St.Augustine’s Pr. School Improvement Report

May 2017

Context of the school

St. Augustine’s Primary School is a Roman Catholic school situated in the centre of Coatbridge. The current role is 361 rising to 363 in August. The school has a wide demographic with families residing in SIMD 1 – 9. Currently, the school remains within the Literacy Layer of North Lanarkshire’s Attainment Challenge as 65 % of pupils reside within SIMD 1- 3. The school is currently staffed with Head Teacher, one Depute Head Teacher, one Principal Teacher and a staffing complement of 16 teachers. This session the school ran with 15 classes and was double stream throughout with an additional composite Pr.1 / 2 class enabling a collegiate culture to develop across the school as stage partners worked closely together to plan jointly and moderate standards.

To assist the school in it’s improvement agenda staff have engaged in self-evaluation using HGIOS 4 and taken full account of parental feedback, pupil returns, the recommendations from Education Scotland Advice Notes, National Improvement Framework (NIF) priorities, North Lanarkshire Council’s ‘Aspire’ priorities and HMIe Follow Up Inspection advice. HMIe feedback in Feb’17 noted that ‘*Staff in the school value the professional learning opportunities they undertake and have worked hard to address the improvement agenda set as a result of the last inspection. We found there is a strong commitment to improving outcomes for children.* HMI also noted ‘*Self-evaluation to bring about sustained improvement over time is at an early stage. Staff and the wider school community would value greater involvement in the improvement agenda. This would help them to work together to determine how they can build on their strengths and look forward to building an aspirational future for the school.’* School management continued this session to take a strategic approach to consulting with all stakeholders and identifying key priorities to ‘*bring about a clearer common purpose and support improvement.’*

The school was previously inspected in February 2016 and a very clear action plan was formulated to address HMIe recommendations in light of a report that identified the school as weak in Q.I’s 1.1, 5.1, 5.3, 5.9 and satisfactory in 2.1. The follow up inspection took place in February 2017 to review school progress within the four areas highlighted for development.

1. Improve the quality of learning, teaching and assessment across the school
2. Raise attainment in literacy and numeracy
3. Improve the curriculum for all children
4. Provide professional learning opportunities for all staff to ensure a shared and agreed understanding of the purpose of self-evaluation to improve the school

HMI fedback after their February school visit stated that within quality of learning, teaching and assessment across the school. *‘ Most children are benefiting from more effective learning and teaching approaches in their classrooms. They enjoy and overall, feel more challenged by their lessons. Most teachers now have more regular learning conversations with children. As a result children have a much clearer idea about what they are expected to learn and how well they are progressing……. Teachers have worked very hard to improve the environment for learning throughout the school. Professional learning opportunities provided by North Lanarkshire Council have enabled teachers to improve the quality of learning experiences in their classes.*

In raising attainment in Literacy and Numeracy the HMI report stated, ‘*Teachers in the school are taking forward a number of initiatives to raise attainment in literacy and numeracy. As a result we found that children are making better progress in these key areas. Their knowledge and understanding has improved and they are more able to apply the skills they have gained. At P7 children’s confidence in working accurately with measurement, shape and handling data is much improved. Support staff continue to enhance the learning of a number of children across the school and a recent reading initiative has produced positive results.* The school recognizes that *‘Teachers monitor and track the progress of individual children using a range of assessment information and discuss these results regularly with the senior management team. More time is needed for teachers to develop their understanding of how this assessment information can be used to raise attainment.*

Within improving the curriculum for all children recognition was clearly expressed for how *‘The school is continuing to improve the pace at which it now implements Curriculum for Excellence. Spanish has been introduced across the school. Improvements in the approach of the school to the Information and Communications Technologies (ICT) learning programme are supporting the development of children’s digital learning skills. Staff are continuing to improve their planning and teaching of Science.’*

In providing professional learning opportunities and ensuring a shared understanding of the purpose of self-evaluation to improve the school, HMI recognized that *‘Staff in the school value the professional learning opportunities they undertake and have worked hard to address the improvement agenda set as a result of the last inspection.’*  School staff engaged in a clear process of self-evaluation that enabled them to review the impact of the school improvement priorities this session and worked to ensure greater involvement of staff and the wider community in the improvement agenda both in terms of identifying priorities but also in identifying working parties and staff members to lead school improvement.

