



St. Andrew's Primary & Nursery Class School Improvement Report 2015-2016



Introduction

The School/Centre Improvement Report should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. It should give a clear indication of where the school/centre is now in relation to its journey of improvement. Please note that this improvement report should take account of Education Scotland's Inspection Advice note 2015-16 which outlines current national expectations in respect of Curriculum for Excellence. It will also be based on HGIOS 4.

Structure of the report

The school centre Improvement report will consist of six sections as follows:

1. Introduction

This section should give brief background information to readers, perhaps in relation to the type of establishment, its size, and location of the school/centre, its management structure and staffing. It might also include school/centre aims and distinctive features.

St. Andrew's denominational primary school in Airdrie, serves the communities of Whinhall and Burnfoot. The school roll is presently 205 primary pupils, divided into nine classes, with a 30/30 non-denominational nursery.

The main accommodation building is almost sixty years old and has benefited from recent renovations. The external and internal decoration and upgrades provide a good environment for learning and teaching.

The school is staffed by 12.56fte teachers, including a newly appointed Head Teacher, two Principal Teachers and a Nursery Teacher. In addition there are six job-sharing Early Years Practitioners, three job-sharing (2fte) Classroom Assistants, 2fte ASNA's, 0.5fte Early Years Literacy Practitioner and three Clerical Assistants (2fte).

According to the Scottish Index of Multiple Deprivation the school is situated in an area of high deprivation, and this is reflected in the numbers of families receiving free meals and applying for income support.

St. Andrew's Primary staff and pupils are very proud of the positive ethos and high expectations of behaviour, attainment and achievement in our school. There is a clear focus on nurture, built on mutual respect and high levels of pastoral care. Our school vision puts our children at the centre of all actions and permeates throughout our school. We aim to provide an education that incorporates breadth, challenge and enjoyment.

We have an excellent staff team who work extremely well together to target the school improvement agenda, to implement improvement and change.

As a school we try to take every opportunity to involve our children in their learning through a variety of teaching styles, and committees that promote pupil voice.

We aim for excellent communication with our pupils, parents and stakeholders and are constantly looking for new innovative ways to inform, engage and seek the opinion of our learners and their families.

The majority of our children come from our own nursery and settle quickly into school. St. Andrew's Primary School pupils are zoned to transfer to St. Margaret's High School and our transition links are strong and effective.

How good is our leadership and approach to change?

1.1 Self-evaluation for self-improvement

The appointment of a new Head Teacher, supported by two experience Principal teachers, has redefined our school vision and mission statement. A vision that has been informed by children, staff and parents and is a true reflection of our statement to be an excellent school.

All staff are committed to self-evaluation and have used data from parental and pupil questionnaires to inform change. For example, several sources suggested the need for more OSHL. The response from our staff has allowed us to increase the schools provision of OSHL by 200% since last year.

The staff annual HGIOS survey results are discussed and used to support our improvement agenda. Two areas highlighted in this year's survey were the need for a more rigid monitoring and tracking system, and improved interventions for SfL. Both these areas have been targeted this session and improved procedures and supports have been put in place.

All staff are committed to the improvement agenda of the school. A devolved leadership model has been introduced at every level and this has had an impact on the management of change. For example all staff are involved in leading areas of the School Improvement Plan. They then work as a team to support change and lead developments. This model has enhanced self-improvement planning and strategies by increasing the sense of ownership. Many staff have indicated through PRD that they would like be involved in further areas of development work, and take on more leadership roles.

Nursery staff have led a number of initiatives including the 'Three read Approach' which is linked to better attainment in literacy. Members of staff work well together, to share knowledge and good practise and display excellent interaction with children. We have an effective transition programme in place, which ensures our children are confident and ready to begin Primary 1. The PRD process has highlight that staff are keen to take forward additional transitional support work, with our community development officer.

In St. Andrew's Primary we are confident that our SIP is having a positive impact on the success of our learners. Almost all our children are now involved in an after school club and all have experienced recognition of success. Jotter work and learning has improved through collaborative jotter monitoring tasks and shared planning time, to focus on the totality of the curriculum.

