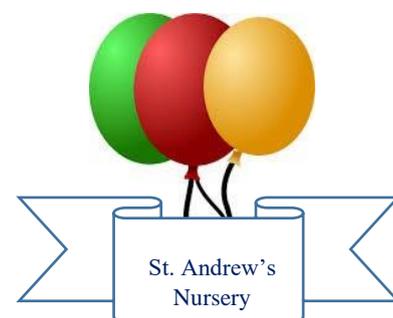
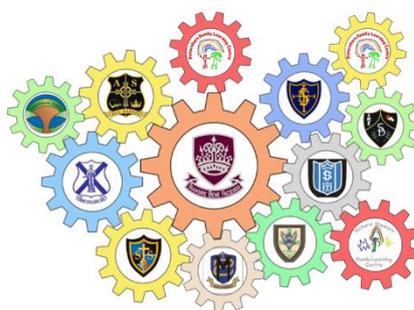


# Driving Equity and Excellence



## Annual Improvement Report (Working Document)

Session 2022-23



|                 |                                      |
|-----------------|--------------------------------------|
| <b>School:</b>  | St. Andrew's Primary & Nursery Class |
| <b>Cluster:</b> | St. Margaret's H.S                   |

| Improvement Plan Summary |                                                                                                                                                                                                                                                                                                                                           |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cluster Priority:        | <ul style="list-style-type: none"> <li>*To improve pupil engagement and confidence in STEM through staff participation in the SSERC cluster programme.</li> <li>* To improve attendance of targeted group of children (stage/SIMD?) by at least 5%</li> </ul>                                                                             |
| School Priority 1:       | <b>HWB:</b> COVID - To further, support the mental, social, emotional and physical health of all children, families and staff. Returning to post COVID excellent parent Partnerships.                                                                                                                                                     |
| School Priority 2:       | <b>Numeracy:</b> To raise attainment in maths by embedding a concrete, pictorial, abstract approach across all stages.                                                                                                                                                                                                                    |
| School Priority 3:       | <b>Literacy:</b> To raise attainment in literacy by becoming a Scottish Book Trust Silver Accredited School.                                                                                                                                                                                                                              |
| Nursery Class Priority:  | <b>Nursery focus:</b> <ul style="list-style-type: none"> <li>*Extend nurturing approaches to support and improve the mental, physical &amp; emotional wellbeing of our children and families.</li> <li>*Participating in the Reading School Silver accredited award.</li> <li>*Implementing SEAL and improving number concept.</li> </ul> |

|                                              |                                                        |
|----------------------------------------------|--------------------------------------------------------|
| <b>Scottish Attainment Challenge School:</b> | Yes                                                    |
| <b>Pupil Equity Fund Allocation:</b>         | Funding 45325<br>Carry forward £25088<br>Total: £70413 |

## **Section 1: Establishment Details**

|                                  |
|----------------------------------|
| <b>School Improvement Report</b> |
|----------------------------------|

|                               |
|-------------------------------|
| <b>Context of the school:</b> |
|-------------------------------|

St. Andrew's Primary is a proud, thriving educational community where staff, parents and pupils are committed to continuous improvement and targeting excellence. We are very proud of a HMIe in September 2019 which validated our self evaluation and our teacher judgement of pupil performance.

This year there are 7 classes including the nursery class. The nursery has 3EYP FTE, 1 EYLP and 3 ASNAs. The school is run with 8.3fte teaching staff including 1 Head Teacher and 2fte equivalent Principal Teachers. There is 3.5fte support staff and 1.5fte office staff.

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 1-2 and 29% in receipt of free school meals or clothing grants. As well as these statistics our current role (including nursery) is affected by the following statistics.

| Child Protection<br>Safe<br>Guarding/ACE | PEF | SIMD1-<br>2 | SHANARRI<br>barriers | Interventions<br>Level 1-4 | GIRFme<br>Plans | EAL | Health<br>Overview | More<br>Able | ASD | Dyslexic |
|------------------------------------------|-----|-------------|----------------------|----------------------------|-----------------|-----|--------------------|--------------|-----|----------|
| 28                                       | 47  | 110         | 51                   | 50                         | 17              | 15  | 36                 | 11           | 16  | 7        |
| 20%                                      | 29% | 78%         | 36%                  | 35%                        | 12%             | 11% | 25%                | 8%           | 11% | 4%       |

The results of assessments show that while some children are attaining above expectation, a small percentage of our pupils (around 20% recorded May 2022) are performing below national standards in Literacy and Maths and that there are still gaps (although these were narrowing pre COVID) in attainments between our most and least disadvantaged children. However, our results have steadily improved over the past six years with our best results being recorded in 2018-2019 and no results recorded officially in 2020-2021 due to school closures and COVID. Our School Improvement Plan has been constructed to further improve our pupils overall attainment while reducing the inequalities between pupils and the negative impact COVID has had on our community.

