



St. Andrew's Primary & Nursery Class School Improvement Report Session 2017-2018



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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 181 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 10.47fte teachers, including Head Teacher on her third year of Headship, two Principal Teachers, a PEF Principal Teacher and a Nursery Teacher. In addition there are six job-sharing Early Years Practitioners, two job-sharing (1fte) Classroom Assistants, 5fte 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 a member of staff leaving the profession. 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:

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.

NIF Priority:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing attainment gap between the mosts and least disadvantaged children;
- Improvement in children's health and well-being.

NIF Driver:

- Parental Engagement

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:

- Attendance policy implemented and shared with pupil/parents.
- Raised awareness of the impact of poor attendance through curriculum afternoon and regular newsletters.
- Poor attenders identified and regular support meetings arranged with parents.
- Good attendance recognised at monthly assemblies.
- Bank of parent volunteers identified and used to support various activities; big litter pick; outdoor learning; school outings; Christmas Fayre; OSHL clubs; presentations
- Class assemblies for each stage.
- Outdoor learning rota involving parent volunteers.
- EAL parent/ pupil workshops
- Boys night – targeting engagement of fathers.
- Annual curriculum afternoon.
- Increased CLD involvement with targeted parents.
- Various Nursery – P1 transition events.
- Introduction of a nurture setting.
- Soulihull training for all staff
- Parent curriculum workshops with CLD targeting nurture and PEF parents.
- Purchase of Online Boxall Profile – to identify needs of nurture pupils.
- Purchase of nurture resources from nurture group network.
- OSHL – PEF and nurture pupils prioritized.

Impact on outcomes for learners:

- Increased parental engagement.
- Improved attendance of individual pupils.
- Increased awareness of pupils and parents of the impact of poor attendance.
- More EAL parental engagement to support raising attainment.
- Boxall profiles indicating improvement in emotional health of nurture pupils reducing barriers to learning.
- Enhanced learning experiences through outdoor learning to support raising attainment and improved emotional well-being.
- Improved knowledge of the curriculum through parent workshops, facilitating support at home.
- Positive response to Boys night to be built on in coming session to support raising attainment.
- Introduction of whole school approach to nurture, creating shared understanding of pupils as learners.

Next Steps:

- Ensure all PVG up to date for 2018/19
- Capitalise on engagement of fathers by providing further opportunities fathers to support learning.
- Progressing from nurture base to nurturing school through using NLC Nurturing Framework self-evaluation toolkit and whole staff training.
- Growth mindset programme delivered to parents, staff and children.
- Enhanced outdoor learning provision in local greenspace.
- Continued monitoring and tracking of attendance through PT PEF funding.
- Continue and build on good practice this session.

School priority 2:

To improve attainment in numeracy and mathematics through further developing progressive learning pathways with clear processes for assessment, moderation, 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

- Teacher professionalism.
- Assessment of children's progress.
- Performance indication.

HGIOS 4 QIs

- 2.2 Curriculum
- 2.3 Learning Teaching & Assessment

NLC Priority

- Supporting all children to reach their full potential

Progress:

- Audit for SHM resources – core resource adopted for better progression
- Staff creating and administering Holistic assessments termly
- Monitoring and tracking evident in all year group assessment files.
- Staff training in SEAL
- Number box interventions implemented throughout school
- School identified as good practise in number talks and showcased to other NLC primaries.
- Increased ICT noted in lessons
- Outdoor learning included in lessons
- 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'.
- 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.
- Increased ICT to support learning for example beebots, table tops, games.

Impact on outcomes for learners:

- More progressive teaching and learning identified in SIV observations.
- Number box having a positive impact on SfL at all stages.
- Improvement in attainment noted in teacher judgment while tracking year groups.
- Increased opportunities for learning in real life context with increased outdoor learning
- Children have increased confidence when discussing and explaining their mathematical processes and reasoning.
- Confident children in nursery using ICT number games on new table top.

