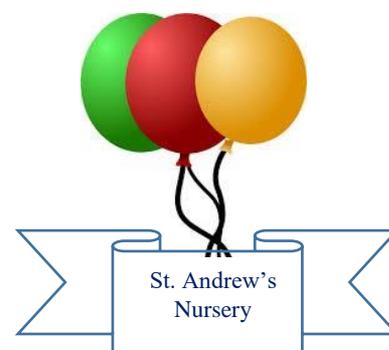


Driving Equity and Excellence

Improvement Reports

Session 2021-22



School:	St. Andrew's Primary & Nursery Class
Cluster:	St. Margaret's High School

Improvement Plan Summary	
Cluster Priority:	To ensure equity for all learners & to close the attainment gap in response of COVID-19. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.
School Priority 1:	Covid Recovery Plan for Health and Wellbeing To further support the mental, social, emotional and physical health of all children, families and staff
School Priority 2:	Maths – To raise attainment in maths by adopting a concrete > pictorial > abstract approach across all stages.
School Priority 3:	Literacy – To raise attainment in literacy by becoming a Scottish Book Trust Bronze Accredited School
Nursery Class Priority:	COVID – 19 Recovery Plan for Health and Wellbeing - To continue to extend nurturing approaches to support and improve the mental, physical and emotional wellbeing of our children and families as part of the Covid -19 recovery as well as implementing SEAL and improving number concept.

Scottish Attainment Challenge School:	Yes
Pupil Equity Fund Allocation:	2021-22 SG Funding 49,008 Additional Allocation 7,351 2020-21 Carry Forward 3,968 2021-22 Total Funding 60,327

Guidance on completing the School/Centre Improvement Report

Schools and Centres must provide an annual school improvement report (SIR) as a record of the progress made with the annual improvement plan. The SIR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. This self-evaluation should be informed by How Good is our School? 4th edition (HGIOS?4) and/or How Good is our Early Learning and Childcare? (HGIOELC?). It should give a clear indication of where the school is now in relation to its process of continuous improvement.

It should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and North Lanarkshire Council's priorities for Education and Families.

The report should be written using evaluative language.

The report should also be shared in an accessible way with all relevant stakeholders - pupils, parents, staff, etc.

The National Improvement Framework's 4 key priorities are:

- *Improvement in attainment, particularly in literacy and numeracy;*
- *Closing the attainment gap between the most and least disadvantaged children;*
- *Improvement in children's and young people's health and wellbeing; and*
- *Improvement in employability skills and sustained, positive school leaver destinations for all young people*

The 6 key drivers of improvement identified by the NIF are:

- *School leadership*
- *Teacher professionalism*
- *Parental engagement*
- *Assessment of children's progress*
- *School improvement*
- *Performance information*

North Lanarkshire's Education and Families' priorities are:

- *Attainment and Achievement: improvement in attainment, particularly in literacy and numeracy*
- *Equity: closing the attainment gap between the most and least disadvantaged children and young people*
- *Health and Wellbeing: Improvement in children's and young people's health and wellbeing with a focus on mental health and wellbeing*
- *Developing the Young Workforce: Improvement in employability skills and sustained, positive school-leaver destinations for all young people*
- *Vulnerable Groups: Improved outcomes for vulnerable groups*

St. Margaret's Cluster Improvement Report

Review of progress for previous session

This section should evaluate the impact of the current Cluster Improvement Plan (CIP) priorities. The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. Additionally, there should be clearly defined next steps which may inform future priorities.

Cluster priority : Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
3. Improvement in children's and young people's health and wellbeing	4. Assessment of Children's Progress	3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing	3.1 Ensuring wellbeing	7. Using Evidence and Data	Choose an item.	Article 29 - goals of education

Evaluative Statement & Actual Impact/Evidence (October)

- Bid for funding for CMHWB accepted-making contact with providers
- Ed Psych has met with HTs over SDQ Data
- CSTs are timetabled

Evaluative Statement & Actual Impact/Evidence (January)

- CHWB funding- is in place delivery due to start.
- Training for CSTs on Homunculi and Playbox Intervention
- Wellbeing App-some schools have started.