Prior to inspection, the school was informed that a further follow up inspection would take place as ‘*There remains significant concern amongst the school community about the staffing difficulties experienced by the school and the negative impact this has had on the pace of improvement.’*

This session the Head Teacher worked with staff, pupils, parents and stakeholders to ensure a renewed focus on the school’s vision, values and aims. A newly created statement was agreed that reflected the school community’s desire for an achieving, aspirational school that had an agreed set of core values as guiding principles. Staff, pupils and parents also reviewed the school’s curriculum rationale and highlighted the importance of raised expectations and standards for literacy, numeracy and health and well being. The newly revised curriculum rationale, in it’s draft form. was presented to the parent body in September 2016 for review and approval. Our newly agreed and shared curriculum rationale highlights the importance of developing skills for learning, life and work within a broad general education that promotes opportunities for all whilst raising standards and expectations across the school community.

The school remains committed to promoting a community of faith and learning for all. Through it’s strong parnership with the Parish Priest and High School it promoted involvement in the Pope Francis Faith Award and the development of faith formation through organised retreats to the Parish Centre for Pr.4, Pr5, Pr.6 and Pr.7. This session the school secured one full-time additional teacher for the purpose of raising attainment and closing the attainment gap. This appointment made a significantly positive impact at a particular stage as the appointed teacher became fully class committed due to the school’s ongoing staffing issues this session. Two staff members secured permanent posts within the school this session which will impact positively upon future continuity. North Lanarkshire Council viewed the school as a priorty this session and actively supported the school in addressing staffing issues when they arose. We aim through Pupil Equity Funding next session to secure an additional full-time staff member who will provide additional support for identified pupils across the school as we aim to close the attainment gap with planned interventions. We aim to secure a teacher with a specialism in ICT to aid progress within digital literacy and ensure a clear skills and knowledge progression for pupils and an increased understanding among staff through in house in-service.

The fabric of the building benefitted from work both externally and internally and included a kitchen upgrade, the creation of a Learning Hub for staff, pupils and parents and pupil changing rooms this session. School grounds remained a focus in order to improve the quality of breaktimes for all pupils. The school made a successful bid to the lottery and a new challenging trim trail was installed on school grounds. This ongoing improvement programme aims to impact upon general ethos and give staff, pupils and parents greater pride in the school. The management team remain committed to the promotion of leadership at all levels and engaged in a systematic approach to ensure that staff CPD was in line with school improvement priorities and impacted positively upon pupil learning, attainment and achievement. SMT recognised the need to promote staff as leaders of learning both in their class, with stage partners and also within a level. The school responded to HMI recommendation in March that ‘*They would now benefit from sharing the examples of effective learning and teaching better with each other to bring about greater consistency in all of the classrooms.’* Teachers undertook peer observations in May to begin a whole school approach to learn from the excellent practice of others and so impact upon the quality of teaching and learning in their own class. We aim to extend this further next session with visits to other establishments.

All staff engaged in in-service and remain committed to improving the quality of teaching and learning for all and the overall attainment and achievement across the school. Support staff also engaged in in-service training with three staff members now trained in the delivery of Rainbow Reading that has had a notable impact upon pupil confidence and fluency in reading at the Pr.4/5 stages. The SMT have a strong partnership that is committed to leading change and improvement at whole school level. HMI reported that *‘the senior management team set a challenging pace of improvement across a very broad range of areas.’* The SMT recognized the need to ensure all staff regularly and collectively review the key priorities and ensure impact is being measured and supported and that staff are provided with opportunities  *‘to share responsibility for leading on improvement.’* This session this is evidenced in the staff members who have taken a lead role in leading Literacy and Numeracy within the school, sharing learning at in-service days and staff members who are leading by example and sharing their good practice. Next session we aim to develop this further with identified staff members leading working parties that will impact at whole school level and further develop our collegiate culture.

