



Driving Equity and Excellence

Improvement Reports

Session 2021-22

School:	St. Brendan's Primary & Nursery Class
Cluster:	Our Lady's High School, Motherwell

Guidance on completing the School/Centre Improvement Report

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

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

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

The National Improvement Framework's 4 key priorities are:

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

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

- 1. *School leadership*
- 2. *Teacher professionalism*
- 3. *Parental engagement*
- 4. *Assessment of children's progress*
- 5. *School improvement*
- 6. *Performance information*

North Lanarkshire's Education and Families' priorities are:

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

Cluster Improvement Report

Review of progress for previous session

This section should evaluate the impact of the current School Improvement Plan (SIP) priorities.

It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.

Cluster priority: To ensure equity for all learners & to close the attainment gap in response of COVID-19.

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
Choose an item.	1. School Leadership	2. Closing the attainment gap between the most and least disadvantaged children	1.3 Leadership of Change	5. Promoting a high quality learning experience	2. Developing as a community of faith and learning	Article 28 - right to education
Choose an item.	2. Teacher Professionalism	5. Improved outcomes for vulnerable groups	2.2 Curriculum	6. Differentiated Support	3. Promoting Gospel Values	Article 29 - goals of education
Choose an item.	4. Assessment of Children's Progress	Choose an item.	2.3 Learning, Teaching and Assessment	7. Using Evidence and Data	5. Serving the Common Good	Choose an item.
Choose an item.	3. Parental Engagement	Choose an item.	2.4 Personalised Support	10. Engaging beyond the school	Choose an item.	Choose an item.
Choose an item.	5. School Improvement	Choose an item.	3.2 Equality and Inclusion	10. Partnership Working	Choose an item.	Choose an item.
Choose an item.	6. Performance Information	Choose an item.	Choose an item.	11. Professional learning and leadership	Choose an item.	Choose an item.

Evaluative Statement & Actual Impact/Evidence (October)

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

Head Teachers across the cluster identified a member of staff to represent their school as part of the short-life Cluster Working Party in line with the above priority.

Representatives tasked with identifying attendance rates and absence procedures, and levels of engagement during Remote Learning for each school. The group were also tasked with identifying partner agencies which each school have established working relationships with.

BBBT in place with a full timetable and CST in place with a full timetable, targeted pupils were identified through assessment information and requests for assistance were made.

Digital Pathfinder in place and supporting the work of the cluster.

Assessment and Moderation Refresh training offered to all establishments, the majority of which have undertaken this. Cluster moderation timetable in place involving Nursery, P4 and P7.

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

Establish an agreed criteria and protocol for managing attendance which will be used by all establishments.

Collaborative working will reflect a range of approaches that will be used by the well-being team consistently across the cluster.

BBBT and CST will continue to support identified groups of pupils, which will be reviewed at the next checkpoint to measure impact.

Evaluative Statement & Actual Impact/Evidence (January)

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

BBBT have been withdrawn at present to cover long term absences within the cluster, however, CST continues to deliver numerous interventions with targeted pupils across the cluster. Review date for interventions currently running is due by the end of term 3 (March).

Assessment & Moderation – Teams Page has been established with OLHS & P7 Class Teachers to support the implementation of a cluster IDL Topic this term which will be delivered, assessed and moderated by OLHS and P7 staff focusing on Report Writing in Literacy. Nursery will also plan and implement Cluster Moderation around early mark making in term 3.

The short life working party are establishing agreed protocols for managing attendance within the cluster. Data around this is currently being analysed and best practice model being drawn up.

Non-engaging families have been identified by each school and good practice shared and discussed. Assistance from CIIL and wellbeing team has been sought as appropriate, we continue to look for innovative methods of increasing engagement.

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

Evidence from P7/Cluster and Nursery Moderation will be analysed and a shared understanding of the standards will be agreed.

Next cycle of moderation will involve Primary 4 with a focus on Reading.

If staffing levels improve, BBBT will return to carrying out and delivering interventions as planned.

CST continue to deliver targeted interventions across Cluster, reviewing and evaluating appropriately.

