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***Driving Equity and Excellence***

**Improvement Report**

**Session 2022-23**

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| **School:** | St.Augustine’ Primary and Nursey Class |
| **Cluster:** | St.Ambrose |
| **PEF Allocation** | £75,600 including £3,325 top up  PEF allocation for 21-22 £98,629 including 15% pupil premium |

**Section 1: Establishment Details**

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| **School Improvement Report** |
| **Context of the school:**  *This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school roll etc. It should also include some or all of the following: the school’s vision, values and aims; local contextual issues; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.* |
| St. Augustine’s Primary School and Nursery Class is a Roman Catholic school situated in the centre of Coatbridge. The role for session 22-23 was 306 with an additional 44 pupils in the term time nursery. The school and nursery has a wide demographic with families residing in SIMD 1 – 9. At present our records indicate 36% of our pupils (109 pupils) reside within SIMD 1 and 2, rising to 45% in SIMD 1 – 3 (145 pupils). 25% of our pupils reside in SIMD 8-9 (75 pupils)The school is currently staffed with Head Teacher, one Depute Head Teacher, one Principal Teacher and a staffing complement of 16 teachers with several job share positions. The nursery has a staff of 8 including a Lead Practitioner. This session the school operated with 12 classes and is mainly double stream throughout enabling a collegiate culture across the school with stage partners working closely together to jointly plan, moderate standards and further develop a shared approach to digital learning. Additionality in staffing is in place, PEF funded, that enable a number of noted interventions for literacy and numeracy at all stages. PEF plays for the deployment of an ICT Teacher for digital literacy that enables one staff member to be released full -time to deliver literacy interventions (intensive support) Pr. 5-7. These interventions primarily impact children who are on a more individualised pathway at Pr. 5 – 7 (9.21%). Currently 16% of our pupils Pr. 1- 7 (50 pupils ) are working well behind their chronological age on a more individualised pathway and receive an intensive programme of support. For one cohort the impact of poor and inconsistent attendance has had an adverse impact on progress and attainment. To support our programme of universal, additional and intensive support we have job share positions that provide Pr 1- 2 literacy interventions (0.4fte) and a Pr.3 – 4 literacy interventions (0.6fte ). Cluster allocation also ensured that CST, CAT and CRT’s provide targeted supports for nurture, Literacy and Numeracy for specific cohorts at agreed blocks during the school year. There was limited consistency in terms of support from this group of staff beyond Term 1 due to being re-assigned for cover requirements , maternity leave and long term absence. Interventions were well tracked with impact measured at the end of a block in Term 1.  A strong partnership with St.Augustine’s Parish is highly evident with Gospel values regularly shared and a strong Catholic ethos central to the community of faith and learning. Our focus on developing the whole child, faith formation and understanding that all behaviour is communication has lead to a strong nurturing approach that has supported pupils and their families in meeting pupil needs. This takes place within the wider context of partnership working with Depute Head Teacher (Pastoral Support), Curricular Support Teacher, School Counselling Service, Community Learning and Development and Social Work. The school has had no exclusions for a number of years and continues to work in partnership with parents, stakeholders and third sector providers. Partnerships with New College Lanarkshire, Glenboig Life Skills Centre and many local businesses also support the work of the school in terms of supporting a more be-spoke curriculum for pupil needs and also to support our work around STEM and developing the young workforce with our Careers Fair providing an ideal context to showcase established links.Our Parent Council play an active role in supporting the school, the school careers fair and regularly seek ways to inform parents of the work of the school and to bring about improvements to the school and school infrastructure.  Prior to a follow up visit by HMIE in 2018 we revisited our vision and values and agreed a set of values, in consultation with staff, pupils and parents, – respect, kindness, fairness, equity and faith. These values are enshrined in our vision statement of Apply, Learn, Achieve Together. We also promote the old school latin motto of ‘tolle lege’ meaning ‘take up a read’ found on our school badge. This was used as the title of the school book launched in June 22, an anthology of stories and poems written by the children themselves with a foreward from Lewis Capaldi. The anthology of poems and stories truly reflected what was important to children and recognised all that they had experienced due to lockdown and the accompanying restrictions. As a cluster we agreed our vision, values and aims that reflected our collective identity as a **Catholic, Christian, Community of Faith and Learning**. The St Ambrose Cluster - 'Where Christ is at the centre of all we do'-**C**ompassion, **H**umility, **R**espect, **I**ntegrity,**S**ervice,**T**rust. **Love God, Love Learning, Love Others**  We ensure these values are regularly shared with pupils and are widely on display around the school particularly as we continue to work towards achieving the Silver Award for Rights Respecting School.  The school has a clear commitment to the Scottish Attainment Challenge with all aspects of the School Improvement Plan focused upon ensuring equity for all and narrowing the attainment gap. Our ACEL data and additional data illustrates that whilst almost all our children in the least deprived deciles are attaining expected levels there remains an evident gap in attainment in comparison to pupils who reside in the most deprived deciles. For session 21- 22 our most deprived pupils attained on average for Literacy and Numeracy between 63%- 78%. This is in contrast to our least deprived pupils who attained on average between 96%v- 100%. In terms of school ACEL data against local authority averages the school performed above local authority figures for Pr. 1 and Pr.7 but not for Pr. 4. The school can readily talk around this anomaly, taking account of the individual children, the impact of covid, attendance, family circumstances and evident additional support needs for this cohort.  This session we received a Pupil Equity Fund allocation of £75,600 (4% taken at source). The school remains committed to investing in resources to enhance the quality of teaching and learning and to support learners. This includes ongoing staged buys of ICT equipment (Promethean Boards, laptops and i-pads), re-newed subscription to Espresso, additional assessment resources for Maths (Malt Assessment), Literacy (PIRA Whole Reading Assessments and Shine Literacy Resources) and a new HWB programme(Emotion Works). We remain committed, in consultation with parents and staff, to ensuring a significant allocation of our PEF funds provide additionality in staffing to ensure targeted interventions are in place to meet pupil needs and raise attainment (including for children on a more individualised pathway). The delivery of identified interventions and our capacity to measure impact is a positive one this year in contrast to previous years as programmes have been delivered consistently and not impacted due to cover requirements. The majority of interventions have been delivered in house and not by CAT, CRT or CST.  Teachers track progress and measure the impact of interventions alongside the need for ongoing rigour in terms of moderating standards to ensure our professional judgements are robust and valid. Interim reports issued in October provided parents with up to date information in regard of engagement and attainment. The use of Progress and Achievement on Seemis ensures that there is a whole school focus on raising attainment for the children who are on amber and are at risk of not being on track to achieve. Continual review of benchmarks, analysis of provided data (PIRA, MALT, SNSA’s) and moderation work all play their part in informing professional judgement around achievement of a level. Our data provides a clear picture of a child’s learning journey from Pr. 1 – Pr.7, the value added that is evident from stage to stage, and provides a clear picture of how the attainment gap has been narrowed across particular year groups (this has been most notable among our Pr.7 cohort in recent years).  The management team remain committed to the promotion of leadership at all levels and engage in a systematic approach to ensure that staff CPD remains in line with school improvement priorities and impacts positively upon pupil learning, attainment and achievement. Staff are leaders of learning within their class, with stage partners and within their working parties. They have developed their capability and capacity as drivers of change. Significantly improved collegiate work practices impacted positively upon the schools capacity to deliver quality digital learning during lockdown, with staff significantly upskilling themselves in regard of ICT and creating their own virtual classrooms. The highly positive and complimentary feedback from parents indicated that the level of provision was well matched and appropriate for all stages at that time. Staff have demonstrated capacity to use digital more widely to share learning and achievements with parents. The school reviewed where it was in terms of digital provision and submitted an application for Digital Schools Award in this session – June 23. The SMT work in partnership with the Digital Pathfinder to deliver ongoing CLPL.  The school continues to enjoy the excellent support of the Parent Council and the P.T.A. who remain 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 and learning opportunities (i.e visiting theatre companies, Generation Science workshops, visiting specialists, resourcing to support teaching and learning, outside visits, playground improvements). The Parent Council remain committed to supporting the SMT to address the action points identified within the School Improvement Plan. |
| Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)  Attendance 20/21 – 94.2%, Attendance 21/ 22 – 91.9%  Interim reports issued in October gave a clear commentary around attendance and requested that parents contact the school if support is required. This is an early indication of emerging attendance concerns and a request to work with parents.  Regular review meetings to discuss attendance, engagement and progress in learning for noted pupils with concerning attendance levels remain ongoing throughout the year for only two families. Cluster Improvement and Integration Lead attends meetings.  Attendance letters sent to families who fall below 95 % with more detailed letters indicating impact on learning for children with attendance below 90%. Attendance letters are sent in Nov, Feb and April each year.  Request for assistance to CLD to build up partnerships with families and support those in need as part of staged intervention.  Request for Assistance sent to Social work for families who are not engaging with the school and where there is an evident pattern of poor and inconsistent attendance- as part of staged intervention to support noted families  Breaking down barriers and working with families to support them to meet their child’s needs – planned group sessions with CLD, Come Dine with Me, Big Chef, Little Chef sessions and other third sector providers – Glenboig Life Skills Centre and Achieve More Scotland  Exclusions– No exclusions in recent years. Ongoing staff training around Understanding Adverse Childhood Experiences, nurturing principles and resilience toolkit have lead to a growing understanding and an established pathway to support children all within the context of our Catholic school. Partnership working with families to develop a more be-spoke curriculum for individual pupils not coping in the mainstream environment due to undiagnosed neurodevelopmental conditions (children on the Neurodevelopmental Pathway waiting list) has lead to improved attendance for the noted pupils and more positive engagement. |
| Details of consultation: Pupils/Parents/carers/staff/stakeholders  Pupils, parents, staff, stakeholders surveys undertaken via forms on a yearly basis (May 2022, June 23)  Pupil returns from Pr. 4– 7 (168 pupils) indicated that the majority of pupils felt safe, knew who to talk to in school if they felt they had a problem or felt worried, knew about their rights, were provided with opportunities to share their opinions, knew they were progressing and what to do to improve with the majority of pupils commenting positively about specific curricular areas.  Returns from parents (return of 70) indicated that almost all parents felt their child was happy, nurtured and respected in school. The majority felt confident that their child knew who to speak to if they had a worry, felt staff were approachable, understood their child’s progress and how to help them at home with most parents confident in how to support their child’s learning at home with the use of ICT.  Staff returns indicated all teachers felt they were given opportunities to share good practice, CLPL opportunities increased confidence in delivering quality lessons, felt confident in making professional judgements, regularly use current data to check on attainment and to plan for next steps in learning, regularly plan collegiately and moderate to share standards, can address gaps in learning through careful planning and staged intervention, felt they were able to embed nurturing principles in their class. Almost all teachers indicated they were aware of NLC support services to support HWB and that the school supported staff wellbeing.  Consultations about the allocation of PEF money took place at staff meetings and Parent Council meetings with a consensus in regard of securing additional staffing to deliver interventions. |

