six Nurture Principles are/ All staff will be able to confidently engage in professional discussion around how their practice is impacted by their understanding of Nurture.*** All staff received In-Service training from the Educational Psychologist on the Six Nurture Principles
* All staff understand what the Six Nurture Principles are – this is regularly evidenced through Care and Welfare dialogue and is central to decision making, particularly around children where there is a wellbeing concern
* Parent feedback has recognised the nurturing environment provided by our staff team

**Throughout the school year, Keyworker staff will begin independently creating and updating GIRFMe plans.*** Nursery SLT remain responsible for overall creation and updating of GIRFMe plans, which are reviewed by the DHT to help ensure targets are relevant and appropriate
* All staff are consulted on GIRFMe plans both in their creation and in updating

**By October 2022 all staff will have participated in reviewing lunch provision, implementing nurturing and purposeful changes to ensure our children are provided with the opportunity to participate in loving lunches, delivered within a calm and welcoming atmosphere.*** All staff were supported by Principal Lead in reviewing lunch provision, leading to significant improvements observed in how calm and purposeful lunchtimes have become

**Over 90% of children will follow the lunch routine independently, including washing hands, self-service, and tidy up.*** 95% (54/56) children are able to follow the lunch routine independently

**Over 90% of children will develop and awareness of ‘portion control’ and will serve themselves an appropriate portion and stop eating when they are full.*** Catering staff are currently being asked to serve children during lunchtime
* 95% (54/56) can self-serve during snack time

**Parental Partnership: By end of school year (June 2023) Children and families will be welcomed to participate in reviewing parental partnership links to enhance partnership working.*** All families have been welcomed to participate in reviewing parental partnership though regular Tea and Talk sessions leading directly to improvements in children’s experiences through parents sharing their skills (baking, mending roof of garden play hut) and consultation leading to new experiences for the children I.e. Five Sisters Zoo visit
* All families have been invited into the nursery and have attended Stay and Play sessions with their children
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| **Next Steps:** (What are we going to do now?)* Maintain successful new developments from this year, including Tea and Talk, Loving Lunches, Forest Kindergarten, Self-Service Snack, and use of revised templated for child-centred planning
* Increase rigour around self-evaluation making use of systematic approach including all staff in line with NLC expectations for recording – this should inform future planning and provide more robust measures of success
* Build on progress and success in planning processes and assessment by creating robust approach to tracking and monitoring learners’ progress
* SLT to work alongside staff team to create Quick Guides for essential elements of practice in order to maintain progress and standards in planning, assessment and reporting with likely changes in the staff team
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**Section 4: Key strengths/successes linked to Quality Indicators**

(Please note: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered during through ongoing self-evaluation processes, including discussions in attainment trios, please outline briefly key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.) When making specific reference to a NIF driver please highlight this is bold for example:

**Teacher Professionalism**: CLPL has impacted positively on staff confidence levels and understanding of best pedagogical practice, in writing. ACEL data (P4 and P7) has increased by 5% and 10 % respectively. (QI: 1.3, 2.3 and 3.2)