The school continues to enjoy the excellent support of the Parent Council and the P.T.A. who are committed to working in partnership to support the work of the school, to impact upon attainment and achievement and to provide all pupils with equality of opportunity through the provision of additional resources. The Parent Council remain committed to supporting the SMT to address the action points identified within the recent inspection follow up report. Our improvement agenda to address the quality of teaching and learning, to increase children’s attainment in maths and language, to close the attainment gap and meet the needs of all learners and review how we monitor, evaluate and improve learning experiences across the four contexts of learning will remain a focus of our work in the next session. The SMT in consultation with all stakeholders will manage the Pupil Equity Fund that will provide an additional £78,000 next session to support the schol in raisng standards and closing the attainment gap.

**Review of Progress for Previous Session**

The school set itself a demanding improvement agenda in light of the HMI Inspection in 2016. Some action points articulated within the Record of Findings were addressed alongside a School Improvement Plan that aimed to address four priorities that reflected the action points highlighted by HMI.

1. To raise attainment in listening, talking, reading and writing for all learners.
2. To raise attainment in Maths for all learners by developing effective teaching and learning approaches through staff training in mental agility and Number Talks.
3. Improve the curriculum for all children through the formation of a curriculum rationale and a review of programmes of study
4. To provide professional learning opportunities for all staff to ensure the shared understanding of the purpose of self-evaluation to improve the school as a community of faith and learning with a focus on HGIOS 4 QI’s and one of the themes within The Catholic School, Developing in Faith.

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| **School Priority 1**  To raise attainment in listening, talking, reading and writing for all learners. | |
| NIF Priority  *Improvement in attainment, particularly in literacy and numeracy*  *Closing the attainment gap between the most and least disadvantaged children*  NIF Driver  *School improvement*  *Teacher professionalism*  *School improvement*  *Assessment of children’s progress*  *Performance Information* | HGIOS 4 – QI’s  *2.3 Learning, teaching and assessment*  *3.2 Raising attainment and achievement*  NLC Priority  *Supporting all children to reach their full potential* |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  The school operational plan was reviewed by staff in May and confirmed that staff felt much more confident in tracking pupil progress in listening, talking, reading and writing and can make more informed judgements in regard of pupil achievement within a level. The introduction of the Benchmarks also supported staff in their professional judgements and will continue to be under review next session. The use of The Scottish Criterion Scale for Writing provided staff with a progressive tool to track pupil progress in writing with staff growing in confidence in their ability to comment upon pupil next steps to make continued progress. Tracking of writing indicates pupils are making progress with moderation meetings being used well across the school to moderate standards and to raise attainment. The introduction of a new resource for listening and talking, Media Matters, was viewed as a valuable addition to the resources that have been introduced this session which has included PM Writing Books and the purchase of additional reading resources. This session pupils across the school wrote their own books and shared them with peers and parents raising self-esteem and providing children with a platform to showcase their talents during our Literacy Week. Notably this year pupils across the school participated in writing competitions with several pupils at Pr.7 achieving acclaimed success at Authority and National level. Across the school the introduction of Snapshot jotters presented parents with evidence of pupil’s latest and best work and provided staff, pupils and parents with the opportunity to comment upon pupil work and identify next steps. Parents and pupils have responded well to this initiative and have enjoyed the opportunity to review a snapshot of work covered in a week and to see progress from one term to the next. Paired reading was extended this session to include Pr. 2 pupils and has impacted upon pupil confidence and engagement in reading. Pr. 6 and Pr.7 pupils have responded well to the increased responsibility and the opportunity to tutor younger pupils. Staff training in staged intervention, literacy difficulties and benchmarking has lead to a more focused approach to raising standards and to increasing the pace of learning. Targets for Additional Support Plans are more clearly defined and indicate pupil progress and achievements. Pupils at the Pr. 2 stage are moving to more challenging texts at the earliest opportunity due to regular benchmarking with more pupils reading skinny novels before the end of Pr. 2. Staff make effective use of the Active Literacy Support for Learning Pack to support pupils at Pr. 1, 2 and 3 stage who have struggled to maintain progress. At the middle and upper stages staff employed a variety of resources to impact upon pupil reading, spelling and writing. The most notable intervention to support progress in reading was the introduction of Rainbow Reading for targeted pupils at Pr. 4 and 5. Support staff received in-service training on Better Reading to support their work with targeted pupils in Pr. 5, 6 and 7 and were also in-serviced on Rainbow Reading. Pupils, parents and staff report improved self- esteem and confidence in reading with most pupils experiencing a significant increase in their reading age as a result of this intervention. St.Ambrose High School staff worked closely with Pr.7 staff this session as part of the raising attainment agenda focusing upon developing pupil reading skills and their ability to carry out text analysis. Robust monitoring and tracking indicates an increase in pupils who have achieved second level in reading this session. CEM tests and YARC assessments confirm attainment levels at Pr. 7 have improved in reading alongside improved attainment in writing and listening and talking. This session staff have acknowledged the support of the Literacy Base, the use of modelling blocks to raise standards, the introduction of new ICT technology to support spelling (IDL software programme) and the intervention of Speech and Language Therapists with direct support sessions as notable developments impacting upon pupil engagement in learning, pupil self confidence and progress in literacy.  Further planned opportunities to develop Literacy Leaders at Early, First and Second Level were significantly impacted upon due to ongoing staffing issues this session. As a result of having no CAN CAN teacher planned interventions and leadership opportunities did not take place this session and impacted upon some elements of the Improvement Plan. However, staff commitment to the school improvement agenda confirmed staff as leaders of learning within their own class with self-evaluation confirming staff eagerness to lead school initiatives and working parties next session.  Achievement of a Level – June 2017   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Level | Reading 2017 | Reading 2016 | Writing 2017 | Writing 2016 | Listening and Talking 2017 | Listening and Talking 2016 | | Early | 80% | 79% | 74% | 79% | 86% | 79% | | First | 89% | 65% | 63% | 65% | 89% | 65% | | Second | 78% | 64% | 72% | 64% | 87% | 71% |   Next Steps: (What are we going to do now?)  Planned programme of peer observations to share excellent practice and ensure consistency across the school.  Pupil Equity Fund to be used to secure a teacher to provide targeted pupil support to close the attainment gap through planned and measured interventions  Literacy Leaders for Early, First and Second Level leading and tracking impact of planned support and interventions.  Teachers released to review attainment data on a termly basis and to plan for carefully chosen interventions and measure impact. | |