Next Steps: (What are we going to do now?)

- Monitor CHWB delivery.

Evaluative Statement & Actual Impact/Evidence

- Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)
- Community mental health and wellbeing fund delivery has finished. Programmes were : Stressbusters: 6 sessions of mindfulness/wellbeing for each primary, Staff training on Inservice day attended by a member of staff from most schools, S3 pupils group who then delivered strategies to P7s on the transition days. Evaluations are very positive.
- Creating Connections: One Parent Families Scotland offered support to 22 families within the cluster in supporting wellbeing and impact of poverty. Accessed grants for families to purchase large items like bunk beds, washing machines, assisted with benefits.
- Big Chef Little chef—parent child cooking project 17 families in nursery/FLC
- Hope for Autism—online support sessions supported 5 families Some session still to be delivered.
- Cluster Wellbeing Team delivered interventions such as Playbox, Homunculi, Seasons for Growth, Sandplay,

Next Steps: (What are we going to do now?)

- Build on interventions this year and access CMHWB funding for Phase 3 of the pilot
- Individual meetings on attendance with a PT from each school to revise school policy/letters /assessing reasons for non attendance.
- Ensure all multi agency planning done on Wellbeing App.
- Communicate Updated Girfec Materials and ensure all schools are aware of statutory responsibilities for assessing wellbeing.
- Wellbeing Base to be refurbished before end of 2022.

School Improvement Report

Context of the school:

This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school roll etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.

Context/Role:

St Andrews is a Roman Catholic co-educational school, which has served the community for 65 years. The school is situated on the border of Whinhall and Burnfoot. The current role of the school is 141 with a full time 32 capacity non-denominational nursery. Children from St. Andrew's Primary School normally transfer to St. Margaret's High School, the transition links are strong and effective.

Staffing structure:

In 2021-2022 our school staffing included 9.47fte with 7 classes, 1 HT & 2 PT. We benefited from 2 office staff, 1 Classroom assistant and 4 ASNA's. The nursery is staffed by, 1 Equity Lead Practitioner, 2.6fte EYP, 0.4 support worker and 2 lunch Support workers.

Factors Affecting Progress:

The achievements of our pupils are varied and numerous. The school does however face certain challenges. According to the Scottish Index of Multiple Deprivation the school is situated in an area of high deprivation, with 61% of our role living in SIMD 1-2 this is a 4% increase on last year. There are 32% in receipt of free school meals or clothing grants this is an increase of 1% since last year. As well as these statistics our current role is affected by the following statistics.

Child Protection Safe Guarding/ACE	PEF	SIMD1-2	SHANARRI barriers	Interventions Level 1-4	GIRFme Plans	EAL	Health Overview	More Able	ASD	Dyslexic
29 18%	45 32%	87 61%	51 36%	50 35%	17 12%	15 10%	36 26%	11 8%	16 11%	6 4%

Due to the challenges described above, St. Andrew's Primary has been designated as one of North Scottish Attainment Challenge schools for funding. We were allocated 0.5fte class teacher additionally to support interventions. Our School Improvement Plan has been constructed to include targets and uses for these extra funds and resources. Unfortunately we lost this member of staff after only 14 days of input as she was to go on to cover core supply.

This year our staff and pupil attendance has been particularly hit hard with the COVID pandemic.

Values & Vision:

St. Andrew's Primary and nursery staff are dedicated to providing a happy, secure environment with excellent opportunities for all. Our joint vision and mission statement was formed via consultation with staff, parents and pupils. Our vision:

- At Saint Andrew's it is our aim to provide a safe, warm and welcoming environment that supports the academic, social and spiritual development of each child.
- We are dedicated to offering a high quality, innovative and relevant curriculum, that motivates, inspires and challenges all pupils to reach their full potential.
- In partnership with parents, parish and the wider community, we set high expectations for our pupils and strive to increase aspirations, attainment and achievement for all.
- We value the dignity of each member of our community and foster an attitude of compassion, tolerance and respect
- At the very heart of all that we do is a love of Christ and a firm commitment to the values of the gospels.

