



St. Andrew's Primary & Nursery Class School Improvement Report Session 2018-2019



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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 160 primary pupils, divided into seven 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 9.62fte teachers, including Head Teacher on her fourth 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 57% of our role living in SIMD 1-3 and 23% 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 SAC targeted interventions. Through the Universal Offers we have accessed development opportunities in leadership, data and monitoring, literacy, numeracy and increased support from CLD, CAMHS and SLT. The school has also benefited from the allocation of Pupil Equity Fund for 2018/19 of £66000

Factors which have had an impact upon our progress this session have included staff shortage due to ill health. 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:

To further improve attainment in numeracy/mathematics while improving digital literacy.

NIF Priority: 1

1NIF Driver: 1,2,4,6

HGIOS 4 QIs: Q.I. 1.2, Q.I 2.2 Q.I 2.7 Q.I. 3.2

NLC Priority: 1 & 2

Progress:

- Invested in SHM resources for all stages to ensure improved progression
- Monitoring and tracking evident in all year group assessment files.
- Increased number of staff trained in SEAL throughout all stages
- Number box interventions implemented throughout school by ASNA's
- Continued implementation of the Number Talks methodology across all stages and ensured a more consistent approach to delivery and differentiation by use of Chilli Challenges
- Plan to implement the use of Can You Convince Me cards to replace one Number Talks session per week – all staff provided with relevant level.
- Continued use of ICT throughout all lessons
- Sumdog set up for all classes – learner's levels identified through diagnostic tests. Sumdog After School Clubs set up.
- Greater opportunities for outdoor learning throughout the school
- 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'.
- Authority learning visits in mental strategies ('Number Talks') have taken place to evaluate good practice and discuss implications for practice.
- Increased ICT to support learning for example beebots, table tops, games.
- Staff training in Mindset in Maths – Jo Boehler books distributed to numeracy SIP group members. Growth Mindset vocabulary used more frequently in maths context.
- Money Advice Scotland workshops delivered to P3-7 classes.
- Staff becoming aware of the Numeracy Hub on First class – encouraged to use resources.
- Mathematical milestone leaflets produced and communicated and parent workshops

Impact on outcomes for learners:

- 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 through use of Number Talks sessions.
- Confident children in nursery using ICT number games on new table top.
- Use of Sumdog increasing pupil confidence and enjoyment in maths.
- Mindset becoming a focus throughout maths sessions
- Chilli challenges ensuring differentiation and improving pupil mindset as well as a more consistent approach throughout the stages.

How Did we involve:**Pupil Voice:**

Pupil choice challenges
Pupil targets set in
sumdog

Parent Voice:

Maths Milestones
produced

Staff:

Training
Policy
Peer observations

Community

Partnerships:
Finance matters
workshops

Next Steps:

- Improve tracking and monitoring of impact Sumdog is having on pupil progress – class teachers responsible for this – SIP members to highlight children not achieving the appropriate level and consider appropriate interventions to suit individual needs.
- Liaise with Money Advice Scotland to deliver more targeted workshops appropriate to stages.
- Use of SEAL to be discussed in preparation for 2019/2020 session.
- PT on maths recovery training to implement through SFL sessions.

School priority 2:

To improve attainment in literacy and English with clear processes for assessment, moderation, monitoring and tracking in writing.

NIF Priority: 1**NIF Driver:** 2, 4, 6**HGIOS 4 QIs:** Q.I. 1.2, Q.I. 3.2**NLC Priority:** 1**Progress:**

- Increased awareness of benchmarks due to increased periodic assessment across literacy. Staff to work with stage partners creating IDL holistic assessment for writing.
- Staff meeting to share and moderate writing assessments
- Staff working with revised NLC literacy planners including benchmarks.
- SIP group to create genre targets for all stages.
- In Forward Plans, staff evaluating confidently with clear next steps identified
- All staff aware of NLC interventions guide used in Literacy
- Rapid reading in use as a support
- Rainbow reading targeting additional children
- Barington stoke books to be used to support children with reading difficulties in upper school
- 5% of children identified with dyslexia using literacy profile and working with Educational Psychologist.
- Improving Literacy workshop delivered to all staff by Alan Peat.
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Impact on outcomes for learners:

- Improved results in reading and writing noted and recorded in all years groups.
- Government teacher judgment statistics at highest recorded level in 5 years.
- Children's learning needs were identified in literacy through monitoring and tracking progress using teacher judgement information and assessment data.
- Pupil targeting ensuring consistency across a level
- Children's progress in literacy has been supported as their learning needs have been met through staged intervention.
- PLP's and assessment process supports children in building confidence 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
- Improved results in SNASA data in P1, P4 and P7 from previous years
- SNASA results are on par with teacher judgments

How Did we involve:**Pupil Voice:****Parent Voice:**

Take Lead and Read initiative

Staff:Training
Alan Peat INSET**Community Partnerships:**Library bus
Library Read program
CLD**Next Steps:**

- Developing planning for Alan Peat to ensure consistent progress throughout stages
- All staff with stage changes to receive literacy training
- Ensure consistency in Writing jotters for self/peer/teacher assess and ensure of correction methods (pink/green highlighters)
- Ensure consistency in writing genre checklists
- Audit/Replace novels for upper school
- Update banded book list

School priority 3:

To improve attainment and achievement via Health and Well Being.