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| **School Priority 2**  To raise attainment in Maths for all learners by developing effective teaching and learning approaches through staff training in mental agility and Number Talks. | |
| NIF Priority  *Improvement in attainment, particularly in literacy and numeracy*  *Closing the attainment gap between the most and least disadvantaged children*  NIF Driver  *School Leadership*  *Teacher professionalism*  *School improvement*  *Assessment of children’s progress*  *Performance Information* | HGIOS 4 – QI’s  *2.3 Learning, teaching and assessment*  *3.2 Raising attainment and achievement*  NLC Priority  *Supporting all children to reach their full potential* |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  Staff undertook training on Number Talks and this impacted positively upon staff confidence to develop mental agility. Staff felt more confident in their ability to encourage pupils to talk about the strategies they have used. Children developed an improved capacity to explain their thinking and to lead their own learning. Evidence from HMI feedback, class observations, parental feedback and pupil comments indicates pupils are becoming more proficient in carrying out calculations and articulating how they arrive at an answer. Teachers report that children are not frightened to make a mistake but learn from how a calculation was made. This has impacted upon pupil confidence and interest in maths as Mental Agility becomes embedded across the school. Joint planning was acknowledged by staff as an aid to ensuring an improved pace and challenge in all aspects of maths taking account of Education Scotland Benchmarks and a variety of new maths resources such as Numicon, 100 square, SHM Active Maths, Teejay Maths Textbooks and Homework Sheets. Pupils can confidently talk about their prior learning and focus group discussions indicate pupils are able to confidently talk about a wide variety of maths concepts. Entries in Learning Logs indicate pupils are able to recall learning in maths and feel more confident about their own ability.  Teachers have developed an improved capacity to review and interpret assessment data and to plan for next steps. This has effectively addressed gaps in learning most notably in Beyond Number. Professional dialogue conversations indicate most staff feel confident that they are effectively challenging children in their learning with pupils confirming that they feel challenged in their work. Staff reported that the introduction of new Teejay Maths books has effectively supported progress in this respect.  CEM tests results for June 2017 indicate an improvement in  Improved teacher capacity to comment upon pupils who have achieved a level taking account of Benchmarks indicates an improvement in regard of pupils who are achieving Early, First and Second Level.   |  |  |  |  | | --- | --- | --- | --- | |  | EARLY | FIRST | SECOND | | May 2016 | 79% | 52% | 60% | | May 2017 | 78% | 72% | 74% |   Further planned opportunities to develop Maths Leaders at Early, First and Second Level were significantly impacted upon due to ongoing staffing issues this session. As a result of having no CAN CAN teacher planned interventions and leadership opportunities did not take place this session and impacted upon some elements of the Improvement Plan. Staff commitment to the school improvement agenda confirmed staff as leaders of learning within their own class with self-evaluation confirming staff eagerness to lead school initiatives and working parties. Whole school commitment to raising standards lead to staff sharing resources and embedding Number Talks across the school.  Staff piloted the use of Sumdog ( IT programme) across stages and have agreed to using this resource to aid monitoring and tracking next session.  Next Steps: (What are we going to do now?)  Planned programme of peer observations to share excellent practice and ensure consistency across the school.  Pupil Equity Fund to be used to secure a teacher to provide targeted pupil support to close the attainment gap.  Maths Leaders for Early, First and Second Level leading and tracking impact of planned support and interventions.  Teachers released to review attainment data on a termly basis and to plan for carefully chosen interventions and to measure impact.  School audit of current resources and planned spends to purchase new resources to aid teaching and learning  Whole school use of Sumdog to monitor and track pupil progress in Maths and address gaps in learning  Introduction of the Five Minute Box as a resource to support identified pupils/groups  Parent /pupil workshops to support learning in maths | |