**How good is our leadership and approach to improvement?**

Nursery Class

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| **QI 1.3 Leadership of change** |
| Developing a shared vision, values and aims relevant to the school and its community | Strategic planning for continuous improvement | Implementing improvement and change |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.** |
| **NIF Priority:** |
| **NIF Driver:** |
| **UNCRC: Article 28, 29** |
| **RECR (if appropriate)** |
| **Linked SIP/PEF Priority: 1** |
| **How well are you doing? What’s working well for your learners?** |
| * We co-created our vision, values and aims with our community in January 2019; the vision and values are used frequently in conversations with stakeholders and referenced at assemblies and across our social media presence.
* We have been very effective in many aspects of translating our vision, values and aims in to practice through focused work around nurture, sustainability, and creative pedagogical approaches.
* The majority of teaching staff are positive about change and are actively involved in developing approaches to teaching and learning that are designed to nurture creativity and innovation. Staff are encouraged to take calculated risks when considering how to improve practice.
* Staff have many opportunities to collaborate formally and informally across the year.
* We have good approaches to planning for continuous improvement that involves all stakeholders in reflecting on what is working well and what we could improve.
* We have an annual and triennial programme of self-evaluation to ensure all aspects of HGIOS 4 are reflected upon regularly.
* Shared vision, values and aims mirrors the school – also relevant for ELC setting.
* The vision of ‘Everyone achieves their potential’ is central to planning around the child, including the dedicated Nursery Improvement Plan, cyclical planning, GIRFMe planning, and engagement with external agencies.
* Staff are receptive to change and excellent progress has been made against Improvement Plan, led by SLT but involving all staff.
* EPS lead staff in-service training on Nurture Principles, which is a regular part of staff meeting dialogue.
* Opportunities for parent/carer involvement taken up through ‘Tea and Talk’. SLT seek very regular opportunities to engage practitioners in professional dialogue which has been central to improvements in quality of planning, and learning experiences in turn.
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| **How do you know? What evidence do you have of positive impact on learners?** |
| * Anecdotal evidence suggests the majority of our learners can name at least one of our three values.
* We have been awarded a Nurturing Schools Award, Eco Schools green flag, Respect Me Reward from Scotland’s anti-bullying charity. Our staff regularly collaborate to improve pedagogical approaches that have resulted in most children describing themselves as happy and cared for in school.
* The majority of teaching staff are engaged in a professional reading group that is supporting changes in the classroom. As a result of staff having freedom to consider new approaches, our children have experienced a wider variety of engaging activities.
* Formal activities in the collegiate calendar, allied with frequent, informal collaboration is evident in the experiences planned across stages and the increasing awareness of what achievement in line with national expectations looks like at each stage.
* All stakeholders are involved in identifying improvement priorities and all teaching staff are involved in the delivery through working parties and whole-staff development work.
* Anecdotal evidence of impact of Stay and Play sessions on learning engagement – positive feedback from parents/carers verbally.
* Very positive engagement on Nurture Principles training, with increased understanding among staff evident through staff meetings and interactions with children.
* Tea and Talk has led to positive change (initiation of ‘Stay and Play’ sessions which will now form a regular part of the calendar, trip to Five Sisters Zoo).
* Planning format now fully imbedded.
* All broad targets from Improvement Plan have been achieved.
 |
| **What are you going to do now? What are your improvement priorities in this area?** |
| * We have gathered stakeholders views that will inform a new curriculum rationale.
* Provide a broader range of experiences for children to achieve beyond the Experiences and Outcomes. Work has begun by running a Skills Academy twice a year. We will continue to look for partnerships, particularly in sport, to increase participation in sport beyond the school day.
* We will continue to develop consistency and progression across the school with the range and types of approaches we use across the curriculum, particularly in literacy.
* Continue developing consistency in our interpretation of the Benchmarks through moderation activities.
* SLT each taking responsibility for an aspect of the Improvement Plan next session.
* Staff Collegiality a priority for next session with the aim of engaging staff in leading initiatives within the nursery class.
* Principal Lead leading Tracking and Monitoring target to further focus changes on children’s learning.
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**How good is the quality of care and education we offer?**