Working Party will continue to develop shared protocols and innovative practice to improve engagement and attendance.

Evaluative Statement - May

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

Early and Second Level Cluster moderation completed, analysed and evidenced with an agreed understanding of the standard.

Attainment reviews carried out by Education & Families Manager – interrogating attainment data, attendance, identifying gaps, self-evaluation using HGIOS 4 and impact of PEF.

CST was able to continue delivering targeted interventions across the cluster, however, due to ongoing staff absence BBBT was not able to run as planned.

Budget agreed for Health & Wellness Hub to carry out a short term project aimed at improving engagement. This would consist of 6 sessions to help develop an improved HWB for hard to reach families. Parents would attend with their children over the 6 week period, during the school day, thus increasing the targeted pupils attendance. This is a pilot project which will be reviewed and evaluated for impact, start date August 2022.

Attendance protocols consistent across the cluster. Average attendance across cluster is above the local authority average.

Devices and connectivity offered to all families who identified difficulty in accessing online learning platforms.

Virtual classroom materials used across the cluster.

CLPL Dip Into Digital Sessions offered by Digital Pathfinder throughout the academic year.

GIRFEC Pathway being used by all establishments and CILL involved in ensuring children's needs are being met.

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

Roll out pilot project in conjunction with Health & Wellness Hub.

Continuation of moderation at Early, First & Second Level across the cluster.

IDL Project incorporating Expressive Arts to be undertaken across the cluster affording team teaching opportunities.

Creative Arts Project to be undertaken by all schools.

School Improvement Report

Context of the school:

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

St Brendan's Primary School is a Roman Catholic school with a non-denominational nursery, comprising of a 2-3 year old room and a 3-5 year old pre-school provision, which lies within North Lanarkshire Council. It is situated in Muirhouse which is between Motherwell and the village of Netherton.

We provide a happy, welcoming, supportive environment in which children can reach their full potential physically, emotionally, socially, academically and spiritually through high quality stimulating learning experiences, to develop skills for life-long learning and to promote and live gospel values.

- * We aim to work in partnership with the whole school community to provide the highest quality of learning and teaching within a nurturing, stimulating environment
- * We aim to provide a well ordered, safe and well-resourced environment where success is celebrated and promoted
- * We aim to advance social justice and equality of opportunity whilst valuing diversity and promoting social inclusion
- * We aim to develop and facilitate leadership at all levels to ensure continuous improvement
- * We aim to strive for continuous improvement through ongoing vigorous self-evaluation

Through all of this we aim to develop the skills and talents of all our children, enabling them to become successful learners, confident individuals, responsible citizens and effective contributors as we voyage together as a community of faith, love and learning.

Our current roll is 268 in the school and 32 in the 3-5 nursery and 10/10 provision in the 2-3 nursery. We have 30% of our school roll living in SIMD 1-2. These children are twice as likely to require support and three times as likely not to achieve appropriate Curriculum for Excellence levels.

We continue to work on our strong partnership with our very active and supportive school and nursery Parent Council and Fundraising Group, and the wider community of parents. We sought opportunities to gain the views of our parents/carers on their children's learning. Parents are fully involved in the self-evaluation process, school improvements and use of the Pupil Equity Fund. We consulted with all parents through questionnaires and our parents were asked to prioritise options for Pupil Equity Funding.

Through the work of our Pupil Council and Thinking Circles, every pupil has a voice in St. Brendan's Primary and Nursery. Our Pupil Council have represented pupils and gathered views on school improvement and use of Pupil Equity Fund. We continued to consult and involve our pupils in self-evaluation/improvement agenda. We continue to use our Thinking Circles to provide our pupils with the opportunity to self-evaluate the work of the school using HGIOS 4 Pupils Version.

Our assemblies give pupils regular opportunities to reflect on the work of the school and future improvements. Through their online profiles (nursery to Primary 7) pupils continue to reflect on their learning, celebrate achievements and identify next steps.