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

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| **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?* |
| We have set out a clear rationale for the use of our Pupil Equity Funding, which is based around our vision, values, and the needs of our community. A clear plan is in place which includes a range of supports and interventions designed to promote resilience, build self-esteem, and support improvements in literacy, numeracy and health and wellbeing, for targeted children. Interventions are appropriately monitored and tracked which ensures the impact of the funding can be measured, this includes HWB cluster money. We continue to collaborate with pupils, staff, and parents around the use of our PEF funding and staff are empowered to become involved in initiatives that are creative and meet the needs of individuals. This includes the introduction of Emotion Works to support emotional literacy, a whole school commitment to targeted interventions (Early Intervention at Pr.1 and 2, Read Write Inc, Accelerated Reading, Rainbow Reading, Assisted Reading). All have positively impacted self-esteem, pupil confidence and attainment in literacy and numeracy.  There are robust tracking systems in place to track and monitor the progress of our target groups. The information gathered from tracking allows us to tailor support around individual children and their families, examples of which would be a more be-spoke curriculum when required, parental engagement with CLD, Big Chef, Little Chef, school counselling service, HWB school offers and Achieve More Scotland.  Enhancing our current provision through nurture, CLD involvement, LIAM delivery, Drawing and Talking Therapy and enhanced partnership working with our School Counselling service, has resulted in increased learner engagement and no exclusions. Targeted children and families are supported through effective partnership working to build self-confidence, resilience, attendance and timekeeping.  Literacy interventions are supporting targeted children to develop their literacy skills and encouraging reluctant readers to become more proficient and enjoy reading. Our data from Read, Write Inc indicates clear gains for all pupils. Our Numeracy interventions provided additional, targeted support for pupils to improve their engagement, confidence and attainment in Numeracy.  We maintain a strong commitment to supporting families, tackling the cost of the school day, and ensuring equity for all learners, including access to afterschool clubs, outwards bound activities and digital resources. Our breakfast club is well attended by a core group of children ensuring that pupils are learning ready, whilst acting as a key support to some of our most disadvantaged families.  Ultimately, our strategy to close the poverty-related attainment and wellbeing gaps place the child and family at the centre, address individual needs, build trust and respect, increase engagement and participation, and enable flexibility and creativity. |