Due to the challenges described above, St. Andrew's Primary has been designated as one of North Lanarkshire's 35 'Keys to Success' schools and so gains targeted improvement support in addition to the universal Scottish Attainment Challenge funding. We have also been allocated 1.0fte class teacher additionally to support NLC SAC targeted interventions. Our School Improvement Plan has been constructed to include targets and uses for these extra funds and resources.

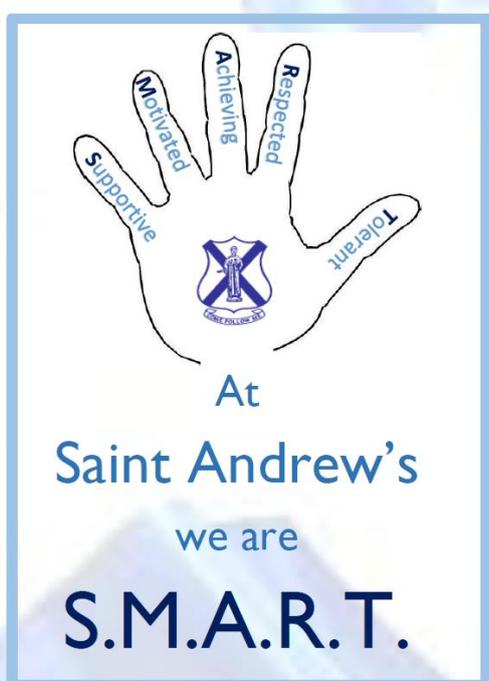
## School Vision & Values

Head Teacher, Mrs. Jennifer Flanagan and all staff working in St. Andrew's Primary and nursery 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.

### School Values Graphic



### Mission Acrostic Statement



**Attendance and Exclusion Information:**  
**(Evidence of strategies employed to improve attendance and reduce exclusions)**

**TERM 1 results August – November**

| <b>Reg Group</b>    | <b>Average %</b> |  | <b>Non PEF Average %</b> |       |
|---------------------|------------------|--|--------------------------|-------|
| P1/2                | 92.59            |  | 92.68                    |       |
| P2/3                | 90.35            |  | 92.68                    |       |
| P3/4                | 93.75            |  |                          |       |
| P4/5                | 88.00            |  |                          |       |
| P6                  | 92.33            |  |                          |       |
| P7                  | 91.05            |  |                          |       |
| <b>SIMD 1-2 %</b>   | 90.88            |  | <b>EAL %</b>             | 89.00 |
| <b>SIMD 3-10 %</b>  | 90.60            |  |                          |       |
| <b>SIMD 11-15 %</b> | 93.14            |  |                          |       |
| <b>SIMD 3-15 %</b>  | 91.35            |  |                          |       |

SMT have termly attendance targets. Using following strategies:

1. Below 90% new bespoke QR code postcards using the NLC attendance post-it-note graphic
2. Meetings with parents for concern cases
3. Bespoke meeting with partners eg Hope, CLD, SW for individuals
4. Taxi service for high level
5. EAL specific target group on attendance
6. ASN nurture program in P2/3 class
7. EP interventions in P4/5 class

## **Details of consultation: Pupils/Parents/carers/staff/stakeholders**

### **Audit and Consultation**

In arriving at our improvement priorities, the school has taken account of current national priorities as outlined in the NIF and North Lanarkshire's Aspire priorities. These have been compared to our audit of the previous year's improvement plan and engagement with parents/carers and learners.

#### **Details of engagement with parents/carers include:**

- HGIOS questionnaire
- Evaluations of learning
- Evaluations of partnership events
- Consultation with parent council
- Survey monkey questionnaires to gauge opinion
- Twitter Polls
- PEF intervention consultation with Parent Council
- PEF questionnaire to Free School Meal parents

#### **Details of engagement with learners:**

- Personal Learning Planning
- Assessment folders
- HGIOS questionnaires
- Pupil Committees
- Target setting
- IDL theme planning
- Moderation Files

#### **Details of engagement with staff:**

- HGIOS questionnaire
- SIP working group meetings and evaluations
- HGIOS focus Q.I. evidence
- Staff meetings
- SRG WTA meetings
- Targeting inequality tasks
- Forward plan/assessment meetings
- Classroom observations & dissemination of good practise
- PEF & SAC intervention evaluation and next steps
- SIP consultation

## Section 2: What progress have you made in closing any poverty related attainment gap?

### Equity Plan

Please write a brief summary of your approach to ensuring equity and the progress you have made.