Despite restrictions, pupils have continued to be involved in distributed leadership, for example,

Rights Respecting Committee, Reading Champions, Digital Leaders and Pope Francis Faith Award. This academic year we have worked towards our Silver Rights Respecting and Reading Schools Awards and are awaiting accreditation for these. We were successful in gaining the First Minister's Reading Schools Community Award.

Distinctive features of our school include our commitment to the care and welfare of our pupils, our inclusive nurturing ethos and our strong relationships with parents and carers. Across the school we benefit from a dedicated and motivated staff, both teaching and non-teaching who work well as a team. Staff's strong commitment to CLPL is evident in their practice as they have worked together through team teaching opportunities to improve outcomes and experiences for learners.

Staffing consists of Head Teacher, two Principal Teachers and further 12 FTE and 1 Probationary Teacher, 1 Equity and Excellence Lead (Early Years), 2 Early Level Lead Practitioner, and 5 Early Learning Practitioners.

This year we were allocated £37,981. This money was again used towards additional teaching staff. This staffing allocation allowed us to keep class sizes small which was identified as a priority through self-evaluation. This allowed us to create smaller, safe and secure bases for our children as we journeyed towards recovery from the pandemic. This also allowed us to have a member of staff available to deliver targeted Literacy Interventions. We purchased several resources to assist us in meeting our SIP Priorities, including online subscriptions such as IDL Literacy & Numeracy. In addition to this we were able to purchase digital devices to improve infrastructure in school to support digital learning across the curriculum as well as to support the children and families who may not have access to technology at home to support online learning.

Review of progress for previous session

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It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.

School priority 1: Covid Recovery Plan for Health and Wellbeing -

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

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
Choose an item.	1. School Leadership	3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing	2.1 Safeguarding and CP	1 Early Intervention and Prevention	1. Honouring Jesus Christ as the Way, the Truth and the Life	Article 12 - respect for the views of the child
Choose an item.	2. Teacher Professionalism	Choose an item.	2.2 Curriculum	2. Social and Emotional Wellbeing	2. Developing as a community of faith and learning	Article 24 - health and health services
Choose an item.	3. Parental Engagement	Choose an item.	2.4 Personalised Support	3. Promoting healthy lifestyles	3. Promoting Gospel Values	Article 28 - right to education
Choose an item.	Choose an item.	Choose an item.	2.7 Partnerships	10. Partnership Working	5. Serving the Common Good	Choose an item.
Choose an item.	Choose an item.	Choose an item.	3.1 Ensuring wellbeing	Choose an item.	Choose an item.	Choose an item.

Evaluative Statement & Actual Impact/Evidence (October)

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

All teaching staff and nursery staff were consulted regarding which working party they wished to be part of and thus the Health & Well Being Working Party was established.

All staff have received up to date Child Protection training at the start of the school session. All Nursery Staff have been introduced to the new Early Years Pastoral Notes and directed to the e-learning module and the system is live and in use.

Learning visits by Head Teacher have had a focus on 'Responsibility for All' – Literacy, Numeracy and Health & Well Being.

As part of our journey towards Silver Rights Respecting Award, our Rights Respecting Committee has been re-established post Covid. All pupils in P5-P7 were offered the opportunity to apply to participate in the Committee. The Committee has met and have outlined a plan of events and activities for the forthcoming months.

Results from Strengths & Difficulties Questionnaire are being analysed and updated spreadsheet returned to Head Quarters.

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

HWB in School & At home surveys to be completed and analysed which will allow us to identify areas of strength as well as areas of need to provide appropriate intervention if necessary.

Rights Respecting Committee to continue to work towards Silver Award.

All staff to be trauma informed to ensure a consistency of approaches and shared language to supporting children across school and nursery.

Wellbeing App to be in use – RFA and GIRFME uploaded working from P7 down

Evaluative Statement & Actual Impact/Evidence (January)

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

HT attended updated Child Protection Briefing delivered by Education Scotland and Safe & Together Training (GBV).

Nursery – EEL is working with High 5 Fruit to deliver online session to parents, PEEP Sessions is also continuing on a 1:1 with targeted families.