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| **School Priority 3**  Improve the curriculum for all children through the formation of a curriculum rationale and a review of programmes of study | |
| NIF Priority  *Improvement in children's and young people’s health and wellbeing*  *Improvement in employability skills and sustained positive leaver school destinations for all young people*  NIF Driver  *Teacher professionalism*  *School Improvement* | HGIOS 4 – QI’s  *1.3 Leadership of Change*  *2.3 Learning, teaching and assessment*  *3.1Ensuring wellbeing, equity and inclusion*  *3.2 Raising attainment and achievement*  NLC Priority  *Supporting all children to reach their full potential* |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  Post HMI Inspection 2016 the school consulted with all stakeholders and formulated a Curriculum Rationale. The reviewed and agreed curriculum rationale identified the need for a broad general education that provided opportunities for all to ensure skills for learning, life and work. As a result the school reviewed programmes of study for specific curricular areas this session, namely Spanish, Science and ICT. Frameworks that ensured a knowledge and skills progression were introduced and have impacted upon pupil attainment, achievement and enjoyment of these curricular areas. Learning conversations and entries in learning logs confirm this with class visits noting improving knowledge and skills progression. This is evidenced in pupil’s improving understanding and capacity to both listen and understand Spanish and to speak with confidence. This was most apparent in the improved capacity of Pr. 7 to engage with a Spanish tutor from St.Ambrose in the final term. Teacher and pupil learning conversations and entries in learning logs indicate pupils feel more confident about their learning in Spanish across all stages. The progressive framework in place provides a platform for pupils to build upon prior learning for next session from Pr. 1 – 7. The school aims next session to introduce a second language at Pr. 6 and 7 as we work to achieve Scottish Government’s 1+2 Language Policy for 2020. A whole school programme for Science was developed with Science being delivered discretely as part of NCCT for part of this school session. Children enjoyed the opportunity to learn within Science with staff actively linking Science to learning in other curricular areas later in the school year. Pr. 7 participated in a Science and engineering competition and achieved notable success for all participants. Continued developments in STEM next session will remain a priority as we build upon current progress in these curricular areas. Progress within digital literacy has been greatly advanced due to the addition of a specialist IT teacher in Term 3 and 4. This has greatly impacted upon pupil knowledge and skill across the school with pupils displaying IT skills that have enabled them to develop word processing skills, produce spreadsheets and powerpoints and use graphics to make their own animations. Pupils are also developing the capacity to code and programme through planned lessons on computing science. The school aims to secure this specialist teacher for next session to build upon prior learning and to improve teacher confidence and skill to deliver a skills based programme to enhance teaching and learning in other curricular areas. A fully functioning ICT suite has greatly improved the delivery of this aspect of the curriculum this session. Further investment in ICT is required to support learning in classrooms if infra-structure allows. Teaching about internet safety is addressed across the school as part of Safer Internet Day. New Health and Wellbeing resources were introduced to support skills progression in Physical Education and Health and Wellbeing with awareness raising taking place around Mental Health. These new resources are being widely used across the school but require time to be fully embedded next session alongside a specific focus on growth mindset as we aim to further impact upon school ethos. Whilst whole school training on Food technology has taken place with staff at the early stages fully embedding a cooking programme and a farm to fork philosophy the school recognises the need to embed this approach more fully across the school next session with support from North Lanarkshire curricular support teachers. The school has actively sought opportunities to extend pupil involvement in a wide variety of curricular areas through direct involvement in sporting festivals, opportunities for performing (school concerts, dance festival, school choir), participation in the wide variety of afterschool clubs provided throughout the school year and made links with outside agencies to develop pupil understanding of skills required for learning, life and work. The school has achieved notable success at authority level in all sporting festivals it has entered this session with children’s self-confidence positively impacted and their successes shared at whole school level. A most notable development that supports the curriculum rationale is the school Careers Week and the Careers Fair that took place in May. The Parent Council and the wider parent body actively supported this venture providing their time and expertise to talk to the children about their jobs and the skills required. Visits to New Lanark College and other places of interest including local supermarkets supported work in this area. The school also reviewed it’s whole school policy on promoting positive behaviour and introduced a new school Good to be Green Policy. Teachers report that this has been a notable development in improving behaviour across the school with low level behaviour being addressed in class and less referrals made to Senior management team. The school recognises that the outcome letter from HMI indicates a few of our children do not feel safe at breaktimes indicating that further work is required in developing our school grounds and in promoting a caring ethos across the school. Our weekly values based assemblies, whole school focus on growth mindset, anti-bullying work and Pr. 6 and 7 pupil involvement in the Pope Francis Faith Award will continue to be embedded next session as we link directly with a whole school focus on achieving Rights Respecting School status.  Next Steps: (What are we going to do now?)  Further embed new prorammes of study for HWB, Spanish, Science and ICT across all stages  Planned programme of peer observations to share excellent practice and ensure consistency across the school.  Review programmes of study for IDL to ensure coherence and progression and develop further a collegiate culture and the sharing of resources.  Further improve the HWB programme through the implementation of lessons for growth mindset | |