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

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| **Cluster Priority(Long Term Outcome)**: | |  |
| **(Please insert the relevant information below)** | | |
| **NIF Priority: 1,2,3,** | **NIF Driver:1,2,4** | |
| **NLC Priority:1,2,3,5,** | **QI:1.3, 2.2., 2.3** | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.  £55,000 of funding from St.Ambrose – instruments, staffing | | |
| **RATIONALE**: *The cluster agreed to the further development of a shared vision that would impact learners in key development areas of Numeracy and HWB as a result of analysis of data for Numeracy at P7 and SDQ data for session 20/21. The main focus for the cluster is to improve attendance so that the aforementioned areas can be positively impacted in terms of pupil outcomes. Review of attainment data confirmed our rationale whilst also taking account of developing as a faith community at cluster level and the significant work undertaken to implement the St. Ambrose Music Collective.* | | |
| **OUTCOMES;Cluster attendance policy statement**  **Staff from all school attending spiritual events**  **Appropriate HWB interventions for target groups**  **St.Ambrose Music Collective growing in success** | | |
| **EXPECTED IMPACT:Shared vision and values, shared practices to address attendance, positive impact on pupil as a result of involvement in music collective (self esteem, confidence, music uptake for Pr. 6/7), sustainability of programme beyond initial cohort** | | |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)  **Improve attendance rate across the cluster by 5 % for pupils with below 85% attendance**  All schools will continue to monitor their data monthly in line with the Attendance Policy. Weekly when attendance falls below 85%. Attendance data from May will be our baseline for next session and to allow us to evaluate attendance for the Cluster. Parental Questionnaire completed – data highlighted and confirmed for us that anxiety is an issue in relation to attendance. This also gave us evidence of what makes coming to school enjoyable. We will issue this again next session as well as a Pupil Questionnaire  Attendance Policy completed and ready to use from Aug 2023  All schools have completed the SR Questionnaire for at least one pupil/family  Self-Evaluation for Attendance completed for the Cluster.  Cluster Children and Young People Planning for Wellbeing Meetings are established and taking place monthly  CIIL is supporting in terms of strategies – bespoke curriculum where appropriate to improve attendance; Anxiety engaging parents/ pupils  Identified P6/7/S1 Pupil and Parent workshops with a focus on reducing anxiety and building resilience to improve engagement and attendance have taken place and have been successful. We will enhance this further next session.  FESA has been allocated to Cluster – start date pending; begin work with identified pupils over summer break.  Cluster Vision, Values and Aims statement has been created.  **Improve attainment levels in Numeracy for pupils at transition stage of P7/S1 to share standards and approaches to pedagogy**  Change to previous plan**.** Focus on digital skills through the cluster digital team, providing sustainability and embed digital skills across the curriculum was implemented. Pupils have exemplified this through improved digital skills, particularly across literacy and IDL where ‘green screen’ and coding were used to great effect.  **Improve Health and Wellbeing of all stakeholders through targeted interventions for pupil, whilst incorporating a faith-based approach to support staff wellbeing.**  Cluster school counselling service to continue (Teen talk) in order to increase emotional regulation in children.  Make and Create Arts – reports from cluster primaries are positive and will continue with this programme next session.  Big Chef Little Chef – again, reports from cluster primaries are excellent with positive impact on food handling skills and nutritional knowledge.  **Creation of Cluster Vision, Values and Aims:**  **‘**Within the St Ambrose Cluster, we benefit from a partnership between the schools, families, and parishes. Our vision, values and aims have been developed to reflect our collective identity as a **Catholic, Christian, Community of Faith and Learning**.  The St Ambrose Cluster - 'Where Christ is at the centre of all we do'  **C**ompassion  **H**umility  **R**espect  **I**ntegrity  **S**ervice  Annual cluster mass to continue in order establish and enhance a spiritual approach among all cluster staff.  **To further develop pupil confidence, participation and performance skills in playing a musical instrument**  Further funding from the YMI fund to be used to further enhance and develop the cluster collective music programme in addition to contributions sanctioned by Head of Education where exploration of alternative avenues has been sought. | | |
| **Next Steps:** (What are we going to do now?)  Embed the Cluster vision, values and aims, as well as continuing with the Encounters with Christ programme. In addition to this, Implementation of Cluster Attendance Policy  A forensic approach to data analysis from SDQ, Outcome Star with and pupil/ parent and staff surveys informing impactful interventions and approaches whilst using the budget to best effect.  Extend school based counselling approaches to play based therapy for younger children next session**.**  Further develop digital pedagogyto include joint topics where schools could share video footage with one another and High school pupils could help mentor and support primaries.  Moderation work to take place at cluster level as part of established good practice. | | |
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| **Priority 1 (Long Term Outcome)**: Improve attainment levels for learners with a focus on Literacy and Numeracy at key stages | |  |
| **(Please insert the relevant information below)** | | |
| **NIF Priority: 1,3,5** | **NIF Driver:1,2,3,4,5,** | |
| **NLC Priority:1,2,5** | **QI 1.2,1.3,1.4,1.5, 2.2,2.3, 2.4, 3.2** | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.  **PEF allocation of £ to cover appointment of ICT teacher (0.6fte) to ensure staff member is released to provide additionality in staffing and to provide targeted supports. Staff member released to focus on pupils at P5,6 and 7 stages**  **PEF allocation of £ to provide additionality in staffing 0.5fte match funded for targeted supports. Staff members released to provide targeted supports for Early intervention P1 and P2 (provided by teacher 0.4fte) and targeted supports for pupils at P3 and P4 stages (provided by teacher 0.6fte)** | | |
| **RATIONALE:** *Pupils are well tracked at all stages in Literacy and Numeracy with our attainment data (May 22) indicating a dip in attainment for Numeracy at P4 and P5 stages. Our attainment data also indicates a high percentage of pupils sitting on amber for aspects of literacy at Pr 2,3,4,5 and 6* | | |
| **OUTCOMES: Improved attainment data for noted stages due to planned universal and additional interventions** | | |
| **EXPECTED IMPACT: Confident pupils demonstrating application and depth in learning** | | |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)  Consistent delivery of timely and appropriate interventions has impacted positively upon attainment across the school indicating clear gains. Impact of PEF funding securing additionality, reduction in long term cover requirements, role of CAT and CRT for one term respectively also impacted positively on pupil progress and addressing gaps in learning  ACEL returns confirm clear gains for all stages in comparison to the previous years’ cohorts with ACEL data indicating results above NL averages for 2022. Comparison still to be made with 2023 returns. | | |
| **Next Steps:** (What are we going to do now?)  Our ACEL data indicates that the current Listening and Talking programme is clearly supporting professional judgement and addressing noted benchmarks with appropriate programmes in place to support learners and raise attainment.  Our data indicates the requirement to engage in further peer observations to share standards in the delivery of Maths including a refresh of SEAL materials to aid conceptual thinking.  A refresh of Maths planning for effective teaching, learning and assessment with a greater focus on periodic/end of unit assessments and high quality assessments will be feature of school work next session alongside moderation both in school and at cluster level.  Our data indicates that the interventions in place to support the development of reading skills have made an impact on attainment in comparison to the previous year – most notably at P. 7. The school aims to fully implement Accelerated reading for Pr.3,4 and 5 next session to further improve attainment.  Our data indicates that progress in writing is not at the same level as attainment in other aspects of literacy. The school will review as a staff team approaches to writing in order to carry out small scale PDSA blocks of teaching to impact attainment. The school will also work in partnership with the Pedagogy Team to review teaching, learning and assessment in writing using high quality assessments and moderation both in school and at cluster level. | | |