Staff CLPL is ongoing

Reading Schools Award – work is underway to achieve this. Reading Champions have been nominated, DEAR Time is in place in most classes daily, Staff have an online shared noticeboard to share reading for enjoyment suggestions, partners have been involved for storytelling sessions, Lending Library has been reintroduced to Primary 2 in line with Covid Restrictions, Class Libraries are in place. Reading for Enjoyment has become a strategy for improving and maintaining positive mental health for pupils.

Well-Being App is in use. SMT uploading RFA, GIRFME Plans, etc for Primary 7 pupils

Nursery Staff are accessing and using the new Early Years Pastoral Note system.

Rights Respecting Silver – All pupils participated in a Rights Respecting Day and our Rights Respecting Mascot has been chosen after a pupil competition

HWB At Home and In School Surveys have been collated and analysed by staff, concerns raised with SMT and Tracking & Monitoring Meetings to implement an action plan

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

HWB Survey Teachers – to be finalized by HWB Champion and distributed to staff for completion

Well-Being App to be used now for younger classes.

Staff to be trauma informed – this was planned for Term 2, however, due to staff absence this has been delayed to later in the year.

Golden Time Clubs and After School Clubs to be reintroduced late February as mitigations ease

Evaluative Statement - May

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

Health and Wellbeing Survey complete and collated by staff – results discussed with SMT at Tracking & Monitoring Meetings, interventions discussed/put in place as appropriate. Some pupils now working with School Counselor as a result of this and the Health and Wellbeing Champion's group has been extended.

Seasons for Growth – Second Level group established and underway with children identified as requiring support (Educational Psychologist & Head Teacher leading group)

Staff participated in Team Resilience Workshop with Educational Psychologist during May Inservice. This helped staff to strengthen as a team by looking at personality types and how these help us complement each other within the team.

Teaching & Support staff participating in a Team Briefing session 3 mornings per week. This is a short (10 minute) well being check-in and opportunity to share high level messages.

SMT uploading documents to Well Being App for whole school (Request For Assistance & GIRFME Plans at present)

All pupils and almost all staff involved in weekly Golden Time Clubs.

First Minister's Reading Challenge Community Award presented to the school as a result of our work on promoting Reading for Enjoyment and the benefits this has on our well being.

Community Choir established as 'after school club'.

After School Clubs – Football, Euro Quiz, Pope Francis Faith Award, Handball, and Rambling ran this term. Clubs remained to be limited as not all Covid restrictions had been lifted.

The new Early Years Pastoral Notes System being utilised in our nursery (2-3 yr and 3-5 yr playrooms both accessing it).

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

Trauma Informed School (due to absence and Covid this will be carried forward into next session), starting point will be results of Health and Wellbeing Surveys.

Attachment and Trauma Sensitive Schools Award

EEL created timetable for August '22 – Forest School in Nursery

Rights Respecting Silver Award – submitted and awaiting assessment due October 2022

Achieve Reading Schools Core Level Accreditation – about to be submitted and should be assessed by October 2022

Whole School Library created

Establish a reading partnership with a local Care Home.

Community Choir to continue and increase membership with a wider variety of community members.

After School Clubs to fully resume following the removal of COVID Restrictions.

School priority 2: To ensure equity for all learners and to close the attainment gap in response to COVID-19.

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
Choose an item.	1. School Leadership	2. Closing the attainment gap between the most and least disadvantaged children	1.3 Leadership of Change	5. Promoting a high quality learning experience	2. Developing as a community of faith and learning	Article 28 right to education
Choose an item.	2. Teacher Professionalism	4. Improvement in employability skills and sustained positive school leaver destinations for all young people	2.2 Curriculum	6. Differentiated Support	3. Promoting Gospel Values	Article 29 goals of education
Choose an item.	4. Assessment of Children's Progress	Choose an item.	2.3 Learning, Teaching and Assessment	7. Using Evidence and Data	Choose an item.	Choose an item.
Choose an item.	3. Parental Engagement	Choose an item.	2.4 Personalised Support	10. Engaging beyond the school	Choose an item.	Choose an item.
Choose an item.	5. School Improvement	Choose an item.	Choose an item.	10. Partnership Working	Choose an item.	Choose an item.
Choose an item.	6. Performance Information	Choose an item.	Choose an item.	11. Professional learning and leadership	Choose an item.	Choose an item.