The following key questions could be considered:

Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty? What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process?

| Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Improvement/Changes children/<br>Poverty Agenda |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| <p><b>Short Term Goal:</b></p> <p>All children not achieving expected level (info from teacher judgment in 2022) will be receiving some sort of intervention to support specific needs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                 |
| <p><b>Medium Goals:</b></p> <p>August to December Progress</p> <ul style="list-style-type: none"> <li>• Teachers fully aware of equity gap and need to reduce</li> <li>• Interventions in place focusing on SIMD and PEF children</li> <li>• All classes to be provided with more than 1 free educational trip, national film week, science centre and Motherwell heritage centre STEM trips linking with SIP.</li> <li>• Staff training in literacy</li> <li>• Staff training in numeracy</li> <li>• WellBeing App in use for all Child Protection Children</li> </ul> <p>January – April Progress</p> <ul style="list-style-type: none"> <li>• February tracking meeting show to show at least one child er stage that was not achieving the expected level to have evidence of progression. If evidence of progression is not evident after 10 week intervention literacy profiles must be presented to EP</li> <li>• Wellbeing App in use for all HWB file children</li> </ul> <p>April to June Progress</p> <ul style="list-style-type: none"> <li>• Transition information and targets set to continue targeting closing attainment gap.</li> <li>• Well Bing App in use for all children with GIRFMe plans</li> </ul> |                                                 |
| <p><b>Long term Goal:</b></p> <ul style="list-style-type: none"> <li>• SIP goals achieved for 2022-2023</li> <li>• Attendance gap closing for PEF and SIMD1-2children</li> <li>• Attainment gap closing</li> <li>• Achieving Silver Reading School Award</li> <li>• Achieving Silver RRS Award</li> </ul> <p>Well Being App in use for all children including reporting</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                 |

### **Section 3: Summary of Impact of Annual Improvement Plan Priorities**

|                                                                                                                                                                          |                    |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--|
| <b>Cluster Priority(Long Term Outcome):</b>                                                                                                                              |                    |  |
| <small>(Please insert the relevant information below)</small>                                                                                                            |                    |  |
| <b>NIF Priority:</b>                                                                                                                                                     | <b>NIF Driver:</b> |  |
| <b>NLC Priority:</b>                                                                                                                                                     | <b>QI:</b>         |  |
| <u>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.</u>                                                             |                    |  |
| <b>RATIONALE:</b>                                                                                                                                                        |                    |  |
| <b>OUTCOMES:</b>                                                                                                                                                         |                    |  |
| <b>EXPECTED IMPACT:</b>                                                                                                                                                  |                    |  |
| <b><u>Summary of Progress and Impact:</u></b> (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?) |                    |  |
| <b><u>Next Steps:</u></b> (What are we going to do now?)                                                                                                                 |                    |  |
|                                                                                                                                                                          |                    |  |

|                                                                                                                                                                                 |                    |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--|
| <b>Priority 1 (Long Term Outcome):</b>                                                                                                                                          |                    |  |
| <small>(Please insert the relevant information below)</small>                                                                                                                   |                    |  |
| <b>NIF Priority:</b>                                                                                                                                                            | <b>NIF Driver:</b> |  |
| <b>NLC Priority:</b>                                                                                                                                                            | <b>QI</b>          |  |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.                                                                           |                    |  |
| <b>RATIONALE:</b>                                                                                                                                                               |                    |  |
| <b>OUTCOMES:</b>                                                                                                                                                                |                    |  |
| <b>EXPECTED IMPACT:</b>                                                                                                                                                         |                    |  |
| <p><b><u>Summary of Progress and Impact:</u></b> (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)</p> |                    |  |
| <p><b><u>Next Steps:</u></b> (What are we going to do now?)</p>                                                                                                                 |                    |  |
|                                                                                                                                                                                 |                    |  |