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| **Priority 2 (Long Term Outcome)**: Improve outcomes for learners with a focus on HWB across the school | |  |
| **(Please insert the relevant information below)** | | |
| **NIF Priority: 1,2,3** | **NIF Driver:1,2,3,4,5,** | |
| **NLC Priority:2,3,5** | **QI1.1,2.5,2.7,3.1,3.2** | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.  Cluster funding for school counselling , cluster transition work  PEF allocation for Gaelic Football, purchase of Emotion Works | | |
| **RATIONALE**: *Our rationale is to improve the wellbeing of all children and staff, ensuring children feel loved, nurtured and empowered and that staff feel valued, respected and empowered to thrive in all aspects of their lives* | | |
| **OUTCOMES**: Delivery of high quality programmes to address HWB of staff and pupils | | |
| **EXPECTED IMPACT:Improved outcomes for all – staff and pupils. Improved attendance and support for noted familie** | | |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)  Improved attendance noted across the school as year progressed due to ongoing communication and appropriate and timely interventions for noted vulnerable families – resulting in multi agency working ( 2 families). No referrals this session to wellbeing forum.  Children and staff regularly using language of children’s rights to lead change and improvements at school level and beyond. Whole school rights day showcased learning across the school  School counselling service effectively supporting noted pupils leading to improved self esteem and developed strategies to regulate emotions leading to no exclusions.  Strong partnership working with families and agencies for improved positives outcomes.  LIAM programme well established and effectively supporting noted pupils- pre and post evaluations  Emotion works implemented across the school with shared language used around emotions and self regulation  Well being of staff has been a whole school priority- Edward Reid in service, attendance at Encountering Christ sessions helping to support a reduction in teacher absence | | |
| **Next Steps:** (What are we going to do now?)  Further develop implementation of Emotion Works  Implement Cluster attendance policy – continue sending out attendance letters/update on a termly basis  Review school behaviour policy  Apply for RRSA -Silver Award  Continue school counselling service, LIAM programme, Seasons for Growth and develop role of Drawing and Talking Therapy and Play Therapy to support HWB provision  Introduce monthly whole school break to support staff wellbeing (Fun Friday) and to develop leadership skills of Pr. 7 pupils as play buddies with aim of impacting positively on whole school ethos | | |
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| **Priority 3 (Long Term Outcome)**: Improve outcomes for learners with a focus on STEM across all stages | |  |
| **(Please insert the relevant information below)** | | |
| **NIF Priority: 1,3,4,** | **NIF Driver:1,2,3,5,** | |
| **NLC Priority: 1,2,3,** | **QI: 1.5,2.2,2.7,3.1,3.2,3.3** | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. | | |
| RATIONALE:*The school has invested significantly in ICT in recent years leading to ongoing staff development in the use of ICT to teach digital literacy and to enhance the quality of teaching and learning leading to audit of digital provision for DSA. Ongoing investment in STEM resources and CLPL leading to a whole school approach to the delivery of STEM across the school* | | |
| OUTCOMES:*Application for DSA, creation of STEM room to support ongoing delivery of STEM at all stages* | | |
| EXPECTED IMPACT: *Enhanced digital skills evident in staff and pupils to support, share and lead learning. School to receive Digital School Award in recognition of submitted evidence and dialogue with staff and pupils that meets the required criteria* | | |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)  Whole school audit completed for DSA  Evidence gathered and application submitted for DSA  Improved ICT skills across school, children demonstrating transferable skills providing children with choice in how they share and lead their own learning  Increased engagement with West Partnership STEM lessons leading to quality teaching and learning  Involvement in Make it Happen Challenge – developing children’s creativity and innovation leading to winner developing their own app. Renewed partnership working with New College Lanarkshire – attendance at STEM event  Pr. 3 Social Enterprise Project leading to creation of Recipe Book and award from Enterprise Academy Awards – City Halls, Edinburgh | | |
| **Next Steps:** (What are we going to do now?)  School to action next steps after DSA validation process  Full implementation of STEM school calendar and whole school programme  Continued partnership working with local businesses and West Partnership  Further develop World of Work event  Develop whole school STEM event to share learning  Further develop role of Social Enterprise to develop skills for learning, life and work. | | |
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| **Nursery Priority (Long Term Outcome)**: Improve outcomes for learners through the development of quality partnership and engagement with all stakeholders | |  |
| **(Please insert the relevant information below)** | | |
| **NIF Priority: 1,2.3,** | **NIF Driver:1,2,3,5,** | |
| **NLC Priority: 1,2,3,5** | **QI: 1.1,1.2,1.5,2.5,2.6,2.7,3.1,3.2,3.3** | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here. | | |
| RATIONALE: *The nursery enjoyed a highly successful Care Inspectorate Inspection in December 2021. This led to gradings of Very Good for all 4 areas. This was most warmly received and gave due recognition to an excellent team who are fully committed to ensuring a quality service is provided for all children and where all staff feel valued and supported to meet the needs of all children. Through a process of self evaluation nursery staff identified a number of priorities that focussed on partnership working and improved engagement with parents and other stakeholders. In light of the lifting of restrictions around Covid, parental engagement was identified as a key priority for the next session. It was also agreed that focused work in partnership with Speech and Language Therapists was essential to support the evident needs emerging among children attending the nursery. The Nursery had a clear focus last session to develop the nursery grounds. This is well underway with all staff and children involved in planning for future developments. Next session we aim to further develop the nursery grounds through the creation of vegetable beds in partnership with teaching staff and pupils of Pr. 1. The development of our transition programme will be further developed to strengthen our home, nursery, school partnership.* | | |
| OUTCOMES:Improved parental engagement and outcomes for children | | |
| EXPECTED IMPACT: | | |
| **Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)  Quality outdoor play experiences are evident, responsive to children’s interests and planning in the moment.  Children leading learning, co-operating and learning from each other – evidence in learning journeys  Increased opportunities for family engagement activities including library Book Bug sessions, virtual learning, school grounds development, Three Read sessions  All staff engaged in Languageland training, colourful semantics – positive impact on pupil listening skills, participation and engagement  Strong links with Health Visitors and Speech and Language Therapist leading to improved partnership working  Strong nurturing ethos evident in setting and outdoor play.  Timely interventions leading to successful NBPR applications that have secured appropriate provision and positive outcomes for noted children.  Strong partnership working in house has lead to increased staff confidence and commitment to further professional development – expressions of interest to complete BA in Childhood Studies and HNC | | |
| **Next Steps:** (What are we going to do now?)  Continue to promote staff professional development  Continue to further develop nursery grounds as learning opportunities  Further develop role of children’s rights to support achool and nursery application for RSSA  Further develop parental engagement through planned cookalong sessions that also promote healthy eating  Promote stay and play sessions to engage positively with parents and promote positive engagements between parent and child. | | |