Evaluative Statement & Actual Impact/Evidence (October)

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

All staff were introduced to the Refreshed Curriculum Narrative at the August Inservice Day. This afforded the opportunity for staff to reconnect with the design principles of CfE and deepen their understanding of the four contexts of learning.

All teaching staff and nursery staff were consulted regarding which working party they wished to be part of and thus the Curriculum Refresh Party was established.

Almost all staff have joined a Pedagogy Trio with their stage partners, both Nursery and School, with the Nursery staff working with Early Level Primary 1 teachers. A calendar of trio dates has been created and to date Term 1(Aug-Oct) Trio has been completed.

All staff (Nursery & School) have worked with stage partners to plan an IDL Topic with a focus on Assessment & Moderation for delivery in Term 2. This is being moderated by SMT to ensure consistency and high quality learning experiences are being offered to our pupils.

The working party have established Skills Academy for all school and nursery pupils. All staff have chosen an academy to lead and pupils also were given the option of which academy to join. The Skills Academy has launched with their first session and almost all staff have reported positively of the experience and the pupils appear to be very enthusiastic about their learning experiences and looking forward to the next session.

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

IDL Topic to be carried out, assessed and moderated by stage partners.

Pedagogy Trios to continue

Skills Academy to reflect and plan – create progressive framework to ensure skills development across stages and subjects, Forms survey to pupils and staff to measure impact.

All stakeholders to be consulted on the review of the school & nursery vision statement.

Evaluative Statement & Actual Impact/Evidence (January)

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

IDL Topic was planned, delivered, assessed and moderated across the school by stage partners. Evidence was gathered and a shared understanding of the standards were agreed.

Skills Academy continued to operate in Term 2, initial Forms survey to pupils indicated enthusiasm, enjoyment and a developing understanding of DYW and skills for lifelong learning and work.

School Vision - Pupils, Parents and Staff have been consulted on the vision and values of our school. This feedback has been collated and analysed by the working party, and we are now working towards finalizing our updated school vision.

Nursery vision – Staff have been involved in training and collegiate discussion around their vision.

A further Pedagogy Trio was carried out in Term 2, however we had planned for 2 trios to operate but due to staff absence only 1 could be completed. This will be completed in term 3.

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

Nursery parents and pupils to be consulted on Nursery Vision.

Pedagogy Trios to continue

School's updated vision to be finalized

Skills Academy to continue end of February 2022 in line with Covid Restrictions.

Educational Psychologist to work with staff to refresh their understanding of the importance of quality feedback to pupils.

Working Party to begin the journey of reviewing and updating our Social Subjects Progressive Framework, to ensure consistency, breadth, cohesion across DYW, IDL, STEM, Sciences, Social Subjects and Digital Literacy.

Evaluative Statement - May

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

The reviewed school vision has been agreed and finalised, with our new display board exhibiting this in the school foyer.

Pupils, Parents and Staff have been consulted on the vision and values of our nursery. This feedback has been collated and analysed by the working party, and we are now working towards finalizing our updated nursery vision before the end of term.

A high quality assessment was planned at early level within our cluster nursery establishments. This was carried out, assessed and moderated. Evidence was gathered and a shared understanding of the standards was achieved. Positive feedback from almost all staff highlighted that collaborative working was beneficial to their reflective practice.

Our Primary 7 Class Teachers worked across the cluster with primary and secondary colleagues to plan, deliver and moderate an IDL Transition Project.

Planning and delivery of high quality learning experiences is evident across the curriculum. Learning visits carried out by Head Teacher evidenced a range of teaching and learning approaches in ICT, Outdoor Learning and core learning in Literacy, Numeracy and Health & Well Being.

