



St. Andrew's Primary & Nursery Class School Improvement Report Session 2016-2017



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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. Context of the School

St. Andrew's denominational primary school in Airdrie, serves the communities of Whinhall and Burnfoot. The school roll is presently 195 primary pupils, divided into eight classes, with a 30/20 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 12.4fte teachers, including Head Teacher on her second year of Headship, two Principal Teachers and a Nursery Teacher. In addition there are six job-sharing Early Years Practitioners, four job-sharing (2fte) Classroom Assistants, 2fte ASNA's, and two Clerical Assistants (55hours).

According to the Scottish Index of Multiple Deprivation the school is situated in an area of high deprivation, with 73% of our role living in SIMD 1-3 and 30% in receipt of free school meals or clothing grants.

St. Andrew's Primary benefits from being one of North Lanarkshire's 67 'Keys to Success' schools due to our high level of deprivation, therefore we have accessed additional targeted improvement support, as well as the universal Scottish Attainment Challenge offers. We were allocated 1.0fte class teacher additionally to support CANcan targeted interventions. Through the Universal Offers we have accessed development opportunities in leadership, data and monitoring, literacy, numeracy and Physical Education via the 'Better Movers & Thinker's Programme'. The school will further benefit from the allocation of Pupil Equity Fund for 2017/18 of £68500

Factors which have had an impact upon our progress this session have included staff shortage due to sickness. For part of term two and three this resulted in loss of continuity in class cover and Support for Learning interventions being reduced to accommodate class cover. However, the Principal Teachers Support for Learning Remit has had a huge impact on monitoring, tracking and introducing appropriate interventions to support the reduction of barriers to learning. As a school we have accessed targeted intervention support for several pupils through input from the Literacy Support team, the ELCaT team, Educational Psychologist and the SAM group, which has been beneficial and has had a positive impact.

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 center 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.

School priority 1:

Increase pace of learning across Literacy, Mathematics & Numeracy and Health & Wellbeing in line with Scottish Government and NLC pledge to challenge attainment. Continue to promote staff sharing good practise in planning, assessment using self/peer and teacher assessment, monitoring and tracking.

NIF Priority:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children

NIF Driver:

- Assessment of children's progress
- School improvement

HGIOS 4 QIs:

- Self-evaluation for self-improvement
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

NLC Priority:

- Supporting all children to reach their full potential

Progress:

- TLC reinstated to focus on assessment and moderation in maths
- Staff's dialogue and development activities, demonstrates increased awareness of SALs/benchmarks and curriculum progression framework in reading and writing and particularly numeracy and mathematics.
- Professional dialogue during staff development, confirms understanding of national guidance regarding standards and updated guidance on achievement of a level.
- System has been devised and piloted to monitor and track children's progress in numeracy and mathematics, literacy and Health and Well-Being based upon class assessment and teacher judgment.
- Planning details assessment and evaluation information relevant to identifying next steps in children's learning.
- Professional dialogue at meetings and monitoring/tracking consultations has provided opportunities to discuss pace, challenge and meeting children's needs.
- Manageable format devised for recording relevant information to monitor and track children's progress and targeted interventions.
- Professional dialogue between teaching staff and SfL regarding staff's updating of Monitoring and Tracking Cohort information has been useful in identification of needs, as well as shared understanding of 'know the child, follow the child'.
- HT participated in development activities and family group meetings regarding use of monitoring and tracking database and interpretation of data.
- Teaching staff worked collegiately to interpret data and discuss implications for learning and teaching (PIPS+, INCAS and NGRT data).
- Staged Intervention model has been consistently implemented to record, request and access appropriate support for learners.
- GIRFEC National Practice Model and wellbeing indicators used by staff to complete Single Agency Assessment Part 1 & Part 2 (if required) and Requests for Assistance.
- Children consulted, with their views analysed and evaluated using 'What I Think Tool'.

Impact on outcomes for learners:

- Children's learning needs have been identified in literacy and numeracy through monitoring and tracking progress using teacher judgement information and assessment data.
- Children's progress in literacy has been supported as their learning needs have been met through staged intervention.

Next Steps:

- Staff to continue to work collegiately to moderate evidence of learning and teaching in literacy and numeracy, developing shared understanding and agreeing standards nationally and at cluster level.
- More regular monitoring/tracking consultations to be scheduled to discuss pace, challenge and meeting children's needs, including updating cohort information.
- Increased use to be made of monitoring and tracking database with further development of skills in interpreting data.

School priority 2: Develop revised planning for progressive coverage and assessment of music education using ABC music resource.