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| **School Priority 4**  To provide professional learning opportunities for all staff to ensure the shared understanding of the purpose of self-evaluation to improve the school as a community of faith and learning with a focus on HGIOS 4 QI’s and one of the themes within The Catholic School, Developing in Faith. | |
| NIF Priority  *Closing the attainment gap between the most and least disadvantaged children*  NIF Driver  *School Leadership*  *Parental engagement*  *Teacher professionalism*  *School improvement* | HGIOS 4 – QI’s  *1.3 Leadership of Change*  *2.3 Learning, teaching and assessment*  *3.1Ensuring wellbeing, equity and inclusion*  *3.2 Raising attainment and achievement*  NLC Priority  *Supporting all children to reach their full potential* |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)  All staff engaged in a comprehensive CPD programme to support them in their capacity to address the priorities identified by HMI and the school improvement plan. Professional Review and Development (PRD’s) linked directly to school improvement priorities and supported the school to manage change effectively. This has resulted in an improved curriculum being delivered across the school. Staff report they feel more confident in the delivery of curricular areas namely literacy and numeracy as a result of in-service training and the opportunities for shared planning and planned moderation work. Self-evaluation indicates that staff now need time to embed new programmes of study and resources and share the good practices found across the school to ensure consistency in the quality of teaching and learning and assessment. Professional dialogue meetings between teachers and Senior management and feedback from pupil focus groups indicate an improved curriculum is being delivered with the aim of providing excellence and equity for all. A review of several HGIOS 4 quality indicators highlights what the school is currently achieving and doing well and identifies next steps in our improvement agenda. Staff have noted they require time to embed current developments to bring about continued and consistent change to impact upon the quality of teaching and learning across the school and to raise aspirations.  Senior management recognise the need to regularly review the impact of school improvement priorities with the school community on a more regular basis throughout the school year to ensure a shared vision.  Pr. 6 and 7 involvement in the Pope Francis Faith Award and strengthened links with the parish resulting in retreats for Pr. 4, 6 and 7 pupils confirms a Catholic school developing further as a community of faith.  Next Steps: (What are we going to do now?)  Teachers released to review attainment data on a termly basis and to plan for carefully chosen interventions and measure impact to support improvement priorities.  Senior management meetings with staff leaders of Literacy and Numeracy to discuss impact of interventions through regular self-evaluations. | |

