

Driving Equity and Excellence

Improvement Reports

Session 2020-21



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

Improvement Plan Summary	
Cluster Priority:	Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Base.
School Priority 1:	Covid -19 Recovery Plan for Health and Wellbeing Priority 1: Further improve and support the mental, social, emotional and physical health of all children, families and staff by embedding and extending the range of nurture based approaches across the school.
School Priority 2:	BGE: To ensure continued equity of access and opportunity for maximising learning in the broad general education.
School Priority 3:	Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people.
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.

Scottish Attainment Challenge School:	No
Pupil Equity Fund Allocation:	£46992

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 : Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.

NIF Priority

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

NIF Driver

1. School Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's progress

HGIOS?4 QIs

- QI: 1.3
- QI: 2.4
- QI: 3.1
- QI: 3.2

NLC Priority

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

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

WORK IN PROGRESS

- GIRFEC refresh training has begun with some interruption.
- Cluster support around COVID pandemic has been planned to ensure safest provision for staff and children.
- Staff employed to support across the cluster in EAL, and SFL for identified children to support closing the gap especially for PEF and SIMD1-2 children.
- All schools have a poverty proofing policy to support children and close the poverty gap.

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

- Information to be sent to parents to explain cluster hub support to ensure understanding of equitable sharing of resources.

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 64 years. The school is situated on the border of Whinhall and Burnfoot. The current role of the school is 163 with a full time 33 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 2020-2021 our school staffing included 9.47fte with 8 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 ASNA and awaiting a lunch Support worker.

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 60% of our role living in SIMD 1-2 this is a 3% increase on last year. There are 31% in receipt of free school meals or clothing grants this is an increase of 4% 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%	36 27%	90 57%	71 45%	58 37%	23 15%	15 9%	33 21%	30 19%	8 5%	6 4%

Despite the challenges described above, St. Andrew's Primary has not been designated as one of North Lanarkshire's 35 'Keys to Success' schools and no longer gains targeted improvement support in addition to the universal Scottish Attainment Challenge funding. We have however been allocated 1.0fte class teacher additionally to support interventions. Our School Improvement Plan has been constructed to include targets and uses for these extra funds and resources.

This year our staff attendance has been particularly good despite 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: Further, improve and support the mental, social, emotional and physical health of all children, families and staff by embedding and extending the range of nurture based approaches across the school.

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):

- GIRFEC staff training delivered virtually to all teaching and early-years staff.
- Training in de-escalation of challenging behaviour delivered to all staff. This was highlighted by teachers in nurture survey as an area for development.
- 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.
- Installation of outdoor classroom in local greenspace.
- Almost 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.

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

- [See nurture survey results here.](#) Nurturing ethos evident throughout the school, with awareness of ACE barriers and application of nurture principles and Soulhull approach.
- [See staff outdoor learning survey here.](#)
- [P2 SHANARRI Survey Oct 2020](#)
- [P3 SHANARRI Survey Oct 2020](#)
- [P4 SHANARRI Survey Oct 2020](#)
- [P5 SHANARRI Survey Oct 2020](#)
- [P6 SHANARRI Survey Oct 2020](#)
- [P7a SHANARRI Survey Oct 2020](#)
- [P7b SHANARRI Survey Oct 2020](#)
- See our North Lanarkshire Whole School Nurture Framework to see progress of our whole school nurture ethos.

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

- Further guidance and clarification around GIRFEC criteria for planning. Who needs one? Revise SMART targets.
- Audit and review existing GIRFMe Plans in light of updated guidance.
- Identify staff training opportunities to enhance outdoor curriculum and develop greater teacher

confidence in outdoor learning.

- Analysis of covid recovery interventions in June to measure impact and identify vulnerable families/children. This is likely to be affected by 2nd lockdown.
- Direct NQT to appropriate CPD training around ACES and nurture.
- Consult with parents and families to review poverty proofing policy and share with parents.
- Resilience training for staff members during August inset.
- Implement the Healthy Schools Plus programme.

School priority 2: To ensure continued equity of access and opportunity for maximising learning in the broad general education.

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):

1. Supported programmes implemented in 2020 -2021 to help provide pupils with more opportunities of achieving high levels in Literacy, Maths & Health & Well-being.