Next Steps:

- Audit practical maths resources
- Monitor Problem solving in weekly lessons reflective of Policy
- Include Sam Dog as home work throughout school
- Increased opportunities to involve parents in maths workshops
- Introducing SEAL from Nursery – P4

School priority 3:

To improve attainment in literacy and English through developing progressive learning pathways with clear processes for assessment, moderation, 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
- Teacher professionalism
- 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:

- Increased awareness of benchmarks due to increased holistic assessment across literacy
- Professional dialogue to moderate assessment
- Staff working with revised NLC literacy planners including benchmarks
- Staff evaluating confidently with clear next steps identified
- All staff aware of NLC interventions guide.
- Rapid reading in use as a support
- Rainbow reading targeting additional children
- Barington stoke
- 5% of children identified with dyslexi using literacy profile and working with Educational Psychologist.
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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.
- PLP's and assessment process mean children now more confident of their next steps
- New resources mean children are more engaged in novels and reading.
- Dyslexia reading material supporting children and results showing improved reading
- Parents of IDL children included in workshops and more aware of their child's targets
- INCAS assessments showing improved attainment in literacy for the majority of children

Next Steps:

- Build upon comprehension resources for day 2 in infants
- Increased observations to ensure progression
- P4-7 spelling programme revised
- Writing policy written to include 4 processes of writing
- Alan Peat INSET sought for August.
- Improved Active learning in consolidation weeks for P1-3 using our grounds for learning
- Further parent partnerships

School priority 4:

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.

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
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HGIOS?4 QIs

- 2.2 Curriculum
- 2.3 Learning Teaching & Assessment

NLC Priority

- Supporting all children to reach their full potential.

Progress:

- IDL planners revised and improved format in use to ensure coverage and cross curricular planning
- Whole school theme of Malawi taught.
- Whole school learning presented at assembly for Malawi.
- Parent involved in class assemblies presenting their learning in IDL throughout the year.
- ABC African drum and dance presentation to parents by P5-7
- Local hospice links with charity projects
- Lenten charity focus on Malawi
- HT visit to Malawi

Impact on outcomes for learners:

- Children can articulate their understanding of their global purpose and responsibilities.
- Children were very engaged in the learning
- Children had increased opportunities to lead their learning via planning of themes
- Staff all felt the children were highly motivated and engaged in the learning as it was relevant.
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Next Steps:

- Revised committee model
- ASNA to target charity wall updates with P7
- Look at developing as a community of faith.

Allocation and Impact:

Allocation and Impact:

£66000 has been allocated from the pupil Equity Fund for session 2018-2019

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.

Interventions	Estimated costing	Intended Impact
Principal Teacher with main remit of improving parent partnerships and attendance	£3355	Remit to include: Improved engagement of parents to improve attainment and attendance and improved engagement of community to support skills for work. Improving leadership opportunities.
Principal Teacher with main remit of improving attainment in maths.	£3355	Remit to include: Maths and ICT to improve attainment in maths and opportunities in ICT. Improving leadership opportunities.
Additional teaching staff of 1.2 fte	£56782	0.6- Vince Cairns – BMT mentor – 3 days PE and individualised supports to improve H&WB and raising attainment across the curriculum with this innovative approach to Physical Education. 0.6 – Unknown – 2 days ICT non class contact cover and 1 day PT cover This will support the release of PT to target individual intervention in literacy, numeracy, nurture and parent partnerships.
Flexible spending for outdoor learning visits for parents and children	£2508	Improve opportunities for outdoor learning and partnerships with parents.

St. Andrew's Primary also benefits from being one of the 35 authority CANcan school's. Therefore, we will also benefit from the following interventions.

Interventions	Intended Impact
CANcan teacher 1fte	To allow maths setting to be piloted and reduce teaching group size in maths from P4-7 & Nurture remit with P1-3
Literacy & Numeracy Support	TBC
Increased CLD support	TBC
Further interventions to be confirmed	TBC

Key priorities for improvement planning next session

- To further improve attainment in numeracy/mathematics and ICT programming tools 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 in writing.
- To improve Health and Well Being via 'Better Movers and Thinkers Programme in PE, learning via Philosophy; Outdoor Learning; Nurturing approaches embedded throughout the school and attaining our 2nd Gold Sports Award.
- To focus on the Religious theme of developing as a community of faith and learning while including anti bullying and LGBT into the curriculum.

All priorities should target parental partnership and outdoor learning.

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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 2018-19 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 'Solihull Parent Groups'. 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 planned 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. Another member of staff has been identified as a Pedagogy Practitioner, and will be responsible for leading staff development in pedagogy and moderation at school and cluster 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	Very 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