Nursery Class

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| **QI 2.3 Learning, teaching and assessment** |
| Learning and engagement | Quality of teaching | Effective use of assessment | Planning, tracking and monitoring |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.** |
| **NIF Priority: 1, 2** |
| **NIF Driver: Teacher professionalism, school improvement, school leadership** |
| **UNCRC: 13, 29** |
| **RECR (if appropriate)** |
| **Linked SIP/PEF Priority: Priority 1** |
| **How well are you doing? What’s working well for your learners?**  |
| * A developing culture of children’s rights is beginning to show within our established culture of nurture and positive relationships.
* Learners are able to select from a range of resources, including digital, to support their learning across the curriculum. There is very high engagement in most areas of the curriculum.
* We make use of Brownsburn local nature reserve and loose parts play within our grounds as part of our approach to outdoor learning.
* Appropriate support and challenge provided through Play/PEBL pedagogy, as well as opportunities for learner independence and creativity.
* All staff are invested in the pedagogical developments and continue to develop practice.
* Assessment of progress is increasingly robust and leads to improved pace and challenge for learners.
* The majority of learners have some involvement in planning their learning.
* Tracking Meetings provide an effective forum for sharing progress and identifying next steps.
* Learners achievements out of school are recognised and account is taken of participation in groups and activities out of school.
* Children and parents feel welcome in the setting.
* The environment has been shaped collaboratively by staff to offer a wide range of learning opportunities and nurturing spaces.
* Learning journals are used daily to support effective planning, assessment, and communication between home and the nursery around progress and targets
* Staff collaborate on broad planning stemming from shared observations on children’s words, actions and emotions (Realising the Ambition)
* Practitioners are increasing their skills and confidence in making decisions around learners’ needs which inform next steps in planning and intervention.
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| **How do you know? What evidence do you have of positive impact on learners?**  |
| * Achieved UNCRC Bronze Award in January 2023, now working towards silver.
* Respect Me Reward achieved in September 2022.
* Teaching areas organised to maximise learners’ access to resources. Observed evidence of learners making decisions about which resources they would like to use, and which are most appropriate. Classroom observations showed all children engaged during the visits.
* Teacher feedback shows improved quality of direct instruction and formative assessment through Play/PEBL approach.
* Assessment evidence gathered by class teachers and additional PEF-funded teacher, including evidence from school assessment calendar activities and SNSA, used to inform next steps in learning.
* Learners are involved in planning some of their learning in the upper school through the use of a ‘Wonderwall’.
* Tracking Meeting Records show reflections on assessment evidence and identification of next steps, with a particular focus on learners identified as having barriers to learning, below national expectations, or at risk of falling behind national expectations.
* Spreadsheet with data showing which clubs learners attend, both after and beyond school, informs decisions around which clubs to offer and which learners to focus on.
* School and wider achievements are celebrated at weekly assemblies.
* Survey of parents and carers highlighted how parents feel that they feel very welcome in the environment and that staff are very nurturing towards their children.
* Environment has been reviewed by SLT through observation walks and by staff on in-service days.
* Learning Journal uptake among parents is 100% - SLT provide Quality Assurance to check all posts before they are published.
* Learning Journals reflect progress in quality of staff observation through comparison over time.
* Staff planning meetings have become increasingly independent and productive (previously SLT took responsibility for collating staff observations to create planning documents for staff)
* Key Workers have increasing voice in creation of GIRFMe plans, though these are still supported by SLT.
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| **What are you going to do now? What are your improvement priorities in this area?** |
| * Continue working on learner motivation in literacy by auditing, procuring and organising appropriate resources.
* Develop use of a journal app to share learning journeys with parents and carers.
* Increase the range/type of resources available for loose parts.
* Continue developing understanding of questioning techniques and metacognition to improve feedback, and self/peer assessment.
* Develop observation as a key assessment tool across the school.
* Continue creating opportunities for learners to be more involved in planning learning.
* Create further opportunities for staff to reflect on professional reading to inform next steps in developing approaches to learning and teaching.
* Tracking and monitoring has been added to the Improvement Plan for next session with the aim of devising a process for more robust tracking of progress in learning.
* Tracking and monitoring review meetings will be held with staff twice per term.
* Staff will continue to contribute more independently to GIRFMe planning.
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How good are we at improving outcomes for all our learners?

Nursery Class

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| **QI 3.1 Ensuring wellbeing, equality and inclusion** |
| Wellbeing | Fulfilment of statutory duties | Inclusion and equality |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.** |
| **NIF Priority:** |
| **NIF Driver:** |
| **UNCRC: 23, 29** |
| **RECR (if appropriate)** |
| **Linked SIP/PEF Priority:** |
| **How well are you doing? What’s working well for your learners?**  |
| * Almost all children feel safe, respected and that a trusted adult knows them well.
* We have demonstrated a commitment to nurture, inclusion and ensuring children feel cared for and important.
* Positive relationships are central to all we do. Adults take time to get to know learners and develop a mutual trust.
* Teachers frequently meet with parents and carers to discuss possible triggers for distressed or inappropriate behaviour.
* We celebrate and value diversity and tackle discrimination. Barriers to learning are overcome to ensure all children are able to participate and achieve.
* Children feel safe and included in the nursery class, and trusted adults know them well
* Individualised GIRFMe plans are in place for children who are experiencing challenges in their wellbeing and development
* SLT engage with partner agencies in education and health to review and refine support strategies for those requiring additional support
* Relationships with parents/carers are excellent, with daily dialogue taking place for all children
* Significant care is given to ensuring that children with health conditions/allergies enjoy an inclusive experience and do not miss out on opportunities for play/snack/Loving Lunches
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| **How do you know? What evidence do you have of positive impact on learners?**  |
| * National Nurturing Schools Award in 2020.
* Respect Me Reward for efforts to create an inclusive culture that minimises the risk of bullying behaviour and deal robustly with any incidents that may occur.
* Parental feedback shows almost all feel there is a positive culture.
* All staff respond appropriately to distressed or inappropriate behaviour. Consequences are measured and appropriate.
* Teachers frequently communicate with parents and carers either on the telephone or in person to discuss barriers to learning and possible triggers for distressed or inappropriate behaviour.
* Equality, tackling discrimination and stereotypes are addressed through the formal Health and Wellbeing curriculum, as well as through frequent engagement with current topics chosen by both the teacher and children. Children are encouraged to investigate and question what they see in the news and online.
* Formal and informal conversations regarding children’s progress, GIRFMe plans and Tracking Meeting records show staff understanding of role and responsibilities (mirrored in nursery class).
* Parental feedback shows that all parents/carers feel the nursery environment is welcoming and inclusive
* GIRFMe plans are created by Principal Leads with the support of Key Workers/Support Workers and are reviewed by the Depute Head Teacher as an extra layer of rigour and Quality Assurance
* Children with most significant support needs have been supported in moving to more suitable provisions (two successful NBPR applications, one successful Core Group application)
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| **What are you going to do now? What are your improvement priorities in this area?** |
| * Continue on the journey towards RRS Silver award by creating class charters, and incorporating the language of rights in to our conversations and curriculum.
* Gather data to identify impact on attainment for target children, including those facing barriers to learning, including poverty.
* Fresh approach to Tracking and Monitoring should allow greater rigour in reviewing impact on children of decisions made by nursery staff, as well as guidance from partner agencies in relation to wellbeing, equality and inclusion.
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How good are we at improving outcomes for all our learners?