NIF Priority: 3

NIF Driver: 3, 4, 6

HGIOS 4 QIs: 3.1, 3.2, 2.2,

NLC Priority: 3

Progress:

15.08.19 – From August, we planned to raise awareness of Mental Health and overall Health and Wellbeing. We did this through:

- Involving CAMHS team to visit classes throughout the year and present workshops.
- Involving CAMHS team to work with parents in an afterschool workshop and offer support and strategies that they can use throughout their lives and the lives of their children.
- PASS survey carried out in September 2018; a multifactorial measure of pupil's attitudes to school, learning and success. This enabled the data gathered, to be used as a means of establishing baselines and to support effective planning, implementation and evaluation of interventions at individual, group and whole school levels. This was repeated in May 2019.
- P.E specialist, Mr. Cairns to continue to deliver Better Movers Better Thinkers to children and role out to staff to deliver.
- Organise Mental Health Week including assembly, PASS survey, Relax Kids, CAMHS, ongoing relaxation and meditation class activities relating to all aspects of Health and infiltrated throughout all curricular areas.
- 'Mellow Yellow' club in term 4 for upper school once per week at lunchtime.
- Ongoing Nurture sessions with Mrs Hamill with children being identified to take part.
- Nurture week organized by Mrs Hamill to include all children, teaching and support staff, cleaning staff and catering to ensure a whole school understanding and approach to nurture.
- After school and lunchtime clubs to support ongoing health and wellbeing and to encourage social skills, physical skills and mental agility.

Impact on outcomes for learners:

- CAMHS workshops had a positive impact on children's ability to understand their emotions and feelings and strategies to help them to cope. Teachers continued to use this learning during lessons throughout the year to support all children in class. This was also linked to visit from Childline as similar strategies were introduced to the children. (See photographs)
- CAMHS offered a workshop to parents and as a result, the parents will be involved in programmes such as, Incredible Years and other strategies to support positive parenting skills. (See photographs)
- PASS survey has shown a much improved result in all 4 areas: A) Children's feelings about school. B) Their preparedness for learning. C) The learners self worth. D) Their response to learning. (Refer to survey report before and after results in SIP box)
- Children can talk about and discuss Better Movers Better Thinkers and has been evident during their recreational time as they use strategies and games learned. (see What I think about my Learning in Gym Hall)
- Mental Health week was a success as it gave a better insight into coping mechanisms and benefitted both children and parents. (Photographic and Written evidence and Powerpoint slides in SIP box)
- Children have had opportunity to be involved at lunchtime as they aren't always able to attend afterschool. Meditation and relaxation techniques used to give them strategies to cope with their feelings and emotions.
- Identified Children continue to benefit from nurture sessions supported by Mrs Hamill. Open door policy for any child to visit Cozy cottage if required and SHANARRI box outside office can be used too.
- All children, teaching and support, cleaning and catering staff have a better understanding and approach to nurture. (see photographic evidence from Cozy Cottage)
- 100% of children in school have been involved in an afterschool and lunchtime club with many children opting for more than 1. Children can discuss their learning relating to these.

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How Did we involve:

Pupil Voice: Relax Kids and CAMHS workshops, Mellow Yellow club, assemblies, PASS survey.	Parent Voice: After school CAMHS workshop, Parents involved in Outdoor Learning and Whole school outdoor approaches.	Staff: Staff involved in Relax Kids and CAMHS workshops with their class. Nurture week and Mental Health Week.	Community Partnerships: CAMHS. CLD, Relax Kids, Childline, Tesco (provided ice-poles for the children during MHW)
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Next Steps:

- Improve management of PLP's
- To continue to maintain a focus on positive mental health and wellbeing throughout classes and ensure it is embedded through all curricular areas.
- Three year rotation to ensure Mental Health week is addressed.
- Rights Respecting School to be a focus; achieving Bronze, Silver and Gold award over the next few years.
- Seasons for growth strategies to be used.
- Mental Health policy to be completed by end of June.