This term our focus was on Digital Pedagogy Team Teaching, 4 class teachers worked in collaboration with our Digital Pathfinder to plan, implement and evaluate a series of lessons focusing on digital literacy. The staff were selected from across the school to allow the staff to cascade learning to their stage partners. This collaborative working upskilled staff and increased their confidence in using digital technology effectively to enhance teaching and learning.

The staff have been involved in a wide variety of CLPL throughout the year which has had a positive impact on their teaching practice. CLPL has consisted of Dip Into Digital twilight sessions, Literacy Refresh Training, our Maths Champion has attended various training including Numicon which has been cascaded back to staff, our Literacy Coach's training has also been cascaded to staff and nursery staff have trained in Makaton

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

Now that Covid restrictions have eased, we are eager to embed Skills Academy across the school and nursery.

Continue to offer CLPL to teaching, nursery and support staff for Literacy and Numeracy interventions.

Educational Psychologist to continue working with staff to refresh their understanding of the importance of quality feedback to pupils and

We intend to further our work with the Educational Psychologist on improving pedagogy to enhance experiences for our learners with a focus on play and literacy approaches.

Working Party to continue the journey of reviewing and updating our Social Subjects Progressive Framework, to ensure consistency, breadth, cohesion across DYW, IDL, STEM, Sciences, Social Subjects and Digital Literacy, with a focus on tracking and monitoring of skills development.

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

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
4. Improvement in employability skills and sustained positive destinations	5. School Improvement	4. Improvement in employability skills and sustained positive school leaver destinations for all young people	2.3 Learning, Teaching and Assessment	8. Employability and skills development	2. Developing as a community of faith and learning	Article 28 - right to education

Evaluative Statement & Actual Impact/Evidence (October)

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

All teaching staff and nursery staff were consulted regarding which working party they wished to be part of and thus the Digital Literacy Party was refreshed.

We have undertaken a review of our Remote Learning (isolation) Packs to ensure consistency of high-quality learning experiences and a manageable workload for staff.

The Digital Den is now open and timetabled to all classes. The full Class Set of iPads is now back in use after COVID and timetabled to allow all staff to deliver Digital Literacy Skills in their class.

Dip Into Digital Sessions (funded by grant from Education Scotland) have been offered to all staff.

The Working Party are continuing to review our progression framework ensuring skills are relevant, progressive and up to date.

All staff were offered training in an online Forward Plan and the majority of staff are piloting it this academic year. All teaching staff are accessing and using the online Live Assessment Folder which had been piloted last academic session.

Pupil Digital Leaders have been re-established post-COVID. All pupils were given the opportunity to apply for this role and were selected based on their application. Digital Leaders have received training, meet regularly and are now being established across the school.

Our Digital Champion continues to work as *NLC Digital Pathfinder* in supporting the work of the authority.

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

Continue to review Digital Literacy Progression Framework.

Continue to offer CLPL Dip into Digital a part of Education Scotland Enhancing Professional Learning and STEM grant

As part of the above Education Scotland Grant develop enhanced digital practices through reflective, collaborative team teaching opportunities.

Complete and submit Digital Schools Award Application

Complete Digital Learning & Teaching Policy in line with NLC Guidance.

Evaluative Statement & Actual Impact/Evidence (January)

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

We have continue to support quality remote learning experiences for children and young people self-isolating in relation to Covid-19. Staff have been supported in terms of workload through the creation of 'SI Starter Packs'

which can be edited to reflect current learning and teaching and through materials produced by Digital School.

Tracking of online engagement with homework and SI materials is in place. Information gathered has been used to inform decisions around provision of pupil devices (from NLC and donated privately).

Our Education Scotland Enhancing Professional CLPL in STEM project is well under way. Numerous 'Dip into Digital' twilights have been offered to all staff within the cluster and delivered in St Brendan's (i.e. Sway, Camera and Photos for iPad, Digital Tools for Assessment, Animated PowerPoints). These sessions have been offered as part of our in-service activity and on a twilight, optional basis.