Colleagues have come together to present and demonstrate the work of each School Improvement Planning group and all staff have been conscientious in piloting new planners, tracking tools, PLP's and initiatives to further raise attainment.

Pupils are also involved in leadership of change and learning. They are encouraged to participate in class planning of themes as well as directing the method of learning. All children from P1-P7 are involved in committees that meet once per month to discuss and direct change.

Analysis of pupil progress data has already shown some improvements in attainment. More of our Primary 4 and 7 children are achieving Level 2 in literacy, maths and health and well-being than in the previous year. Our P1 children have improved upon their initial CHEM result. We are confident that this is due to rigorous self-evaluation which has developed improved planning, tracking, monitoring and collegiate work.

How good is the quality of care and education we offer?

2.2 Curriculum

2.3 Learning, teaching and assessment

2.4 Personalised support

A clearer focus on learning pathways and assessment has given staff increased confidence when monitoring and tracking children. It has also begun supporting an increased pace of learning and supported improved transition between stages.

The majority of staff are sharing learning intentions based on the SAL, differentiating tasks, and using a variety of teaching strategies in their classrooms. Our children are involved in plenaries which consider success criteria and formulate next steps through discussion and agreement.

Increased expectation on staff to use formative assessment strategies has begun to support improved learning as teachers give positive feedback with clear next steps. Children are also becoming more familiar with the use of self and peer assessment. The work of the Raising Attainment SIP working party has supported the introduction of PLPs in nursery to P7 to encourage children to self-reflect and target set.

Our curricular rational was formed to ensure the principal of the curriculum are planned for in a collegiate manner. The structure of our curriculum provides equality of opportunities and scope for personalisation and choice. We engage our learners through IDL in a themed approach to Social Subjects and Science. Our subject planners ensure progression and coverage of outcomes.

We use our surrounding environment and local partners to enrich our curriculum. All classes have participated in at least two school trips per year and use our local environment and school grounds. Our children participated in a very successful world of work week and gardening week. These enabled us to form further local business links which support our skills for lifelong learning and work focus. We emphasise enterprise and creativity across all areas of learning. Our children learned in a real life context with our Lenten Charity Focus and enterprise week.

There has been significant investment in ICT this session, to support digital learning. Funds have also been directed at literacy, with more novels and non-fiction text being purchased. Our PE equipment resources have been improved, to support the teaching the PE through a concept lead approach to the SAL and support our OSHL. Developing ICT skills and integration across learning will remain a focus with impact being monitored via formative assessment.

Support for learning overviews have allowed SMT to share pupil profiles with staff and question next steps on a termly base. Clearly defined remits, training and timetabling has allowed support staff to be deployed to work with our children who need extra support. Ongoing assessments in Rainbow Reading, Wave 3 and the Catch Up Numeracy programme have shown that the attainment of these children has improved.

SMT use the GIRFEC agenda to identify vulnerable learners. Planning to support these children now includes increased number of ASPs, joint agency work, monitoring and tracking of newly devised timelines. We have also starting CSPs for children with multiple agency involvement to ensure any issues affecting Health and Well Being indicators are minimised. All of these supports are to support closing the attainment gap.

As a school and nursery we promote and value our links with additional support agencies, involving these agencies to further personalise the support given to our children and their families. Our early year literacy support teacher supports raising attainment of our infants. We have also had success in involving our parents in curricular support groups, either through our Community Development officer, or via our OSHL clubs.

Our nursery children and parents are fully involved in their profiles and looking at next steps in learning. PLP's now also reflect the health and wellbeing indicator and are used by Key Workers to plan individual learning experiences and support each child. Termly overviews are sent home to parents to make them aware of the learning. Curriculum evenings are designed to highlight our curriculum and teaching strategies. Assessment results and jotter work are communicated to parents to encourage collaborative target setting.