School priority 4:

To focus on the Religious theme of developing as a community of faith and learning while including anti bullying and LGBT into the curriculum.

NIF Priority: 1

NIF Driver: 2, 4, 6

HGIOS?4 QIs: Q.I. 1.2, Q.I. 3.2

NLC Priority: 1

Progress:**1 Community of faith and learning.**

- All classes created an RE display for the school hall. This display highlighted the main events in the life of Jesus.
- A gifts of the holy spirit display was created and displayed at the entrance to our school. Father Keegans and Bishop Toal took an active part in preparing our children for First Holy Communion and Confirmation. A staff prayer was created for use when staff come together as a team.

2 Anti-bullying

- We launched our new anti-bullying policy with pupils, parents and staff. We then held assemblies to highlight the impact of bullying. The children actively took back in anti-bullying week and the Primary 7s participated in an anti-bullying workshop where they created the idea of having P7 'Friendly Fixers' in the playground to monitor behavior and assist with any worries the children had. One member of staff attended Respectme training.

3 LGBT

- One member of staff attended a working party and various courses and meetings to discuss LGBT in North Lanarkshire schools. We bought a variety of books covering diversity, equality and LGBT families to be used in our infant libraries. The staff were informed in our plans to take this forward as a fully inclusive school. We did lots of research into the Catholic perspective.

Impact on outcomes for learners:**1 Community of faith and learning.**

- The display reminded the children the importance of their Catholic faith. They discussed their part of the story in their classes as their project developed. The gifts of the holy spirit display was displayed at our front door and highlighted the importance of Jesus in the life of our children. This was effective as our parents and other members of our school community could observe this display as they entered the school.

2 Anti-bullying

- Staff, parents from our PC and children are now aware of the procedure to be followed if a bullying incident occurs. The children are now more aware of the impact that bullying can have on all parties involved. The younger children in the school feel safe in the playground as they have support if needed.

3 LGBT

- Our children are developing an understanding of diverse relationships within families and acceptance of all types of families. We feel we are now ready to embark on the journey of going towards our bronze LGBT charter mark. One member of staff attended a NL celebration of Charter Mark schools and was able to network with colleagues and the wider community.

How Did we involve:			
Pupil Voice: Anti-bullying workshop Anti-bullying assemblies Friendly Fixers	Parent Voice: Sacrament Meetings PC Anti-bullying PC LGBT issues	Staff: Meeting explaining new anti-bullying policy and LGBT and the rights of the child.	Community Partnerships: Progress discussed with EP and CLD. Respectme. North Lan Council for support in taking LGBT forward.
Next Steps: <ul style="list-style-type: none"> • We will now be working towards our LGBT Charter Mark. As part of this we will ensure that we have a small number of staff members wearing a rainbow ribbon as a signal to pupils who need support. • We will also continue to work on our anti-bullying policy – involving staff, parents and pupils in current practice and next steps. We will continue to ensure that our Catholic faith is permeated in all that we do in St Andrew’s. • We will look to achieve Right Respecting School Award. 			

Allocation and Impact:

£59400 has been allocated from the pupil Equity Fund for session 2019-2020

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
NLC admin cost	£1876	
PEF PT Parents	£4000	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.
0.2fte staffing Mrs Hamill	£11119.20	Time added to existing 0.5fte remit to support nurture particularly in P1 intake
0.4fte staffing	£22238.40	Probationer allowing PT release
0.2fte staffing 0.4fte School budget spend	£11119.20 £22238.40	Vince Cairns – BMT mentor – 3 days (2 days from school budget) PE and individualized supports to improve H&WB and raising attainment across the curriculum with this innovative approach to Physical Education.
L/N/HWB SIP Flexible spending materials	£9047.20	Improved training opportunities and resources.

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
CLD support	TBC
Further interventions to be confirmed	TBC

Key priorities for improvement planning next session

Literacy: To improve attainment in literacy and English with clear processes for assessment, moderation, monitoring and tracking in writing.

Numeracy: To further improve attainment in numeracy/mathematics while working with the cluster to improve STEM STEM opportunities in the curriculum.

HWB: To improve attainment and achievement via Health and Well Being focus on mental health, DYW and Resilience.

RE: To focus on the Religious theme of developing an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God while continuing to develop LGBTQ into the curriculum via Rights Respecting School focus.

What is our capacity for continuous improvement?

Vision:

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.

Self-Evaluation:

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 2019-20 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.

School Improvement Planning:

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' and Forest bLearning. 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 2019.

Assessment & Moderation:

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.

Monitoring and Tracking:

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 judgment 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

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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.

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.

Leadership at all levels:

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	Very 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	Very Good