Two cycles of team teaching have been facilitated by our Digital Champion/Digital Pathfinder. These have focused on the use of digital tools to support high effective pedagogy including flipped learning and use of digital tools to promote and track engagement.

The Digital Working Party engaged in professional reading and research in relation to Cyber Resilience and Internet Safety. Their collaborative document of key CRIS concepts was shared with the NLC Digital Literacy Pathway Working Party via our Pathfinder and will also be used to inform skills progression in St Brendan's.

Our Digital Pathfinder continues to support the Digital School, be available for support within the cluster upon request and is contributing to wider digital development within the authority (i.e. Digital Literacy Pathway Working Party). She has shared learning and important information with St Brendan's and the cluster via newsletter.

Broad use of digital devices and tools is becoming re-embedded post-Covid and the launch of our Digital Den. Skills in the use of O365 tools are being explored and developed with children P4-P7. P1-P3 are continuing to follow an iPad-based curriculum.

Desktop PCs have been ordered to replace legacy kit and ensure fit for purpose equipment at all stages within the school, following fundraising activity.

An online Parents Evening was delivered via Parents Booking in December.

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

The Digital Champion/Pathfinder will offer a further three cycles of team teaching to develop digital practice. She will work to promote involvement in Phase 2 of the project within the cluster.

The work of the Digital Literacy Working Party will focus on:

- completing actions to support St Brendan's DSA application
- developing software specific skills progression materials to support the delivery of the digital curriculum
- supporting the delivery of digital extra-curricular activities

Upgrades to equipment (i.e. desktops, memory) will be actioned by IT Services when possible.

The Digital Champion/Pathfinder intends to seek Digital Xtra funding to support purchase of equipment required for the delivery of Computer Science curriculum. A joint community bid with Muirhouse Primary School is being considered.

Digital School Award next steps will be actioned through the development of policy, accessible acceptable use agreements and an update of the school website.

HT will monitor digital learning and teaching opportunities as part of quality assurance activity.

Evaluative Statement - May

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

We have developed and reviewed procedure around ensuring continuity of learning for children unable to attend face-to-face on an ongoing basis this year. Approaches have evolved to ensure a proportionate and manageable response in line with changes to Covid-19 legislating and procedure throughout the year.

Teaching staff have engaged well in in-service and optional CLPL opportunities with a digital focus and developed digital practice accordingly. Interest in and uptake of digital team teaching opportunities has been high.

Teachers across the establishment have continued to work to embed digital approaches into day to day learning and teaching.

The use of digital tools is becoming increasingly embedded in the delivery of learning across the curriculum, however, ongoing, unresolved wireless issues are having an impact on how some core platforms are used.

The development of digital pedagogy has been a clear focus in collaborative and SLT led quality assurance activity

this session. All teaching staff observed by HT activity demonstrated effective use of varied digital approaches in learning.

The majority of staff are now exploring the use of 'flipped' approaches to promote independence in learning, in class and at home. This is reported as having a noticeable impact, particularly when used to support taught writing.

Teaching staff are making use of a variety of digital tools for assessment (inc. Plickers, O365 Forms, Mentimeter, Teams, Assignments).

The Digital Literacy Working Party have worked to develop a robust policy for digital learning and teaching this session. This reflects our digital vision, aims and expectations as an establishment. The group have also continued to work on developing progressive guidance around foundational digital skills for learners, which will complement the incoming NL Digital Literacy Pathways in the coming session. This evidences developing digital pedagogy across the school.

Responsibility for the St Brendan's website has now been distributed, with an additional member of the Digital Literacy Working Party now trained and working on updates through Glow Blogs.

Digital approaches have been used throughout the year to link classes in St Brendan's with partners in the community (e.g. read-a-longs, code-a-longs, financial educations, etc)

The role of Digital Leader has been re-established post-Covid.

Members of the Digital Literacy Working Party have worked to develop user-friendly Acceptable Use Agreements which will be shared next session.

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

Launch Digital Learning and Teaching Policy at beginning of Session 2022 – 2023 to establish and reinforce clear, consistent expectations around the use of digital for learning and teaching.