A clear monitoring and tracking calendar and folder of evidence has supported improved outcomes for all learners as it has affected policy for jotters and Learning and Teaching. Collegiate work has helped all staff improve their data analysis skills. Staff are not only able to track attainment but use it to inform next steps and plan support mechanisms or challenges, to ensure appropriate pace and development of all learners.

How good are we at ensuring the best possible outcomes for our learners?

3.2 Raising attainment and achievement

Achieving the best possible outcome for all our learners is at the very heart of our school vision. We are committed to narrowing the attainment gap of our less advantaged children and have deployed a number of strategies to do this. These strategies start with our class teachers and the quality of the learning and teaching opportunities we offer, and are embedded in our learning and teaching policy.

Evidence in jotters and assessments show that most learners make good progress from their prior level of attainment and achieve success in literacy and numeracy. Improved resources, staff training, collegiate work and monitoring and tracking have begun to support further improvements.

We focus on our most disadvantaged learners and make best use of available resources to support their learning. A whole school overview follows the children receiving interventions, to monitor and track their attainment and achievements and support their learning.

Attendance and punctuality are monitored closely and trends show improvements due to a proactive approach.

Teachers are gaining confidence in making judgements about attainment, based on benchmarking, daily assessment of work, the use of CEM results and NARS. The attainment results are used to support the completion of tracking documents in line with our progressive planners, which support transition and reduce bureaucracy.

In addition the SMT has a clear monitoring and tracking system to monitor the whole child, and uses this data to challenge learning and teaching approaches, initiatives and next steps.

GIRFEC is pivotal to all of our planning and opportunities on offer. The SHANARRI well-being indicators are used in H&WB assessments and the language is taught to our children. Information and barriers to pupils learning are communicated to staff in order to personalise their learning.

Raising achievement through OSHL is a particular strength in St. Andrew's. Our children have been offered the opportunity of taking part in over 40 clubs during the past academic year. Their attendance is monitored and encouraged. Staff in St. Andrew's are dedicated to offering as many clubs as possible, and use members of the community and parent council to support this agenda.

In addition we support the 4 capacities by taking every opportunity to allow our pupils to present to an audience. Our St. Andrew's Day celebration, Infant Nativity, Senior Going For Gold show show, nursery show and graduation and achiever assemblies have all gained encouraging feedback from our parents and partners.

We enter many NLC competitions and have gained success in cross country, football, netball, handball and JRSO competitions. We have also created opportunities to take our children to see live theatre, choirs and sporting events.

Our monthly pupil committees have an important role to play in raising attainment and achievement. Every pupil and staff member has a voice and an input into the key initiatives in leading change.

Effective use of the glow website, twitter and local press have supported the raising of achievement as we celebrate success and showcase the work of our school.

5. Assigned Levels Using Quality Indicators

Schools/centres are asked to evaluate aspects of their work using the following Quality Indicators (QIs). Levels should be assigned using the national 6 point scale.

1.1	Self-evaluation for self-improvement	5
2.2	Curriculum	4
2.3	Learning, teaching and assessment	4
2.4	Personalised support	4
3.2	Raising attainment and achievement	4

6. Areas for Improvement

This section should be brief and must articulate with the improvement plan for the following session or plan cycle. It should focus on a small number of improvement priorities which are expressed as outcomes for learners (as they will appear on the strategic overview of the Improvement Plan).

- Continue to address the pace and challenge across the curriculum through further staff sharing good practise in planning, assessment using self/peer and teacher assessment, monitoring and tracking.
- Develop a progressive music programme using the ABC music resource
- Improve attainment in maths for all learners by developing highly effective teaching approaches through staff training and incorporating Tee Jay maths resources and Catch up Numeracy programme to address attainment gaps which have been identified.
- Improve attainment in ICT through progressive skills programme of teaching and developing integrated digital learning
- Improve the physical health of children by increasing opportunities for physical activity and developing teacher capacity in health and wellbeing in particular Better Movers and Thinkers Programme and in Food Education.