Staff training opportunities and pupil participation in:

- Golphin
- Emotionworks
- Stage Health & Well-being interventions e.g P2/6 Yoga, P3 Mind Marvels, P5 Thai Chi
- P7 Yaldi
- NLC Continuity team & NLC Learning Hub
- NL Digital School
- Innovation & Improvement Hub
- Immersive Reader
- Virtual Classroom
- Introduction to Teams
- Soft start play in infants

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

- COVID Survey results pre-post lockdown indicate improved health & wellbeing as well as improvements in pupil attainment in Literacy & Numeracy.
- Staff evaluations suggests that pupil learnings have improved in Literacy and Numeracy due to the focus on BGE.
- Pupil feedback indicates pupils are happier and more settled in school due to covid recovery interventions that were put in place.
- Seesaw evaluations show more positive relations with parents.
- Recent surveys and evaluations show that parental engagement is stronger with parents feeling more informed in their

<ol style="list-style-type: none"> 2. High focus this year on teachers' regular use of SeeSaw to build positive relationships with families and to inform parents of pupil progress in Literacy & Numeracy 3. On pupils return from Lockdown, all teachers monitored and assessed all pupils. Gaps in Literacy & Numeracy identified and passed to SMT. 4. Teachers adapted class teachings, reviewed and monitored programmes and implemented pupil targeted interventions to provide pupils with the best chance of achieving their Literacy & Numeracy levels. 5. All staff provided with SAC Literacy Intervention Pyramid to help support their planning and supporting groups of children with literacy difficulties 6. All staff refreshed IDL planners to focus more on Literacy, Maths & Health & Wellbeing 7. P1-3 focused IDL Learning in providing more opportunities for play indoors/outdoors 8. P1 adopting Play Based Pedagogy across all curricular areas 9. P5-7 focused IDL learning opportunities in using Outdoor Moss Learning area. 10. Staff training CPD given in understanding the effects and impacts in Play Pedagogy 11. Whole school adopted Play Based Pedagogy initiative and observing various types of play in Term 3 in contributing to a collaborative practioner enquiry 12. Outdoor nurture garden re-design implemented to offer outdoor learning opportunities to infant classes in an enclosed and safe environment. Pupils opinions gathered and survey carried out 	<p>Childs' learning.</p>
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Next Steps: (What are we going to do now?)

Continue to foster positive relations with parents using SeeSaw

Continue to closely monitor and track pupils attainment in Literacy & Numeracy

Monitor effectiveness of SAC Literacy interventions

Continue to improve outdoor nurture garden to offer pupils more outdoor learning opportunities

Implement whole- school Play Based Pedagogy and monitor and evaluate effectiveness

School priority 3: Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people.