|                                                                                                                                                                   |                    |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--|
| <b>Priority 2 (Long Term Outcome):</b>                                                                                                                            |                    |  |
| <small>(Please insert the relevant information below)</small>                                                                                                     |                    |  |
| <b>NIF Priority:</b>                                                                                                                                              | <b>NIF Driver:</b> |  |
| <b>NLC Priority:</b>                                                                                                                                              | <b>QI</b>          |  |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.                                                             |                    |  |
| <b>RATIONALE:</b>                                                                                                                                                 |                    |  |
| <b>OUTCOMES:</b>                                                                                                                                                  |                    |  |
| <b>EXPECTED IMPACT:</b>                                                                                                                                           |                    |  |
| <b>Summary of Progress and Impact:</b> (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?) |                    |  |
| <b>Next Steps:</b> (What are we going to do now?)                                                                                                                 |                    |  |
|                                                                                                                                                                   |                    |  |

|                                                                                                                                                                          |                    |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--|
| <b>Priority 3 (Long Term Outcome):</b>                                                                                                                                   |                    |  |
| <small>(Please insert the relevant information below)</small>                                                                                                            |                    |  |
| <b>NIF Priority:</b>                                                                                                                                                     | <b>NIF Driver:</b> |  |
| <b>NLC Priority:</b>                                                                                                                                                     | <b>QI:</b>         |  |
| <u>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.</u>                                                             |                    |  |
| RATIONALE:                                                                                                                                                               |                    |  |
| OUTCOMES:                                                                                                                                                                |                    |  |
| EXPECTED IMPACT:                                                                                                                                                         |                    |  |
| <b><u>Summary of Progress and Impact:</u></b> (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?) |                    |  |
| <b><u>Next Steps:</u></b> (What are we going to do now?)                                                                                                                 |                    |  |

## Section 4: Key strengths/successes linked to Quality Indicators

### How good is our leadership and approach to improvement?

| <b>QI 1.3 Leadership of change</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                         |                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------|
| Developing a shared vision, values and aims relevant to the school and its community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Strategic planning for continuous improvement                           | Implementing improvement and change |
| <b>Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                         |                                     |
| NIF Priority:<br><b>1,2,3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | RECR (if appropriate)<br><b>2 &amp; 3</b>                               |                                     |
| NIF Driver:<br><b>1 5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Linked SIP/PEF Priority: <b>STEM literacy, Maths HWB PEF 10, 11, 12</b> |                                     |
| UNCRC: <b>3 12 13 14 15 16 17 23 28 29 31</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                         |                                     |
| <b>How well are you doing? What's working well for your learners?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                         |                                     |
| <p><b>August - November</b></p> <ul style="list-style-type: none"> <li>Share values vision and aims created by all and updated post COVID – displayed throughout school and evident in new policy making (eg. Skill Development policy), decisions made (e.g curricular design) and planning (e.g GIRFMe planning).</li> <li>Started dissecting data to support groups of children to target (eg attendance data including different focus groups to measure and target improvement, comparative attainment and equity data over time).</li> <li>Staff morale, attendance and engagement measure much higher since post COVID. 100% staff feeling motivated and empowered compared to 90% post COVID</li> <li>Pupil HWB results improved since post COVID with fewer requiring Counselling service</li> <li>Use of PEF money to support Literacy, Numeracy and HWB interventions all showing evidence of raised attainment</li> <li>NBPW completed to support interventions where all resources have been exhausted</li> <li>HWB App implemented for CP children resulting in better Wellbeing Planning</li> <li>Outcome star evaluations being used to create better smart targets in GIRFMe plans to support better engagement in leaning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                         |                                     |
| <b>How do you know? What evidence do you have of positive impact on learners?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                         |                                     |
| <ul style="list-style-type: none"> <li>GIRFMe planning positive impact on learning teaching and engagement evident from evaluations</li> <li>Feedback from parents positive around partnership improvements</li> <li>Full staff CPD engagement in literacy training supporting SIP and focus on raising attainment results in writing by 3-3% by May 23. Evidence in jotter showing improvements</li> <li>Bronze –silver RRS award</li> <li>Bonze to silver reading school award</li> <li>Upkeep of digital school award. Children leading learning and staff participation in cluster training. Coding now evident throughout the school.</li> <li>Digital leader SWAY newsletter outlining all improvements.</li> <li>Dedication to engagement with community, vandalism project, Nursing home links with reading schools Christmas planning and digital schools.</li> <li>OOSHL resumed with staff volunteering to upskill at Sport club training opportunities and present children at completions with great success in netball, athletics and football.</li> <li>PT practitioner Enquiry into creating a reading culture published in RS journal</li> <li>P3/4 teacher and children leading garden project with support from Bartlet potatoes factory</li> <li>Improvements recorded in interventions with focus on PEF and SIMD children</li> <li>Full staff involvement in leading aspect of SIP based on SIR feedback and stakeholder feedback as well as Attainment results.</li> <li>Link with support agencies utilising cluster resources to support GIRFMe planning. Positive feedback and results from interventions.</li> <li>Full staff engagement in SERRC training and STEM teaching evident in planning/teaching and monitoring/moderation</li> <li>Nursery and Teacher professional enquiry into Play pedagogy and Outdoor Learning</li> </ul> |                                                                         |                                     |
| <b>What are you going to do now? What are your improvement priorities in this area?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                         |                                     |
| <ul style="list-style-type: none"> <li>Moderation in STEM</li> <li>West partnership attendance in April 2023 using literacy moderation</li> <li>New PRD process implemented</li> <li>Move from Seesaw to Sway PLPs as of digital school advise</li> <li>Increase Parent Partnerships to pre COVID levels</li> <li>Inspiring and linking expressive art areas across the curriculum</li> <li>Improve peer collaborative enquiry protective time within WTA to follow from rich CPD opportunities created</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                         |                                     |