Outcome of Inspection:

In September 2019 the school and nursery was inspected by HMIE and care inspectorate. The community are very proud of the findings. The grading coincided with past School Improvement Report Self Evaluation.

The inspection team found the following strengths in the school's work.

- The leadership of the headteacher and the commitment of staff to ensure equity and improved attainment for all children in the school and nursery.
- The wide range of opportunities for children to achieve success, both inside and outwith school. These worthwhile experiences for children are well supported through the teamwork and commitment of staff and the school's partners.
- Positive and supportive relationships between children and adults across the school and nursery. This is ensuring children are ready and able to learn.
- The following areas for improvement were identified and discussed with the headteacher and a representative from North Lanarkshire Council.
- Across the school and nursery, continue to develop approaches to learning and teaching. Ensure all children have increased opportunities to make choices, take responsibility and to direct their learning.
- Develop a shared understanding of the skills children are developing across the curriculum, in order to continue to raise attainment and achievement for all.
- Review and refresh approaches to planning children's learning in the nursery class, to take better account of children's interests and abilities.

Review of progress for previous session

This section should evaluate the impact of the current School Improvement Plan (SIP) priorities. The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. Additionally, there should be clearly defined next steps which may inform future priorities.

School priority 1: Covid Recovery Plan for Health and Wellbeing

To further support the mental, social, emotional and physical health of all children, families and staff

NIF Priority

1. School Leadership
2. Teacher Professionalism
3. Parental Engagement

NIF Driver

1. School Leadership
2. Teacher Professionalism
3. Parental Engagement

HGIOS 4 QIs

- 2.1 Safeguarding and Child Protection
- 2.2 Curriculum
- 2.4 Personalised Support
- 2.7 Partnerships
- 3.1 Improving wellbeing, equality and inclusion

NLC Priority

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

Progress and impact (based on outcomes for learners):

- 90% of staff feel they have a good understanding of the principles of nurture. We are continuing to implement our N.L. Whole School Nurture Framework. INSET from P. Primrose (Ed. Psych) on further 2 nurture principles.
- 80% feel they have a good understanding of the impact of ACES on learning and behaviour.
- Positive feedback from HMIe thematic inspection into outdoor learning.
- All classes engaging in daily or weekly outdoor learning experiences.
- All pupils completed SHANARRI survey in October to measure HWB. Repeat in June to measure impact of interventions.
- HWB interventions for targeted classes including the following topics: self esteem, stress, anxiety, emotions and peer relationships. Impact will be improvement in HWB for pupils and knowledge of how to teach these topics for teachers.
- Friday Skill development clubs targeting Resilience skills.
- Increase in sport clubs including football, netball, dance and athletics – leading to participation in local competitions.
- Introduction of resilience alphabet at all stages
- Monitoring and tracking of resilience skills
- Sports day impacting on positive wellbeing
- Improved transition programme from nursery to P1
- Focus on COnnectivness and behavior systems in school
- Focus on play and free play outside with STEM materials introduced.

(How are you doing? and How do you know?)

[Click here for Pupil HWB survey results.](#) Note pupils identified and class groups identified for cluster driven HWB initiatives using this data.

Outdoor Learning Video:

[Outdoor Learning @ St. Andrew's Airdrie .mov](#)

Sports Day video:

[Sports day Explained 2022.mov](#)

Therapy in School video:

[Bonnie at School 1 .mov](#)

Transition Information outwith St. Andrew's Nursery information click [here](#).

Connectiveness project with teacher feedback [here](#).

Free play professional enquiry and teacher survey results [here](#). Note next steps identified using this data and recorded in our Self Evaluation team.

SIR staff survey results showing evaluation of impact [here](#).

The following SIP self evaluation click [here](#) based on:

- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 3.1 Ensuring wellbeing, equity and inclusion
- 3.2 Raising Attainment and Achievement
- [See resilience survey results here.](#) Nurturing ethos evident throughout the school, with awareness of ACE barriers and application of nurture principles and Soulhull approach.
- Resilience training supporting GIRFEC planning
- [See staff outdoor learning survey here.](#)
- Skills development surveys in digital [here](#)
- Pupil response to clubs very positive in HGIOS surveys
- Skills development tracker [here](#)

Next Steps: (What are we going to do now?)