<p><u>NIF Priority</u></p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><u>NIF Driver</u></p> <ol style="list-style-type: none"> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children’s Progress 6. Performance Information 	<p><u>HGIOS?4 QIs</u></p> <ol style="list-style-type: none"> 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 <p><u>NLC Priority</u></p> <ol style="list-style-type: none"> 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
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	<p>leaver destinations for all young people</p>
<p>Progress and impact (based on outcomes for learners):</p> <ul style="list-style-type: none"> - Inventory taken of all digital resources to remove dated technologies and identify gaps - All digital resources/equipment re-organised and labelled within Digital Learning Suite to make access easier for staff and pupils - All devices within the Digital Learning Suite have been re-assigned in line with Covid guidelines and hygiene guidance displayed and communicated to staff and pupils - Timetable for Digital Learning Suite devised to encourage use by all classes and SfL groups - Sharepoint created on Glow for storing photos of each year group - Microsoft Team created for each class and support offered should remote or blended learning resume - Technical issues record created and added to Teams for staff use - Promethean Boards in Bases updated to most recent software and re-calibrated - Staff updated on most recent digital support and advances made across the authority including - NLC Digital School on Glow, Education.Scotland, e-Sgoil, DigiLearn Scotland YouTube Channel, NL Continuity Learning Site on Teams, NLC Learning Hub on Teams, Virtual Classroom for self-isolating pupils - SIP group updated on most recent version of Digital Learning and Teaching Approaches NLC Policy - Team of Digital Leaders set up from P6/7 pupils – meeting weekly to discuss how best to support staff, pupils and parents and to train leaders in the use of a range of digital devices, apps and learning platforms - Digital Leaders devised a SMART vision outlining their aims for this session - Digital Pedagogy wall display and area created in Digital Learning Suite with support guides, QR codes linking to video tutorials, laptop/computer issues record and useful resources - YouTube channel set up for video tutorials created by Digital Leaders - Digital leaders hosted whole school animation competition using Stop Motion Animation which involved class and staff training delivered by Digital Leaders and SIP group member - Digital Pedagogy Survey sent out to staff to gauge confidence within this area and plans made based on feedback - Signed up to Digital Schools Award and self-evaluation completed (This is a long term goal) - Video tutorials created for using Teams, Glow, Virtual Classroom - Engagement trackers created to monitor pupil engagement during periods of remote learning - Digital Pedagogy and eSafety policy updated, completed and shared - Progressive Pathways planners complete for Digital Literacy Es/Os at Early, First and Second level - Digital Schools Award applied for - Validation for Digital Schools Award process complete - Digital Schools Award achieved with request to act as a Mentor School - Commitment to CR-IS validated and recognised 	<p>(How are you doing? and How do you know?)</p> <ul style="list-style-type: none"> - Staff discussions and feedback indicates digital skills among pupil and staff have increased - Staff Digital Technology Survey results indicate that staff confidence has been enhanced through the work conducted this year - The strong leadership in our establishment ensures that digital pedagogy permeates all stages of the school and areas of the curriculum - Achievement of the Digital Schools Award and CR-IS recognition highlights our successful digital journey - Feedback from DSA Validator in Validation Report was incredibly positive with our wealth of evidence having been celebrated - We have been asked to be a mentor school for other NLC schools working towards the DSA - Teachers have

commented positively on the improvement of pupils' digital skills

- [Evidence](#) gathered for DSA Validation indicates a strong digital pedagogy and ethos

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

- Maintain and nurture digital pedagogy established
- Further investment in digital resources and infrastructure with a focus on plugging the gaps in areas requiring greater focus e.g. coding, virtual reality, animation and green screens, drone operating.
- Use and review Digital Literacy Progressive Pathways planners for early, first and second level
- Annual review of Digital Pedagogy & eSafety Policy
- Explore SELFIE

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).

WORK IN PROGRESS

Key priorities for improvement planning next session

Cluster

HWB COVID Recovery:

Interdisciplinary including RE

Focus on Numeracy across the curriculum to improve pace of learning and attainment.

Nursery

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 highlighted 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 basis, 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	NA
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</i>	
<i>Policy Review</i>	
<i>Digital Leaders</i>	
<i>Remote Learning</i>	
<i>Committee Leaders</i>	

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.

<p><u>NIP Priority</u> Improvement in children and young people’s health and wellbeing <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 <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">All staff have taken part in the GIRFEC refresh training and feel confident in	<p>(How are you doing? and How do you know?)</p> <ul style="list-style-type: none">Staff meetings to discuss children with previous GIRFMEs. Staff reporting on progress during TEAMS meeting with Educational Psychologist.The strong leadership in our establishment ensures that information is sensitively and appropriately shared.Our Covid recovery wellbeing survey shows that our children and families feel well supported.https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKtao95zJ5mZPkskZzpdCXvIUQkQ3WUFDU0VL0DAyVVZFMjFROFIJOUJFRy4uStaff weekly observations of chosen children are enabling children to lead their own learning by tuning in to child-initiated activity. Staff use these observations to discuss and adapt the environment to help provide maximum curiosity and motivation.Children are keen to record their learning journey in their special books.Parents comments on our digital platforms. Parents complete information about their child prior to their observation week. All parents have engaged in Parental interviews over the phone and have chosen PLP targets.https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKtao95zJ5mZPkskZzpdCXvIURTFYUTdUMloXWUU1S1RCOVdGWIROQUZFM4uChildren and parents have given positive feedback and practical support to help enhance our Outdoor area.

their ability to identify children who require extra assessment and planning to ensure the children receive the appropriate intervention.