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| **QI 3.2 Raising attainment and achievement** |
| Attainment in literacy and numeracy | Attainment over time | Overall quality of learners’ achievement | Equity for all learners |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.** |
| **NIF Priority: 1, 2** |
| **NIF Driver:** |
| **UNCRC: Article 29** |
| **RECR (if appropriate)** |
| **Linked SIP/PEF Priority: 1** |
| **How well are you doing? What’s working well for your learners?**  |
| * Literacy and numeracy are a focus for improvement in every improvement cycle. Most learners are achieving appropriate levels in literacy and numeracy.
* Improved tracking and assessment processes are leading to more confident discussions around Benchmarks. These include an assessment calendar per stage, tracking meeting pro-forma with questions around the progress of target children, moderation sessions with stage and level colleagues using the Benchmarks.
* Interventions are targeted at children identified in dialogue with teachers and reflection on assessment evidence, and SIMD and TPJ data.
* Most of our learners are successful, confident, exercise responsibility and the majority contribute to the life of the school. Some contribute to the wider community.
* We are beginning to explore the range and type of resources and approaches that bring challenge and enjoyment to reading and writing across the school in order to raise attainment.
* Benchmarks are used consistently to inform planning cycle and assessment through Learning Journals.
* Informal information collected on children’s attainment is very positive with almost all making appropriate progress in Literacy, Numeracy and Health and Wellbeing.
* Almost all children are consistently engaged in learning experiences during their nursery session
 |
| **How do you know? What evidence do you have of positive impact on learners?**  |
| * TPJ levels show good levels of attainment in literacy and numeracy.
* All teachers describe having increasing confidence in using Benchmarks to assess progress.
* Intervention Timetables and Tracking Meeting notes show a focus on identified children.
* Our curriculum gives many opportunities for children to be successful and develop confidence and personal responsibility. Approximately 20% of children take part in whole-school leadership groups.
* Teacher feedback is positive regarding engagement with some resources piloted so far.
* TPJ attainment data is very positive (as reflected on Improvement Plan)
 |
| **What are you going to do now? What are your improvement priorities in this area?** |
| * Continue to reflect on the updated processes for tracking and monitoring to determine whether they are supporting improvements over time.
* Develop ways to engage more children in leadership activities, particularly at the lower stages.
* Enhance community links to provide access to more opportunities for wider achievement.
* Continue developing rigour around identifying specific areas of support for identified learners to focus interventions.
* Fresh approach to Tracking and Monitoring should allow greater rigour in reviewing impact on children of decisions made by nursery staff, as well as guidance from partner agencies in relation to attainment and achievement.
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**Section 5: NIF Quality Indicators: Summary**

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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.* |
| Quality indicator | School self-evaluation | HMIE Inspection evaluation *(if appropriate)* |
| 1.3 Leadership of change | **Good****Very Good (Nursery)** |  |
| 2.3 Learning, teaching and assessment | **Good****Good (Nursery)** | **satisfactory** |
| 3.1 Ensuring wellbeing, equity and inclusion | **very good****Very Good (Nursery)** |  |
| 3.2 Raising attainment and achievement | **Good****Good (Nursery)** | **satisfactory** |
| **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.* |
| Quality indicator | Self-evaluation |
| 2.2 Curriculum | **good** |

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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).* |
| * Continue working towards a consistent approach to the teaching of reading and writing to impact attainment.
* Develop approaches to assessment of child-initiated activities within Play/Pupil Enquiry Based Learning (PEBL) to ensure activities are appropriately challenging and allow learners to demonstrate progress.
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