- Staff ODL training and team building opportunities.
- Direct NQT to appropriate CPD training around ACES and nurture.
- Implement the Healthy Schools Plus programme.
- Support the creation of wellness base in school for cluster.

School priority 2: Maths - To raise attainment in maths by adopting a concrete > pictorial > abstract approach across all stages.

NIF Priority

School Leadership
Teacher Professionalism
Assessment of Children's Progress
Parental Engagement
School Improvement
Performance Information

NIF Driver

School Leadership
Teacher Professionalism
Assessment of Children's Progress
Parental Engagement
School Improvement
Performance Information

Developing in Faith/ UNCRC Article(s)

Article 28 – right to education
Article 29 – goals of education

HGIOS 4 QIs

1.3 Leadership of Change
2.2 Curriculum
2.3 Learning, Teaching and Assessment
2.4 Personalised Support
3.2 Raising Attainment and Achievement

NLC Priority

Priority 2: Closing the attainment gap between the most and least disadvantaged children

Priority 4: Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Progress and impact (based on outcomes for learners):

- Summative assessments pre and post
- Maths policy review
- Inclusion of OLD opportunities in Maths
- Maths resource audit and new concrete resources trolleys in all classes
- HT and both PT's taking maths SFL groups in target classes
- White Rose Maths training/ Numicon training
- All staff implementing new Maths Scheme across the stages.
- Regular staff meeting to discuss progress of pupils.
- End of topic assessments – White Rose Maths/ Topic in a Nutshell
- NCT – PTs covering Beyond Number using Leckie and Leckie.
- Improved attitude and enjoyment for pupils towards maths.
- Improved teacher confidence in teaching and groupings.
- More opportunities for groups to be fluid within maths topics.
- Links with ICT made and coding

(How are you doing? and How do you know?)

- [SIP maths survey](#)
- ASN overview of interventions including [maths SFL in term 1](#)
- [MALT assessments](#) show improvements in all classes bar one
- Attainment SNSA results P1
- [SNAS results P4](#)
- [SNASA results P7](#)
- [P4 – P7b comparrison](#) – numeracy
- Digital survey's and pupil opinion [here](#)
- [Digital Technology Staff Survey 2021-2022](#)
- [SELFIE - Self Evaluation Report 2021-2022](#)

Next Steps: (What are we going to do now?)

- Peer observations of maths lessons using CPA approach.
- Cluster visits to witness good practice in other schools.
- SMT classroom observations and feedback.
- Increase opportunity for more open-ended investigative tasks.
- Incorporate STEM into maths priority.
- Identified focus class for 2022-2023 with SFL groups identified

School priority 3: Literacy: To raise attainment in literacy by becoming a Scottish Book Core Accredited School

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;

Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Driver

1. School Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's Progress
6. Performance Information

HGIOS24 QIs

- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 3.2 Raising, attainment and achievement
- 3.3 Increasing creativity and employability

NLC Priority

1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Progress and impact (based on outcomes for learners):

- Core Reading Schools Accreditation awarded 21st March 2022
 - Reader Leader group formed to lead initiative
 - Trash or Treasure library refresh
 - £2000 investment in new RfP titles. Classes consulted prior to purchase.
 - DEAR initiative evident in all classes
 - Wall displays in corridors to promote a culture of reading
 - PT member of Open University Teacher Reader Group focusing on developing RfP pedagogy. Evidence of Practice to be published in June.
 - OU EOP highlights that daily read aloud sessions are unlocking books for pupils who lack reading skill or are reluctant readers.
 - Staff CPD to share good practice in embedding RfP .
 - All pupils are given regular opportunities to talk informally about their chosen texts and to respond in a variety of ways.
 - Snack and story initiative introduced in final term to ensure consistent opportunities for read- aloud sessions.
 - 45% of pupils newly registered for Airdrie Library
 - Profile of Reading Schools initiative highlighted through social media posts and competitions – Guess the Reader etc.
 - Library visits for all classes
 - Author visits for all classes
 - 86% of P4-7 pupils now enjoy reading for pleasure more than they did last year.
 - Pre and post SIP surveys highlighted a 20% increase in pupil enjoyment of RfP and a 19% increase in pupils RfP either daily or a few times per week.
 - Staff have reported positively on the impact of RfP on pupils' attitudes to reading
 - 100% of parent respondents (15 responses) reported that:
 - their child feels more motivated to read than before
 - their child talks more about books than before
 - their child reads a wider variety of books than before
 - their child has benefited from the Reading School Initiative
- Translation of RfP to attainment too soon to measure. Expect to see return on this by year 3 of initiative.