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

(Please note: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered during through ongoing self-evaluation processes, including discussions in attainment trios, please outline briefly key strengths/successes in relation to each of the core QIs, and next steps.

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

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| **QI 1.3 Leadership of change** | | |
| Developing a shared vision, values and aims relevant to the school and its community | Strategic planning for continuous improvement | Implementing improvement and change |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.** | | |
| **NIF Priority:**   1. Placing the human rights and needs of every child and young person at the centre of education 2. Closing the attainment gap between the most and least disadvantaged children and young people; 3. Improvement in skills and sustained, positive school leaver destinations for all young people 4. Improvement in attainment, particularly in literacy and numeracy. | | |
| **NIF Driver:**   1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information | | |
| **UNCRC:**  Article 3 - best interests of the child  Article 12 - respect for the views of the child  Article 28 - right to education  Article 29 - goals of education  Article 42 - knowledge of rights | | |
| **RECR (if appropriate)**  2. Developing as a community of faith and learning  3. Promoting Gospel Values | | |
| **Linked SIP/PEF Priority:**  Priority 1 Improve attainment levels for learners with a focus on Literacy and Numeracy at key stages  Priority 2 - Improve outcomes for learners with a focus on HWB across the school | | |
| **How well are you doing? What’s working well for your learners?** | | |
| * **School Leadership** - Strong Catholic ethos with Gospel values lying at the heart of all communication with parents and pupils- shared language of faith and love supporting pupils to be the best they can be, supporting families to break down barriers and to work in partnership with a shared goal. * **School Leadership** – All staff have a clear vision of the school and work together to ensure sustainability whilst taking account of our unique context and the current social and economic climate * **Parent and pupil involvement and engagement** - Pupils, parents, staff and stakeholders are regularly consulted to gather views – ongoing review of vision, aims and values, review of school policies * Strong sense of pupil voice impacting upon school and wider community –every child is in a school committee * **Staff Professionalism** - Well informed staff- all behaviour is communication, adverse childhood experiences, nurturing principles, resilience toolkit training undertaken by all staff * **Teacher Professionalism**: CLPL has impacted positively on staff confidence levels and understanding of best pedagogical practice – Peer observation, collegiate work practices, Active Literacy, Numeracy, Read, Write Inc, use of ICT * **Curriculum and Assessment** - Individualised learning programmes leading to improved positive pupil engagement * **Performance Information** - The school is data rich. A child’s learning journey and attainment is well tracked from P1 – P7. Gaps in learning noted and addressed via appropriate and timely interventions – pupils have a well informed view of what they need to do to improve. Evidenced in weekly learning logs * **Performance Information** - Our monitoring schedule triangulates review of pupil work(jotters), classroom observations and professional dialogue meetings to ensure the needs of all pupils are met effectively in a climate of raising attainment and achievement * **Performance Information** Effective analysis of attainment data leads to timely and appropriate interventions – learners are appropriately supported, make progress and achieve success at their level * **School Leadership** - Termly Professional dialogue meetings focus on attainment and the impact of interventions * **School Leadership** - Staged intervention (including requests for assistance) is a feature of whole school practice * **Teacher Professionalism** - Collegiate work practices (moderation) are an established part of whole school and cluster work * **School Leadership** - Termly review of School Improvement Priorities with protected time for professional dialogue, collegiate learning and self evaluation. * **Teacher Professionalism** – all staff are members f a working party responsible for leading school improvements * **Parent involvement and Engagement** - Strong Parent Council and PTA working in partnership to support the vision, values of school. * **Performance Information** - Self evaluation processes are well established giving all stakeholders an opportunity to identify strengths, areas for development and next steps – Feb and May * **Curriculum** - Creativity and innovation developed through approaches to developing STEM and DYW – STEM leader, STEM teaching bay, links to New Lanark College, Careers Fair * **Curriculum** – use of ICT has increased pupil capacity to respond and adapt to change developing skills for learning, life and work. Improved digital literacy. * **Performance Information** - Excellent report from Care Inspection Dec 21 – Very Good in all areas – children happy and enjoying their nursery experiences * **School Leadership** – Senior leaders effectively manage the strategic direction and pace of change in consultation with stakeholders | | |
|  | | |
| **How do you know? What evidence do you have of positive impact on learners?** | | |
| * Vision and values on display in school foyer and in all school jotters, regular school values assemblies to share vision and values, strong Catholic identity evident in all aspects of school life – shared language of ‘being the best version of yourself’ ‘showing goodness’ * St.Augustine’s prides itself on having polite, respectful mannerly children who have a great pride in the school and its’ successes. * Responsive and responsible children who know school expectations and take responsibility for their actions – pupil dialogue, reflection, peer mediation, restorative practice a key feature of developing responsible citizens * Pupils with a social conscience – evidenced by wide variety of charity work * Confident children who readily volunteer, regularly take up leadership opportunities (House Captains, School Leaders, Junior Sport Leaders, Digital Leaders, Paired Reading Buddies, Lunchtime Buddies), Spanish Ambassadors * Strong faith community supported by parents and parish -faith in action, confident and compassionate pupils with a strong moral compass * The majority of our Pr. 6 and Pr. 7 pupils undertake the Pope Francis Faith Award with weekly entries to faith journals * Cycle of policy reviews – most recent Curriculum Rationale, Homework, Poverty Proofing the School – policies support families, curriculum provided reflects wider partnerships * Learning Journeys for each child track progress in Literacy and Numeracy, staged intervention, wider achievements. * Pupil learning logs * Strong parent partnership to support learners – no exclusions * PTA fund a wide variety of school activities and events – positive experiences for all pupils (theatre companies, outside visits, recognising qualities (awards) and wider achievement- awards- raised self esteem) all contributing to the four contexts of learning * Nurturing approach used by all staff - all teaching staff knowledgeable of SIMD, family circumstances. School staff aware all behaviour is communication and provide positive, nurturing responses. * Be spoke/alternative curriculum provided for noted individual pupils– linked to support of third sector providers and CLD. * Highly positive returns from staff, pupil and parent surveys. Evident stakeholder satisfaction for both school and nursery * Pupil voice groups – action plans impact school and wider community. Clear social conscience that links directly with pupil knowledge and awareness of Rights Respecting Schools Award * Rights Respecting Schools work has led to whole school focus on rights – pupil work evidence in school displays, committee updates, twitter feeds * School committees are well organised with a clear rationale and action plan * Weekly Assemblies (Values based, themed and often linked to Liturgical Calendar) and monthly assemblies to celebrate achievements both in school and beyond, assemblies clearly showcase committee work and campaigns * Stress and Anxiety Management – children aware of how the brain works and apply appropriate strategies to regulate and manage emotions – children actively using LIAM strategies. * Yearly success at Young Engineer of the Year Awards -Strathclyde University * Evaluations and data indicate positive impact of LIAM and School Counselling service * Tools for change –specific interventions and focus weeks contribute to the four contexts of learning * Lead practitioners identified for school priorities, working parties – drivers for change * Practitioner enquiry leading to improved attainment in Maths (upper school)- Maths Growth Mindset | | |
| **What are you going to do now? What are your improvement priorities in this area?** | | |
| * Continued review of attainment data ensuring timely and appropriate interventions that reflect whole school vision to raise attainment and achievement * Collaborative work practices should extend to regular peer observations at both school and cluster level to share good practice, standards * Our CIP reflects agreed action with a focus on Numeracy at Pr. 7 stage and continued moderation of writing at whole school level * Review and refresh of vision and values in light of authority focus * Review of Curriculum Rationale – use of Curriculum Content Tool to support discussion | | |