## How good is the quality of care and education we offer?

| <b>QI 2.3 Learning, teaching and assessment</b>                                                                                   |                     |                                                            |                                   |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------------------------------------------|-----------------------------------|
| Learning and engagement                                                                                                           | Quality of teaching | Effective use of assessment                                | Planning, tracking and monitoring |
| <b>Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.</b> |                     |                                                            |                                   |
| <b>NIF Priority:</b><br>1,2,3                                                                                                     |                     | <b>RECR (if appropriate)</b><br>2 & 3                      |                                   |
| <b>NIF Driver:</b><br>2,4,5 & 6                                                                                                   |                     | <b>Linked SIP/PEF Priority:</b> STEM, Literacy, Maths, HWB |                                   |
| <b>UNCRC:</b> 3 12 13 14 15 16 17 23 28 29 31                                                                                     |                     |                                                            |                                   |

### **How well are you doing? What's working well for your learners?**

#### Learning and Engagement/ Quality of Teaching

- All P1-3 teachers attended NLC Active Schools twilight sessions
- All P6-7 teachers attended at least ¾ active literacy sessions
- All class committed teachers found this CPD to be highly relevant to their classroom practise and are now implementing recommended approaches
- All classes continue to have frequent opportunities to read for pleasure
- Almost all classes have regular opportunities to talk about books with their peers
- Almost all class committed staff have engaged in further reading around reading for pleasure.
- New school library developed and resourced.
- PT professional enquiry into the impact of regular teacher read aloud sessions on the affective domain highlighted that 86% of pupils in P5 –P7 enjoyed reading more in 2021/22 than 2020/21. Of the 14% who did not, most were already keen readers. Study published on Open University RfP website and highlighted as a model of good practice.
- Cluster funded for SSERC PCM programme – staff Mentor attended 2 day residential and to attend further 2 day residential in March.
- Audit of science resources and investment where required
- Almost all class committed teachers, almost all early years staff and all SLT attended the Live SSERC meet in Nov. All attendees found this session to be highly relevant or somewhat relevant to their classroom practice.
- Almost all teaching staff feel quite confident about teaching science and all know how to access the NLC Primary Sciences resources on Glow.
- PTs delivering targeted interventions in Wave 3/ Read Write Inc and SEAL maths
- CPA approach to maths implemented at all stages. Measured using MALT assessments.
- Numeracy twilight sessions booked for cluster to take place January-February
- Investment in 20 new ipads to support digital literacy and enhance learning and teaching.
- 'Digi Dip' sessions for all classes, modelled by member of pedagogy team – upskilling teachers
- Effective deployment of CST and CAT to meet the needs of underprivileged low attaining pupils. Target SIMD 1-2

#### Effective Use of Assessment/ Planning, Tracking and Monitoring

- All teaching staff engaged in moderation sessions at cluster level, with three selected to participate at West Partnership event. These sessions continue to inform more consistent teacher professional judgement of pupil progress and ACEL data.
- Termly tracking of TPJ of pupil progress towards ACEL allows timely identification of under achieving pupils and appropriate support/interventions implemented.
- 
- Standardised YARC assessments used to measure impact of interventions. Post intervention assessments to be carried out at a later date to track progress.
- Timely use of PHaB2 assessment to identify pupils with specific literacy difficulties leading to literacy consultation with Ed Psych and dyslexia diagnoses where appropriate – 3 diagnoses in November.
- Bi- annual MALT assessments used to measure and track progress of all pupils in maths.