Trackers to NLC of target children show children have made progress in reading fluency, with some significant improvement for individuals

(How are you doing? and How do you know?)

- [Staff Reading for Pleasure INSET Feedback](#)
- [Reading Schools Parent Feedback](#)
- [OU RfP Evidence of Practice Report](#)
- [NLC Read Write Inc. Tracker showing Pre-Post Intervention YARC results](#)
- [Pre- Reading Schools Pupil Attitude survey](#)
- [Post Reading Schools pupil attitude survey](#)

Next Steps: (What are we going to do now?)

- Work towards Reading Schools Silver accreditation
- Invest in social reading environments/funding
- Plan for regular class library visits P4-7 – at least once per term
- Arrange termly library bus visits
- Collaborate with other Reading Schools to develop an online book club community
- Continue to invest in high quality contemporary children's literature.
- Continue to develop staff knowledge of contemporary children's literature.
- Identify class novel studies to match IDL topics – at least one per year.
- Increased parent partnership RfP events
- Partnership with local nursing home

Key priorities for improvement planning next session

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Key priorities for improvement planning next session

Cluster – STEM and HWB including Attendance

HWB - Focus on school connectiveness and PE programme. Improving parental involvement to pre COVID levels.

Literacy – Reading Schools

Maths – Embedding new planners and resource to ensure concrete Pictorial abstract teaching methods throughout

Nursery – Embedding yearly planner into planning in the moment. Improving parental involvement to pre COVID levels.

What is our capacity for continuous improvement?

This section should focus on the school's capacity for continuous improvement through self-evaluation, should address Q.I. 1.1 and should describe:

- *how the school/centre demonstrates the quality of its commitment to effective self-evaluation for continuous improvement*
- *staff, pupils, parents and other stakeholders' effective engagement in the self-evaluation process*
- *the effectiveness of arrangements to monitor and track progress using a range of data and information*
- *evidence of the impact of improvement planning on learners' successes and achievements*

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 Learning. 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 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.

Assigning levels using quality indicators

School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

NIF quality indicators

Quality indicator	School/ Centre self-evaluation	HMIE Inspection evaluation (<i>if appropriate</i>)
1.3 Leadership of change	Very Good	Very Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	NA
3.2 Raising attainment and achievement/ Securing Children's Progress	Good	Good

Choose an aspect of empowerment (curriculum, improvement activities, parental and community engagement, pupil participation) and write a statement about how this has developed over the course of this session.

Empowerment: Pupil Participation

<i>Development</i>	<i>Impact</i>
<i>Learning & teaching Policy Review</i>	<i>Impact in embedding digital learning in curriculum as well as having focus terms and CPD opportunities.</i>
<i>Digital Leaders</i>	<i>Children leading learning has meant staff have had to embrace focus</i>
<i>Remote Learning</i>	<i>Children and families well aware of the platforms available and the monitoring and tracking going on to ensure engagement.</i>
<i>Committee Leaders</i>	<i>Children feel involved in decision making and vision of school.</i>
<i>Skill Developmet Clubs</i>	

Nursery Class Improvement Report

Review of progress for previous session

This section should evaluate the impact of the current Nursery Improvement Plan (NIP) priorities. The links to the NIP priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. Additionally, there should be clearly defined next steps which may inform future priorities.

Nursery Class Priority: COVID – 19 Recovery Plan for Health and Wellbeing - To continue to extend nurturing approaches to support and improve the mental, physical and emotional wellbeing of our children and families as part of the Covid -19 recovery as well as implementing SEAL and improving number concept.