- All staff are aware of the protocol and policies in place for Safeguarding and Child protection.
- Most staff have had Solihull Training

to encourage a consistent approach and shared language when communicating with families. All staff share the responsibility for creating a warm, nurturing environment that helps our children and families feel well supported.

- All staff have a sound understanding

of the importance of play. We are successfully implementing and incorporating Planning in the Moment and Realising the Ambition documents into our new PLPs and tracking system.

- Parental engagement has been successful despite restrictions. Parents follow the

children's adventures on Twitter and Seesaw. Parents also have access to information from outside agencies through Seesaw.

- All staff have participated in a variety of online learning, ranging from Transition, Outdoor Learning, SEAL math s and developing phonologi

cal awar eness .	
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Next Steps: (What are we going to do now?)

Continue to develop our Outdoor and Indoor environment in line with the childrens' interests.

Increase our experiences outside the nursery grounds. Eg, spend longer in the nearby forest by ordering Lunch to Go once a fortnight.

Extend numeracy opportunities for Staff and extend numeracy opportunities for children.

More staff to be trained on SEAL approach to numeracy.

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
	<p>Please include the following: Update on SAC/PEF allocation / distribution, impact to date (initial observations & assessments)</p>	<p>If possible please outline any evidence you may have gathered which indicates impact / progress.</p>
PE specialist in BMT	<p>Supporting quality NCC Releasing SMT from NCC duty for SFL</p> <p><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></p>	<p>PE assessments Forward Planning Positive HMIe comments on L&T</p>
Literacy / Numeracy / HWB GOLPHN programme	<p>A progressive golf skills programme that incorporates learning across the curriculum specifically in literacy and maths through fun golf games. Links fostered with Airdrie Golf club and memberships specifically promoted for PEF children.</p>	<p>Pre and post assessment Golpin pupil workbooks Statement form trainers</p>
Health & Well Being Emotion Works	<p>A progressive HWB programme that focuses on SHANARRI but specific to the return of schools from COVID.</p>	<p>Lessons plans Outdoor learning evidence Pre and post questionnaires including pupil and teacher opinion of programme</p>
Probationer teacher	<p>Allowing release of ICT coordinator 2 days per week to support digital SIP.</p>	<p>ICT audit Digital SIP</p>
Acting PT August – November before securing vacancy Literacy / Numeracy / HWB/Parent Partnerships and Outdoor Learning	<p>Literacy coaches working across school to provide support for all staff with a focus on new teachers in the P4-P7</p> <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. <p>Promotion of reading for enjoyment across all stages and development of effective reading classroom environments.</p> <ul style="list-style-type: none"> • Operation of reading pupil focus group • Liaising with CLD, parental literacy workshops/stay and play <p>Identify and support children facing literacy difficulties and oversee support for learning interventions;</p> <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 • Consultations with parents 	<p>YARC Malt assessments Literacy profiles TJ results Attendance figures HGIOS surveys IDL assessments Parent engagement digitally records</p>

	<ul style="list-style-type: none"> • 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 • SUMDOG (targeted clubs) 	
Class Materials Literacy / Numeracy	Improved numeracy and literacy resources in class to support differentiation and targeted support eg IDL, Rainbow Reading	Moderation and teacher judgement

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
PE specialist in BMT	Supporting quality NCC Releasing SMT from NCC duty for SFL <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>	PE assessments Forward Planning Positive HMIE comments on L&T
Garden Materials	Increased outdoor learning supporting better wellbeing	Forward Plans Staff/pupil/parent surveys
Health & Well Being Emotion Works	A progressive HWB programme that focuses on SHANARRI but specific to the return of schools from COVID.	Lessons plans Outdoor learning evidence Pre and post questionnaires including pupil and teacher opinion of programme
Probationer teacher	Allowing release of ICT coordinator 2 days per week to support digital SIP.	ICT audit Digital SIP
Core Staff over	Release of PTs for NCC and SfL and driving attainment	Pupil Support files and assessments Improved RfA support for level 4

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 COVID 19 pandemic
 Outdoor Learning equipped for learning experiences
 Investing in HWB resources to support teaching and engagement
 Having support of school Educational Psychologist.

What has worked less well or could be improved?
 Loss of SAC school status