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

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| **QI 2.3 Learning, teaching and assessment** | | | |
| Learning and engagement | Quality of teaching | Effective use of assessment | Planning, tracking and monitoring |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.** | | | |
| **NIF Priority:**   1. Placing the human rights and needs of every child and young person at the centre of education 2. Closing the attainment gap between the most and least disadvantaged children and young people; 3. Improvement in skills and sustained, positive school leaver destinations for all young people 4. Improvement in attainment, particularly in literacy and numeracy. | | | |
| **NIF Driver:**   1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information | | | |
| **UNCRC:**  Article 3 - best interests of the child  Article 12 - respect for the views of the child  Article 28 - right to education  Article 29 - goals of education  Article 42 - knowledge of rights | | | |
| **RECR (if appropriate)**  2. Developing as a community of faith and learning  3. Promoting Gospel Values | | | |
| **Linked SIP/PEF Priority:**  Priority 1 Improve attainment levels for learners with a focus on Literacy and Numeracy at key stages  Priority 2 - Improve outcomes for learners with a focus on HWB across the school | | | |
| **How well are you doing? What’s working well for your learners?** | | | |
| * **School and ELC leadership** - A strong nurturing ethos built on Gospel values is present throughout the school and nursery and has led to highly reflective practitioners working as a team with a clear focus on bringing about positive and high quality outcomes for learners * **School Improvement** - Our tailored curriculum in response to pupil needs and strong nurturing approach means we have no school exclusions leading to improved outcomes for learners * **School Improvement** - Children across the school demonstrate a clear understanding of UNICEF Children’s Rights as a direct consequence of ongoing work to achieve RRS Silver Award * **Curriculum and Assessment** - Children’s views are regularly gathered and inform programmes of study, how learning is shared, school committee action plans and their role in the school and wider community * **Performance Information** - Our quality assurance programme confirms almost all children are being appropriately challenged to achieve with learning experiences well matched to needs and interests. * **Performance Information** The majority of children are successful, confident and responsible * **Performance Information** All classes demonstrate opportunities for children to exercise choice in how they learn (effective use of ICT, play based pedagogy, Maths, IDL) * **Curriculum** -Our weekly and monthly assemblies and our Twitter page celebrate and highlight the success of children across the school demonstrating confident and successful learners with a clear understanding of developing skills for learning, life and work * **Performance Information** Our Framework for Assessment effectively tracks and monitors assessment data, provides regular updates to demonstrate pupil journey and presents picture of attainment across the school * **Performance Information** - Our assessment is robust, valid and reliable and effectively supports teacher professional judgement and informs next steps with timely and appropriate interventions * **Curriculum and Assessment** - Regular tracking meetings challenge teachers to report on the impact of interventions and to regularly review approaches to teaching and learning for improved outcomes * **Curriculum and Assessment** - All teachers have an improved capacity to analyse assessment data to improve outcomes for learners * **Curriculum and Assessment** - All teachers demonstrate improving capacity to review Benchmarks, assessment data and ongoing classroom evidence in order to make well informed professional judgements around attainment and achievement * **Curriculum and Assessment** - The whole school picture of attainment is a feature of regular staff meetings leading to a continual review of approaches to teaching and learning * **Performance Information** - Almost all children receive quality feedback to inform next steps * **Performance Information** - Almost all teachers use effective, high quality questioning leading to higher order thinking skills * **Performance Information** All teachers demonstrate sound professional judgement in responding to pupil needs * **School Leadership/Teacher Professionalism**-Appointment of Attainment Teachers (2FTE) to support learners funded by PEF allocation has enabled well timed, targeted interventions for pupils in SIMD 1-2, for pupils at risk of not achieving and for those pupils who follow a more highly individualised programme to meet needs * **Curriculum and Assessment -** Programme of staged interventions at key stages to support children at risk of not achieving - Early Intervention (Attainment Teacher), Literacy interventions (CAT and school based Attainment Teacher), Maths support (CRT) * **Curriculum and Assessment**- Consistent delivery of Read, Write Inc for noted pupils from Pr. 5 – 7 who are following a more individual pathway * **Performance Information** - Well tracked progress evident for children working on Read, Write Inc – evident impact with improved spelling and reading ages * **Performance Information** - Consistent approach used across the school to measure attainment and analyse data in line with school Assessment Framework – Maths age, Spelling age, Reading age, writing level linked to Scottish Criterion Scale – to support professional judgement and ensure timely and appropriate interventions * **Curriculum and Assessment**  - Collegiate meetings used to review Benchmarks, moderate and review professional judgement (Stage partners) * **School Leadership** - Support staff used effectively to support learners – assisted reading, development of sight vocabulary, play based learning, support for pupils with additional support needs * **School Leadership** - Well established Quality Assurance programme to monitor the quality of teaching and learning across the school throughout the year * **Performance Information** - Observations of teaching and learning indicate all classes are delivering quality lessons well matched to pupil needs * **Performance Information** - Monitoring programme confirms all classes are involved in providing effective peer feedback to support next steps * **Teacher Professionalism** – All staff undertake appropriate CPD to support ongoing professional development * **Teacher Professionalism** - Established peer observation programme to share good practice * **Teacher Professionalism** - Collegiate planning an evident feature of school practice across most stages * **Teacher Professionalism** -Planned moderation work for writing at school and cluster level, moderation of Maths at Pr7/S1 * **Teacher Professionalism** - Enhanced transition programme for Pr. 4 – 7 delivered by a variety of St Ambrose HS staff (English, Maths, Science, Art, DET) * **School Leadership** - Well established links with High School promoting S6 to lead learning - Sports Leaders and Spanish * **School Improvement** -All pupils developing their knowledge of Spanish from Pr. 1 – 7 through an effective whole school approach including developing Spanish Ambassadors * **Performance Information** -Progress and Achievement updated termly to reflect impact of timely interventions * **Parent Involvement and Engagement** - GIRFME Plans reviewed termly – pupil and parent meetings to share targets, children engaged in self assessment * **School Improvement** - ICT used effectively at all stages to support and enhance learning – ICT suite, process of staged buys for Promethean boards near completion, set of i-pads in each class, regular review of apps, referrals to SAM group for noted pupils, Clicker 8 in use to support noted pupils, school audit prior to applying for DSA * **School Improvement** - Cohesive and progressive ICT programme used throughout the school to develop skills and knowledge * **School Improvement** - Effective online forward planning leading to a reduction in bureaucracy, clear assessment plans, recording and reporting of pupil progress and achievement. | | | |
| **How do you know? What evidence do you have of positive impact on learners?** | | | |
| * Classroom monitoring of teaching and learning indicates almost all pupils are fully engaged and achieving success in their learning. Most children take a pride in their work and almost all are achieving at their level with the appropriate supports. * Robust analysis of data informs interventions and next steps including a review of pedagogy to impact attainment * Our pupil surveys indicate pupils feel confident their views are sought, valued and acted upon * Observations of teaching and learning indicate all classes are delivering quality lessons well matched to pupil needs * Reviews of pupil work indicate that most classes are engaging in self and peer assessment as an integral part of their approaches to teaching and learning * A wide variety of assessment data is used to inform professional judgement including both formative and summative assessment, moderation and ongoing review of Benchmarks * All teachers demonstrate good judgement in responding to pupil needs * Current data indicates that pupils who are following a more individualised pathway have improved their reading and spelling age with gains ranging using Read,Write Inc – improved spelling and reading ages, increased confidence in writing independently – clear gains for 7 out of 11 children. * **Current data indicates that pupils previously identified as amber (at risk of not achieving ) have made noted gains due to timely interventions impacting on overall attainment figures – on average 10.75% gain in overall attainment for Pr.1, 11.5% gain for Pr. 4 and 4% gain for Pr.7.** * Termly tracking meetings have a clear focus on attainment, evident barriers, gaps in learning, identified interventions and review of impact * Consistent delivery of interventions - not impacted due to cover requirements * **Maths Intervention – 95% achieved Pr. 1, Pr 4 78% ( up 14%), Pr. 7 85% ( up 18%)** * Whole school assemblies have a clear focus on pupils leading learning via committee campaigns * Whole school assemblies celebrate individual, team and class achievements both in school and beyond * Pupils are highly proficient in the use of ICT and have clearly developed transferable skills – i.e pupils create their own ppt for homework/solo talks, pupils have created their own information video (RRSA, COP 26), pupils have created their own animations with sound effects/voiceover. Clear evidence of children leading learning and demonstrating choice * Newly installed Promethean boards are used to great effect to enhance the quality of teaching and learning impacting teacher professional development * Assessment jotters give an clear indication of latest and best and present a picture of progress over time * Play based approach to learning (most notable at Pr. 1 – 3) indicate pupil capacity to lead their own learning | | | |
| **What are you going to do now? What are your improvement priorities in this area?** | | | |
| * Attainment across all areas of the curriculum – mainly BGE – require further review to ensure progression, coherence, depth and relevance are the principles that support professional judgement and progress in learning * Reintroduce tracking wider achievement across the school * Ensure use of Learning Logs play a consistent role in ensuring children take increasing responsibility as they become more independent in their learning – to confirm children know where they are in their learning * Continue the robust analysis of data with ongoing review of approaches to pedagogy * Continue to review Benchmarks to ensure children’s progress remains well tracked with timely and appropriate interventions | | | |