<p><u>NIF Priority</u> Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u> 1.School Leadership 2.Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's progress</p>	<p><u>HGIOELC 4 QIs</u> QI: 2.1 Safeguarding and Child Protection QI: 2.3 Learning, teaching and assessment. QI: 2.4 Personalised Support Q.I: 3.1 Improving wellbeing, equality and inclusion</p> <p><u>NLC Priority</u> Improvement in children and young people's health and wellbeing</p>
---	---

<p>Progress and impact (based on outcomes for learners):</p> <ul style="list-style-type: none"> • Early Years Pastoral Notes training • Whole staff trauma and attachment theory and resilience training • Child protection training – Aug 2021 • PEEP training targeted by Lead Practitioner • Nurture principal training – 3 areas targeted so far • Holistic approach to promoting HWB supported by other agencies – eg child smile training, and daily forest and outdoor sessions • New snack policy • Review of assessment and Planning cycle • GIRFEC training part 2 • Milestone staff training • Improved staff support around children's emotional literacy. • Outdoor learning permeating the nursery day • All staff trained in SEAL and understood the emergent stage and beyond. • Staff PRD showing development of understanding of Planning in the Moment and less directive teaching. • Increased support staffing for lunch. Training new staff on planning and assessment ensuring inclusion in planning while different hours. • Improved community links post COVID 	<p>(How are you doing? and How do you know?)</p> <ul style="list-style-type: none"> • Pastoral Notes recorded when necessary (See JJB) • INSET August and NOV agenda plus inhouse PP and presentation from ALMc – trauma trained. • Completed CP training on learning pull • PEEP – informing improved parent partnership practice. • Training INSET agendas with EP • Minutes of meeting with outside agencies supporting HWB • Snack Policy online • Parental feedback from surveys • Children's PLPs and seesaw, Children's observation books, Observation focus child sheets. Planning wall showing E&O cover, in the moment planning, spontaneous planning evidence. Planning cycles • Milestone training in training file • Emotional literacy story focus (eg Lucy Blue Day & Colour monster) colour monitor and resources in action, wall display, children able to verbalise, see children assessment books • Outdoor learning areas developed – see staff meeting minutes, staff remits, photographic evidence, links with community, parent forest sessions, sponsored litter pick. Parent survey results. • Lead Practitioner and FT EL&CCP trained and have shared notes and knowledge with all staff. Maths area developed outdoors and in nursery. New resources purchased. • Use of self-evaluations sheets around challenge questions from HGIOLCC • Survey local business, church and Senior Home – to establish how children can support or impact. Ie – Christmas carols outside old folks home, large litter pick, visits to local shop for snack. • Nursery staff SIP response click here
--	---

Next Steps: (What are we going to do now?)
 Continue to develop environment - using planning in the moment and FROEBEL documents
 Staff continuous development in supporting Planning in the Moment and spontaneous learning.
 Parent Partnerships continue to improve in outdoor spaces.

Assigning levels using quality indicators

Nurseries should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

NIF quality indicators

Quality indicator	Nursery self-evaluation	HMIE Inspection evaluation (<i>if appropriate</i>)
1.3 Leadership of change	Good	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Securing Children's Progress	Good	