- 

**How do you know? What evidence do you have of positive impact on learners?**

- All 5 lessons observed in term 1 demonstrated:
  - Effective use of ICT to enhance learning and teaching
  -
- 2021/22 MALT results highlighted significant progress with current stages P3/P5/P6. Dip in progress with current P4 pupils. Targeted SEAL intervention from CAT at P4 and for low achieving P3 pupils.
- 

**What are you going to do now? What are your improvement priorities in this area?**

- Assess all pupils using PUMA maths and use online scorer to measure progress since previous MALT and to compare attainment of groups within school to identify gaps.
- Classroom SLT visits to evaluate learning and teaching – focus on implementation of recommendations from literacy twilight sessions OR implementation of STEM as per CPD sessions
- Create ‘data pack’ to gather and evaluate attainment data and identify next steps
- Use of 0.2 PT to develop proficiency in use of micro-technology to support pupils with specific literacy difficulties and barriers to learning
- Submit evidence for Reading Schools silver accreditation
- Post it Planning CPD – Modelled sessions by NLC Pedagogy Practitioner for P5-7

**How good are we at improving outcomes for all our learners?**

| <b>QI 3.1 Ensuring wellbeing, equality and inclusion</b>                                                                   |                                |                                                   |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------|---------------------------------------------------|
| Wellbeing                                                                                                                  | Fulfilment of statutory duties | Inclusion and equality                            |
| Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue. |                                |                                                   |
| NIF Priority:<br>1,2,3                                                                                                     |                                | RECR (if appropriate)<br>2 & 3                    |
| NIF Driver:<br>1 5                                                                                                         |                                | Linked SIP/PEF Priority: STEM literacy, Maths HWB |
| UNCRC: 3 12 13 14 15 16 17 23 28 29 31                                                                                     |                                |                                                   |
| <b>How well are you doing? What's working well for your learners?</b>                                                      |                                |                                                   |
| •                                                                                                                          |                                |                                                   |
| <b>How do you know? What evidence do you have of positive impact on learners?</b>                                          |                                |                                                   |
| •                                                                                                                          |                                |                                                   |
| <b>What are you going to do now? What are your improvement priorities in this area?</b>                                    |                                |                                                   |
| •                                                                                                                          |                                |                                                   |

## How good are we at improving outcomes for all our learners?

| <b>QI 3.2 Raising attainment and achievement</b>                                                                                  |                      |                                          |                         |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------|-------------------------|
| Attainment in literacy and numeracy                                                                                               | Attainment over time | Overall quality of learners' achievement | Equity for all learners |
| <b>Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.</b> |                      |                                          |                         |
| <b>NIF Priority:</b>                                                                                                              |                      |                                          |                         |
| <b>NIF Driver:</b>                                                                                                                |                      |                                          |                         |
| <b>UNCRC:</b>                                                                                                                     |                      |                                          |                         |
| <b>RECR (if appropriate)</b>                                                                                                      |                      |                                          |                         |
| <b>Linked SIP/PEF Priority:</b>                                                                                                   |                      |                                          |                         |
| <b>How well are you doing? What's working well for your learners?</b>                                                             |                      |                                          |                         |
| •                                                                                                                                 |                      |                                          |                         |
| <b>How do you know? What evidence do you have of positive impact on learners?</b>                                                 |                      |                                          |                         |
| •                                                                                                                                 |                      |                                          |                         |
| <b>What are you going to do now? What are your improvement priorities in this area?</b>                                           |                      |                                          |                         |
|                                                                                                                                   |                      |                                          |                         |

## **Section 5: NIF Quality Indicators: Summary**

### **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.*

| Quality indicator                            | School self-evaluation | HMIE Inspection evaluation (if appropriate) |
|----------------------------------------------|------------------------|---------------------------------------------|
| 1.3 Leadership of change                     |                        |                                             |
| 2.3 Learning, teaching and assessment        |                        |                                             |
| 3.1 Ensuring wellbeing, equity and inclusion |                        |                                             |
| 3.2 Raising attainment and achievement       |                        |                                             |

### **Additional Quality Indicator**

*It is anticipated that schools will follow the advice of How good is our school? 4<sup>th</sup> edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.*

| Quality indicator | Self-evaluation |
|-------------------|-----------------|
|                   |                 |

### **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).*