NIF Priority

- Closing the attainment gap between the most and least disadvantaged children.

NIF Driver

- School leadership

HGIOS 4 QIs

- 2.2 Curriculum
- 2.3 Learning Teaching & Assessment

NLC Priority

- Supporting all children to reach their full potential

Progress:

- Podcast jingle created with children
- Launch of STAR (St. Andrew's Radio Station)
- Several interviews recorded and available on our website to listen to
- Nursery staff very confident in following ABC programme
- All staff attended ABC INSET; 1 group session in August and final group session in June.
- class sessions December and March from Tom Banncroft where the effective use of the programme was modelled.
- Instrument audit, Centralisation and organization of resources into tuned and un-tuned
- £500 instrument order placed using the ABC programme planners to ensure all resources were available to teach the course.
- ABC progressive planners produced and piloted throughout the school
- Music policy produced and presented to staff.
- OOSHL choir set up
- Feedback from the ABC leaders noted improvements in teaching and learning with clear next steps communicated.

Impact on outcomes for learners:

- Develop a strategic overview for music which is underpinned by a coherent whole school approach to sustainability.
- Flexible learning pathways which lead to raising attainment build on prior learning and ensure progression through the Experiences and outcomes while taking account of progression, coherence, breadth, depth, personalisation and choice challenge enjoyment and relevance.
- Pupils reported on greater enjoyment of the subject.
- Children are fully engaged and eager participants in presentations including; Infant Nativity, St. Andrew's Day, Burn's Day, 60th Anniversary Show, Graduations, Masses and assemblies.
- Children trained in live radio presenting for lunchtimes

Next Steps:

- Have created link with ABC online resource and currently supporting them making resources to form IDL links with maths.
- P6 music leaders identified to manage resources.
- Classes given responsibility to update podcasts
- Ensure further opportunities for ICT in music are planned and resourced.
- Extend opportunities for parent partnership and displaying learning

School priority 3: Improve attainment in maths for all learners by developing highly effective teaching approaches through staff training and incorporating TeeJay maths resource and Catch Up numeracy programme to address the attainment gaps which have been identified.

NIF Priority:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children

NIF Driver:

- Assessment of children's progress
- Performance information

HGIOS 4 QIs:

- Self-evaluation for self-improvement
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 3.2 Raising attainment and achievement

NLC Priority:

- Supporting all children to reach their full potential

Progress:

- Staff development activities, in school and within area confirm staff's shared knowledge and understanding of learning and teaching in mental agility and implementation of 'Number Talks'.
- Focused learning visits have taken place to confirm effective learning and teaching of mental strategies ('Number Talks').
- Peer learning visits in mental strategies ('Number Talks') have taken place to share good practice and discuss implications for practice.
- Staff participated in training related to moderation and achievement of a level in numeracy and mathematics.
- Numeracy and mathematics pathways have been updated to ensure progression in children's learning and to identify assessment activities at the planning stage.
- Implementation of holistic assessments from term 3.
- System has been devised and piloted to monitor and track children's progress in numeracy and mathematics based upon teacher judgement and assessment information.
- Standardised assessments in P1, 3, 5 and 7 have been carried out to support teacher judgement information and to support monitoring and tracking of attainment over time.
- Nursery children and parents had the opportunity to participate in a series of 'Growing Together, Learning Forever' play sessions with nursery staff.

Impact on outcomes for learners:

- Children able to demonstrate an improvement in mental agility through daily opportunities to develop mental maths strategies using 'Number Talks'. Data available to evidence improvement in majority of children.
- Children have increased confidence when discussing and explaining their mathematical processes and reasoning.
- Children's learning needs have been identified in numeracy and mathematics by monitoring and tracking their progress using the piloted format.
- Children's attainment in numeracy and mathematics has been monitored through tracking standardised assessment information, enabling needs to be identified.

Next Steps:

- Staff to make increased use of the SSLN, 'Professional Learning Resource', and the 'National Numeracy and Mathematics Hub' resources via Glow.
- Progressive planning pathways to be developed to support learning and teaching.
- Resource audit and gaps plugged
- Staff's shared expectations of standards to be achieved to be developed.
- Robust arrangements for moderation across stages to developed.
- Increased SfL and intervention for children struggling with maths.
- Maths setting P4-7 piloted September 2017 using additional staffing

School priority 4:

Improve attainment in ICT through progressive skills programme of teaching and developing integrated digital learning.