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| **Pupil Equity Fund**  *There should be a brief statement on how the Pupil Equity Fund (PEF), if appropriate, will be used and the planned impact on closing the attainment gap.* |
| Allocation and impact  Pupil Equity Fund - £78,000.  The school aims to secure the appointment of a full-time teacher to support the school in its improvement priorities to enable teachers to be released on a termly basis to review pupil progress and plan and measure the impact of interventions. To deliver support for learning in literacy and numeracy for target pupils across the school to ensure they achieve a level and close the attainment gap.  To retain and secure ICT teacher to impact upon the development of digital literacy across the school and skills for learning, life and work. To improve teacher competency in computing science and the development of ICT skills.  To purchase new resource for developing Literacy Skills for children requiring additional support in learning – Read, Write, Ink  To purchase and augment current reading stock and purchase new dictionaries and thesaurus’ for classes across the school  To purchase a stock of i-pads to assist the delivery of SUMDOG maths intervention support programme  To secure the ongoing support of Gaelic Football coaching sessions to impact upon HWB, pupil resilience and promote involvement in community projects  Next Steps:  Liaise with authority to ensure effective spending for maximum impact to support improvement agenda. |

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| **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 that will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).* |
| **1. To further raise attainment in Literacy and Numeracy**  **3. To embed programmes of study to raise aspiration and raise awareness of Rights Respecting School**  **4. To embed self-evaluation as a driver for ongoing school improvement** |
| **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* |
| **The school undertook a review of HGIOS 4 QI 1.1 – Self-evaluation for Self-improvement. This took account of**  **Themes : Collaborative approaches to self-evaluation**  **Analysis and evaluation of intelligence and data**  **Impact on learners’ successes and achievements**  **A full paper was produced in response to the challenge questions set out in HGIOS 4. Summary of sources of evidence, impact on learners and next steps is attached as an appendix.**  **The review of this QI indicates staff commitment to effective self-evaluation for continuous improvement as we continue to address improvement priorities from HMI inspection. Staff, pupils parents and other stakeholders have been fully engaged in this process and this has informed our improvement agenda. This has involved review sessions in school, pupil focus groups, questionnaires to parents and engagement and feedback from other stakeholders Pupil progress has been effectively tracked and supported staff in planning for working groups, identifying gaps in learning, planning for next steps. Learners’ successes and achievements in Literacy, Numeracy and Wellbeing have been documented within the appendix and within the review of each improvement priority indicating improvements in these core curricular areas.** |

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| **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 self-evaluation | HMIE Inspection evaluation *(if appropriate)* |
| 1.3 Leadership of change | **4** |  |
| 2.3 Learning, teaching and assessment | **3** |  |
| 3.1 Ensuring wellbeing, equity and inclusion | **3** |  |
| 3.2 Raising attainment and achievement | **3** |  |