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

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| **QI 3.1 Ensuring wellbeing, equality and inclusion** | | |
| 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.** | | |
| 1. Placing the human rights and needs of every child and young person at the centre of education 2. Closing the attainment gap between the most and least disadvantaged children and young people; 3. Improvement in skills and sustained, positive school leaver destinations for all young people 4. Improvement in attainment, particularly in literacy and numeracy. | | |
| **NIF Driver:**   1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information | | |
| **UNCRC:**  Article 3 - best interests of the child  Article 12 - respect for the views of the child  Article 28 - right to education  Article 29 - goals of education  Article 42 - knowledge of rights | | |
| **RECR (if appropriate)**  2. Developing as a community of faith and learning  3. Promoting Gospel Values | | |
| **Linked SIP/PEF Priority:**  Priority 1 Improve attainment levels for learners with a focus on Literacy and Numeracy at key stages  Priority 2 - Improve outcomes for learners with a focus on HWB across the school | | |
| **How well are you doing? What’s working well for your learners?** | | |
| * **School Leadership -** Strong sense of community reflected in shared Gospel values and high expectations in how we relate to one another to ensure a climate of mutual respect * **Teacher Professionalism -**Our nurturing environment ensures children feel safe and secure and ,if required, have a named person they can talk to in regard of personal matters * **Performance Information** – a recent survey for RRSA indicates almost all children have a clear understanding of the United Nations Convention and the Rights of the Child * **Performance Information** - Regular assemblies indicate al children have a clear understanding of the wellbeing indictators and how this relates to their own lives * **Performance Information** - All staff have a sound knowledge of GIRFEC, wellbeing indicators, and Rights of the Child * **Performance Information -**Our surveys of staff and pupils confirm all feel safe, valued and supported in the school context * **Teacher professionalism** - All staff have an understanding of Adverse Childhood experiences and the challenges faced due to socio -economic factors * **Curriculum -** We ensure each child is treated as an individual with their own needs and are appropriately supported to have their needs met * **School Improvement –** All teachers have been trained in national legislation around Getting it Right for Every Child, Resilience Matrix and can apply the principles in their planning to meet pupil needs – including GIRFME Plans, National Practice Model and Child’s Plans * **Performance Information** - All staff are pro-active in promoting positive behaviour in class, playground and wider community * **School Improvement**- Implementation of Emotion Works to support understanding of emotional literacy across the school for all learners * **School Improvement** -Jigsaw HWB programme delivered at all stages * **School Improvement** - School counselling service delivered one day a week for noted pupils * **School Improvement** - Nurture programme in place to support noted pupils (targeted one day a week sessions alongside whole school approach) * **School Improvement** -LIAM programme well established to support pupils with low level anxiety * **School Leadership/School Improvement** – Drawing and Talking Therapy introduced as a support for HWB * **School Leadership** - Seasons for Growth delivered for noted cohorts * **School Leadership** - Boxall profiles used to measure the impact of nurture and counselling service * **School Leadership** – Senior Management Team use the Wellbeing App to store and track wellbeing concerns for noted pupils * **School Leadership** – Senior Management Team have undertaken training on Outcome Star to support families and realise North Lanarkshire’s Promise * **School Leadership/Parent/Carer Involvement** - GIRFME plans reviewed termly – pupils and parents involved in review process * **Parent/Carer Involvement and Engagement** Community Learning and Development working directly with and supporting noted families * **Parent /Carer Involvement and Engagement**- Cluster Health and Wellbeing fund used to support target pupils (Make and Create Arts - anxiety/resilience, Big Chef. Little Chef- relationship with parents) * **School Leadership** - Links with local sports organisations to enhance PE delivery leading to improved participation levels in after school local sports clubs – football, netball, gaelic football, Tae kwon do to maximise pupils successes and achievements * **School Leadership** - Participation in all North Lanarkshire sports events to ensure inclusion, equity and maximise pupil successes and achievements * **School Leadership** - Our school is highly inclusive and recognises every child’s unique qualities and encourages all learners to do their best * **School Leadership** -We have a flexible approach and provide an adapted curriculum for pupils with additional support needs (ASD, ADHD profiles) – including alternative third sector providers (PEF funded) * **School Leadership** - Good to be Green in place across the school to promote positive behaviour and reflective practice * **School Improvement** - PEF used to ensure equity of opportunity for all - swimming, Pr.7 outward bound * **School Improvement** - PEF used to ensure additionality in staffing to target pupils in SIMD 1 – 2 facing challenges * **School Improvement** -Faith formation developed through the provision of class retreats at all stages * **School Improvement** -Provision of lunchtime and afterschool clubs * **School Improvement** - Pr. 7 sports leaders delivering sessions/clubs for Pr. 1 – 3 cohorts * **School Improvement** - Opportunities to develop leadership roles – House Captains, Buddies, School Leaders | | |
| **How do you know? What evidence do you have of positive impact on learners?** | | |
| * Children knowledgeable of HWB SHANARRI indicators and Rights of the Child – shared language used across school * School displays reflect impact of shared vision and positive impact of whole school approach to HWB * Weekly and monthly assemblies celebrate a wide and divers array of achievements and talents both in school and out of school * Weekly and monthly assemblies celebrate strong sense of community and the school’s role in the wider community, it’s use of the outdoors to promote wellbeing * LIAM pre and post evaluations provide clear evidence of positive impact of intervention – children actively using strategies to aid anxiety * Drawing and Talking Therapy supporting school capacity to meet needs, * Seasons for Growth – pre and post evaluations provide clear evidence of positive impact of group work and programme delivery * Boxall profile pre and post counselling sessions * End of session report from School Counsellor * Study of other world religions to foster a climate of acceptance and tolerance and to challenge discrimination | | |
| **What are you going to do now? What are your improvement priorities in this area?** | | |
| * Continue to review GIRFME plans to ensure targets are small and achievable in the timescale set to indicate success and achievement * Refresh of the Resilience Toolkit * Full implementation of Outcome Star to support pupil needs * Continue to populate Wellbeing App to ensure profile of need is well documented and Child’s Plan in place to improve outcomes * Continue to use weekly and monthly assemblies to share vision and celebrate successes and achievements of all pupils * Continue to ensure inclusion and equality as a driver for meeting pupil needs | | |