NIF Priority

- Improvement in employability skills and sustained, positive leavers destinations for all young people
- Closing the attainment gap between the most and least disadvantaged children

NIF Driver

- Assessment of children's progress

HGIOS?4 QIs

- 2.2 Curriculum
- 2.3 Learning Teaching & Assessment

NLC Priority

- Supporting all children to reach their full potential.

Progress:

- Implication of NLC progressive ICT planners
- Created tracking and monitoring template for each level, highlighting progression through E's and O's.
- Piloted in classes and as non-class contact subject
- Set up radio station, staff learned use podcast using gargband
- Resource order – 10 further laptops
- New smart panels in senior classes
- Resource order of romer bots and mirobots
- ICT skills programme taught from P1-7
- Staff training
- Radio station and podcasts by children played in dinner hall and outdoors
- Children timetabled to DJ/interview and present
- Staff monitor impact skills confidence increase and improve digital learning across curriculum
- OOSHL programming clubs
- Glow webpage updated for increased communication

Impact on learners:

- Improved skills in ICT across the themes
- integrated cross curricular digital learning planned across all stages
- Increased confidence in use of ICT

Next Steps:

- Ensure all staff participate in CPD opportunities with an ICT focus
- Continue to audit technology resources to ensure we are using new innovative technology to support learning
- Further laptop purchase to support ICT stations for group work in all classes

School priority 5:

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

NIF Priority:

- Improvement in children's and young people's health and wellbeing

NIF Driver:

- Parental engagement
- Assessment of children's progress

HGIOS?4 QIs:

- 3.1 Ensuring wellbeing, equality and inclusion
- 2.3 Learning, teaching and assessment
- 2.5 Family learning

NLC Priority

- Supporting all children to reach their full potential
- Improving the health, wellbeing and care of the communities

Progress:

- All staff trained in BMT strategies and methodologies
- Whole school PE planning overview devised
- Staff's professional dialogue and planning demonstrates focus around wellbeing indicators and use of 'Healthy Schools'.
- Implementation of 'Fit Fifteen'.
- Professional dialogue between HT, class teachers, PAH mentor and PAHLs confirms effectiveness of team teaching/support BMT PEPAS sessions.
- Visits to the nursery confirm increased daily opportunities for outdoor activity in all weather conditions.
- Over 16 clubs available per term with 50% focusing on Health and well being.
- Participation of nursery children and parents in 'Big Chef, Little Chef' programme demonstrates increased focus on healthy lifestyles.
- CLD P1-3 children and parents cooking by number.
- New fitted kitchen and cooking facilities.
- Sampling parents' views regarding focus on HWB, OOSHL and Active Schools has demonstrated awareness of opportunities.
- Recognition from Sportscotland for positive impact of whole school focus on all aspects of physical active health resulted in gaining Sportscotland Gold Award.

Impact on outcomes for learners:

- Children have been provided with broad, progressive learning experiences across all organisers for health and wellbeing.
- Children's engagement in physical activities has improved and access to OOSHL physical opportunities and nursery outdoor play experiences have increased.
- Children's levels of fitness have improved data to evidence in P4.
- Children and families increased opportunities to cook in the curriculum.
- Increase opportunities for active play in the playground and at lunchtime through training P7s as 'Play Leaders' to support playground play and lunchtime active health clubs.
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Next Steps:

- Further increase use of 'Healthy Schools' resource and involve parents in focus on wellbeing indicators.
- Extend opportunities for children and families across more stages to access healthy lifestyles family learning programmes.
- Continue focus on BMT and implementation

Pupil Equity Fund

Allocation and Impact:

£68000 has been allocated from the pupil Equity Fund for session 2017-2018

Consultation focusing on learning and possible interventions to address barriers and closing the poverty related attainment gap has taken place with staff during November INSET and through staff HGIOS consultation. We have also consulted parent at Parent council and via Parent HGIOS consultations. Finally, we consulted pupils via HGIOS consultations and Pupil council meetings.

Next Steps:

- To finalise planning arrangements to target interventions and close the attainment gap, including:
- Additional teaching staff of 1.2fte to support targeted intervention in literacy, numeracy, HWB, nurture and parent partnerships.
- Set up of nurture room
- Tailored parent and child CLD work
- Purchase of further Rapid Reader resources
- Purchase of IDL literacy
- Purchase of IDL math
- Source staff training for numeracy interventions IDL maths and number box
- Implement maths setting P4-7
- Supports for challenging behavior to be purchased in liaison with Educational Psychologist

Key priorities for improvement planning next session

- Improve parent partnerships through innovative whole school and targeted partnership work which will support the interventions for equality while targeting attendance, attainment, outdoor learning and social and emotional well-being.
- To improve attainment in numeracy and mathematics through further developing progressive learning pathways with clear processes for assessment, moderation, monitoring and tracking.
- To improve attainment in literacy and English through developing progressive learning pathways with clear processes for assessment, moderation, monitoring and tracking.
- To improve opportunity for creativity and IDL work via the theme “serving the common good” from SECS Developing the faith document in the school and refreshed relevant themes in the nursery.