SAC/ PEF CHECKPOINT 1: JANUARY 2021

Intervention	Impact	Evidence
	Please include the following: Update on SAC/PEF allocation / distribution, impact to date (initial observations & assessments)	If possible please outline any evidence you may have gathered which indicates impact / progress.
Draw Therapist	<i>Note: almost 60% of school is SIMD 1-2 , so universal approaches can often be taken. Nonetheless all the work above is attentive to SIMD and frequently targets appropriate children.</i>	Draw therapist report. GIRFME planning Parent and child surveys Teacher opinion
SAC 0.5 teacher	Teacher absence – September Teacher taken by authority to cover core supply in St Serf's October– December due to redeployment for core supply. Planned impact cover JSP to release PTs to target numeracy interventions to improve attainment in maths. Teacher taken by authority to cover core supply in All Saints April –June	MALT test results. Maths resources trollies Maths INSET feedback
Probationer teacher	Allowing release of ICT coordinator 2 days per week to support digital SIP.	ICT audit Digital SIP
1fte NQ teacher	Decreasing class sizes and avoiding multiple composites throughout school. PT's not class committed allowing quality NCC and SfL Literacy coaches working across school to provide support for all staff with a focus on new teachers in the P4-P7 <ul style="list-style-type: none"> • All staff fully trained in line with current advice from the NLC Literacy Base. • All staff are able to identify, implement and track stage 1 interventions. Promotion of reading for enjoyment across all stages and development of effective reading classroom environments. <ul style="list-style-type: none"> • Operation of reading pupil focus group • Liaising with CLD, parental literacy workshops/stay and play Identify and support children facing literacy difficulties and oversee support for learning interventions; <ul style="list-style-type: none"> • Rainbow reading • Literacy box • Read, Write, Inc • GIRFMe • Literacy consultation profile • Literacy focus groups • Training of support staff e.g. SALT interventions • Liaising with SLT, Psychological services 	YARC Malt assessments Literacy profiles TJ results Attendance figures HGIOS surveys IDL assessments Parent engagement digitally records

	<ul style="list-style-type: none"> • Consultations with parents • IDL <p>Numeracy coach working across school to provide support for all staff with particular focus on P4-P7.</p> <ul style="list-style-type: none"> • All staff are able to identify, implement and track stage 1 interventions. • SEAL working party for planning using the framework and appropriate resources to support arithmetical development. • Piloting the new NLC planning pathways • Implementation of focus groups • Moderation events <p>Identify and support children facing numeracy difficulties and oversee support for learning interventions;</p> <ul style="list-style-type: none"> • Catch up numeracy • 5 minute numeracy box • SEAL • IDL cloud 	
<p>Health & Well Being</p> <p>Emotion Works</p>	<p>A progressive HWB programme that focuses on SHANARRI but specific to the return of schools from COVID.</p>	<p>Lessons plans</p> <p>Outdoor learning evidence</p> <p>Pre and post questionnaires including pupil and teacher opinion of programme</p>

SAC/ PEF CHECKPOINT 2: MAY 2021

Intervention	Impact	Evidence
	Please include the following information: Use of SAC/PEF allocation over the session and any variances from initial plan; impact using evaluative language.	Please indicate what evidence you have collected
SAC 0.5 teacher	Teacher taken by authority to cover core supply in All Saints April –June. This means the intended impact of allowing SMT to support SfL initiatives rather than NCC was affected.	Details emailed to W Collum
Counsellor	Pupils age 10 plus identified via RfA.	Counsellor records of improvement using ? scale
Draw Therapist	2 pupils identified in final term for 20 sessions of draw therapy. Pupils identified in P4 and P6. Both pupils having significant ACE issues and emotions that are affecting learning.	Children commented very positively on their sessions. SDQ used pre and post to support evidence.
Probationer teacher	Probationary teacher was mentored by Laura Henderson our Digital Champion. This gave Laura time to drive forward Digital School Agenda and continue our journey as a recognized Digital School Award winning Primary.	Dynamic Digital Leaders Group Digital Skills development Club Make it Happen App Course £10K Digital Grant towards supporting Digital clubs. New resources including bebots, Programming tools, drones and ipads.
1fte NQ teacher	Decreasing class size and allowing straight running Primaries. Increase staffing for Friday Skills development Clubs. Eco Committee lead.	Successful class assessments across the school showing improvement in MALTS, SNASAS and TJ. Skills development clubs. Additional OOSHL clubs.

In order to incorporate as much information as possible in to the final report to Scottish Government it would be helpful if you could share any learning on the following;

What has worked well in your overall strategy to achieve impact?

Decreasing focus class sizes
Having PT available to support SfL
Having digital champion to support digital school
Outdoor Learning equipped for learning experiences
Investing in HWB resources to support teaching and engagement
Having support of school Educational Psychologist.
Running skills progressive programme

What has worked less well or could be improved?

Loss of SAC school teacher
Loss of PE teacher as PEF money to be spent on NQT
PEF teacher impact lessened as additional staffing used as cover during pandemic.