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

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| **QI 3.2 Raising attainment and achievement** | | | |
| Attainment in literacy and numeracy | Attainment over time | Overall quality of learners’ achievement | Equity for all learners |
| **Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.** | | | |
| **NIF Driver:**   1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement   Performance Information | | | |
| **NIF Driver:**   1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement   Performance Information | | | |
| **UNCRC:**  Article 3 - best interests of the child  Article 12 - respect for the views of the child  Article 28 - right to education  Article 29 - goals of education  Article 42 - knowledge of rights | | | |
| **RECR (if appropriate)**  Priority 1 Improve attainment levels for learners with a focus on Literacy and Numeracy at key stages  Priority 2 - Improve outcomes for learners with a focus on HWB across the school | | | |
| **Linked SIP/PEF Priority:**  Priority 1 Improve attainment levels for learners with a focus on Literacy and Numeracy at key stages  Priority 2 - Improve outcomes for learners with a focus on HWB across the school | | | |
| **How well are you doing? What’s working well for your learners?** | | | |
| * **Curriculum and Assessment** – Almost all children are attaining appropriate levels and a few have exceeded these. Recent SNSA results indicate 95% of Pr. 1 pupils are performing well above expected levels on Maths. The free play approach at Pr. 1 is significantly impacting pupil attainment at that stage with performance well ahead of literacy at the same stage. * **School Leadership/Performance Information-** Robust system in place for gathering assessment data at noted points in school year to support ongoing and timely delivery of most appropriate interventions * **School Leadership/Performance Information-** Our robust tracking indicates that the attainment of individuals and specific cohorts has improved consistently over time ( the consistent delivery of Read, Write Inc and Rainbow Reading have had the most notable impact on attainment, self esteem and confidence) * **Performance Information –**Our tracking of attainment is most robust in literacy and numeracy indicating very good progress over time at all stages * **Teacher professionalism -** Confident teacher judgements together with regular benchmarking using a range of assessments are leading to improvement in attainment * **Performance Information** A robust monitoring programme confirms almost all children are fully engaged in their learning, want to please and achieve success and participate in decision making about their learning pathway * **Performance Information -**Children are provided with increasing opportunities to contribute to what and how they learn and how they evidence their work. * **Performance Information -** Attendance levels are improving (up from 91% last session). There have been no exclusions with two children and their families being supported by way of a wide variety of services to help support and meet needs * **Performance Information –** our learners effectively demonstrate their success, confidence and ability to contribute to the life of the school and wider community through their Eco work, Rights Respecting work, social enterprise demonstrating skills for learning, life and work | | | |
| **How do you know? What evidence do you have of positive impact on learners?** | | | |
| * Progress over time is well tracked with regular whole staff reviews of attainment data for Literacy and Numeracy across the school * Termly tracking meetings – leading to clear focused dialogue on the most appropriate interventions at universal, additional and intensive level to meet needs * Termly monitoring programme well established - to review quality of teaching and learning in all classes, to monitoring of jotters, to share approaches to pedagogy via peer observations * Termly planning and moderation meetings with stage partners * Improved teacher attendance has significantly impacted upon the capacity of the school to consistently deliver interventions * Consistent delivery of interventions – particularly Read, Write Inc, Assisted Reading Programme, Rainbow Reading– has led to consistent progress for all learners * Wide variety of pupil achievements celebrated at whole school assemblies – achievements both in school and out of school * CAT delivered literacy interventions Sept – Dec – positive impact noted with several pupils moving to being on track * CRT delivered consistent Numeracy interventions to provide additional support to pupils at risk of not achieving Pr. 4 – 6 Aug – March * CST provided nurture for several noted pupils- positive impact in terms of relationship building * Gathered evidence to support application for DSA – June 23 * Entry to Scottish Social Enterprise Academy Awards – Edinburgh City Hall June 23 * North Lanarkshire Netball Champions * Gaelic Football NL Champions | | | |
| **What are you going to do now? What are your improvement priorities in this area?** | | | |
| \*Focus on Accelerated Reading at Pr. 3 and 4 stage\*  \*Whole school focus on writing to address dip in attainment in comparison to reading levels  \*Continued early intervention at Pr. 1 and 2 with ASNA role developed to deliver consolidation work on noted days  \*Continue to work collegiately at stage level to plan teaching, learning and assessment with a greater focus on high quality assessments and more regular use of periodic assessments to support teacher professional judgement  \*Extend moderation work beyond school to cluster level (including Glasgow schools)  \*Develop processes to track attainment n all curricular areas | | | |

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

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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.* | | | |
| Quality indicator | School self-evaluation | | HMIE Inspection evaluation *(if appropriate)* |
| 1.3 Leadership of change | **Very Good** | |  |
| 2.3 Learning, teaching and assessment | **Good** | |  |
| 3.1 Ensuring wellbeing, equity and inclusion | **Very Good** | |  |
| 3.2 Raising attainment and achievement | **Good** | |  |
| **Additional Quality Indicator**  *It is anticipated that schools will follow the advice of How good is our school? 4th 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 | |
| **Management of Resources to promote equity** | | **Very Good** | |

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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 which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).* |
| 1. To further improve attainment in Literacy and Numeracy 2. To continue whole school focus on HWB 3. To further develop STEM to develop skills, for learning, life and work. |