What is our capacity for continuous improvement?

We have a clear vision for improvement shared and understood by all stakeholders. Our vision that has been informed by children, staff and parents and is a true reflection of our statement to be an excellent school. We are very fortunate to have a highly professional, committed staff with a great ethos and drive for development.

We are committed to continuous improvement within the school and nursery and all staff are aware of our responsibilities in improvement through self-evaluation. We know that our role is valued in this ongoing process and we have engaged in activities using a range of self-evaluation tools including: the GTCS Standards at the appropriate level, HGIOS4, HGIOEL&CC and Building the Ambition.

All staff are committed to self-evaluation and have used data from parental and pupil questionnaires to inform change. For example, several sources suggested parental engagement could improve. This has been the driver behind, several workshops and curriculum meetings. It has also formed the focus of our 2017-18 School Improvement Plan.

Through our self-evaluation process, we consult with a range of stakeholders using parental questionnaires, partnership working feedback, QI reflections and evaluations and Pupil Voice committee involvement. We share this collated feedback with our stakeholders, and this informs our planning for improvement.

The staff annual HGIOS survey results are discussed and used to support our improvement agenda. Two areas highlighted in last 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. All of this was recognized in our Care Commission Inspection Report in June 2016.

In St. Andrew's Primary we are confident that our SIP is having a positive impact on the success of our learners. We now closely monitor attainment data and follow attainment trends from Nursery through to P7. Cohort folders have been developed for all classes, containing updated knowledge and information about children's lives and learning, in relation to SIMD, free school meal and clothing grant entitlement, additional support needs, standardised assessment data, teacher judgement information and targeted interventions to support learning. The teaching staff have made use of the SSLN, 'Professional Learning Resource' for self-evaluation and to inform decisions about learning and teaching. Children are involved in reviewing their own learning through regular self and peer assessment opportunities across curricular areas and through their involvement in developing their Personal Learning Plans. This session, children have also participated in learning conversations with members of the SLT, following planed monitoring of learning and teaching. Staff, parents and children in the nursery collaborate to identify appropriate, achievable targets which are recorded on Personal Plans and reviewed on a regular basis as part of the on-going work of the nursery.

As well as this each child is building on their own evidence profile which includes, PLP's, holistic assessments in maths, reading and writing to evidence their learning journey. Jotter work and learning has improved through collaborative jotter monitoring tasks and shared planning time, to focus on the totality of the curriculum.

Effective systems are in place for monitoring the work of the school and nursery. Focused learning visits and peer

visits take place on a planned bases, with feedback involving professional dialogue and reflection. This involves the staff working as a team, sharing practice and supporting and challenging peers. Teachers have also been involved in moderation in maths with our cluster partners and one member of staff has been involved in moderation at a national level. We will now develop this further by introducing this process within the nursery on a more planned, structured basis.

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.

This session, the NLC Glow database has been used to collate information and monitor and track children’s progress using a range of factors. We have consulted with other schools within our Self-Improving Schools, family group regarding the analysis of this data and use of it to inform learning and teaching. Analysis of pupil progress data has already shown some improvements in attainment. More of our Primary 1 children are achieving early level in literacy, maths and health and well-being than in the previous year. Our P1 children have improved upon their initial CEM result. We are confident that this is due to rigorous self-evaluation which has developed improved planning, tracking, monitoring and collegiate work.

Our range of self-evaluation procedures involves us in looking inwards at our practice, evaluating our performance and guiding us towards future improvements. Our collaborative working with our Self-Improving Schools family group, cluster involvement and shared experiences at HT meetings, provide opportunities to learn from colleagues and to challenge our own thinking. In looking forwards, our active, positive approach to self-evaluation for self-improvement, with impact on learners as our central focus makes us well placed for continuous improvement.

Quality indicator	School self-evaluation
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equity and inclusion	Good
3.2 Raising attainment and achievement	Good

Quality indicator	School self-evaluation
1.1 Self-evaluation for self-improvement	Very Good
2.4 Personalized support	Good