Embed NL Digital Literacy and Computing Science Pathways to support planning and consistency of experience for learners.

Renew approaches to the teaching of Cyber Resilience and Internet Safety.

Place an increased focus on the development of digital approaches to pedagogy and practice in the EYs.

Continue to develop approaches to digital learning through play, in school and in the nursery.

Place a greater focus on developing collaborative approaches to learning through the use of digital tools.

Review suggested AifL approaches to ensure digital means of assessment are reflected and used both consistently and progressively across the establishment.

Ensure resolution of wireless issues to ensure consistency in the delivery of digital interventions.

Renew digital extra-curricular offering in Session 2022-2023.

Submit for Digital Schools Award accreditation in Term 1, Session 2022-2023.

St Brendan's has received approval for Phase 2 of our project with Education Scotland's Enhancing Professional Learning in STEM funding. This will be used to make an offering of support for the development of digital team teaching approaches in within the cluster next session.

The Digital Champion has successfully applied for funding from the IET and Digital Xtra Fund for Session 2022 – 2023.

This funding will support the delivery of Computing Science extra-curricular activities and a joint STEM project with Muirhouse PS and Nursery. It will also assist in the delivery of learning and teaching in Computing Science, as the devices acquired will be available for use during the working day.

Aim to share good practice and promote teaching approaches within the cluster.

St Brendan's is currently being considered for inclusion in coming guidance as a case study of highly effective digital practice within NL.

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).

Cluster Priority:

To ensure equity for all learners & to improve attainment.

School Priorities:

1. To close the attainment gap by improving pedagogy and providing high quality learning experiences for all learners across the curriculum.
2. To further support the mental, emotional, social and physical wellbeing of children, families and staff by establishing open, positive, supportive relationships across the school community.
3. Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people.

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*

Self-evaluation is integral to how we work within our school community and is an embedded feature of school life.

Through working with staff, Parent Council, Pupil Council, Thinking Circles and assemblies all strengths and improvement needs are identified and actioned points agreed. A rigorous tracking and monitoring process, and quality assurance calendar, are in place and these are linked to the School Improvement Plan ensuring focused attention on taking improvements forward.

By working collaboratively throughout the year, staff shared good practice, supported and challenged each other. Distributed leadership is a distinctive feature of the school. For example, our Digital Champion works with NL Digital Pathfinder Team, Literacy Coach, HWB Champion and Numeracy Coach have active roles within the school. Pupils also lead initiatives eg: Reading Champions and Digital Leaders.

By working with our partners eg: CLD, Educational Psychologist, staff undertake professional learning activities and keep up to date with current education discourse.

This year we have further developed our Digital Pedagogy/Literacy

We are committed to and significantly invested both time and funding to develop high quality digital pedagogy. through regular engagement with quality CLPL and the use of evidence informed approaches to develop and enhance practice with and through digital, teachers are developing the skills and confidence needed to make effective and increasingly innovative use of digital tools and platforms to support learning. Education Scotland Enhancing Professional learning and STEM grant has allowed us to deliver regular 'dipinto digital' professional learning sessions and also enabled our digital champion to offer 4 cycles of team teaching sessions to support staff in developing their practice.

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	5	
2.3 Learning, teaching and assessment	4	
3.1 Ensuring wellbeing, equity and inclusion	5	
3.2 Raising attainment and achievement	4	

Covid Recovery

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

Parental & Community Engagement

Due to ongoing and ever changing Covid restrictions partnership working has been challenging. In spite of this we have continued to build and improve relationships with our partners in many ways.

Each term our class teachers created a Curriculum Mind Map letter which informs parents/carers of the topics which pupils will be working on. These are shared on our school website and App. At the end of the term, staff compile an e-book of evidence of learning using a range of digital platforms such as Padlet and Sway to share the learning which has taken place that term. Again these are shared via the App and website. Feedback from this has been very positive as it allows parent/carers a real insight into the work of the school.

Communication with parents has remained a high priority. Where appropriate 1:1 parent meetings with class teacher/SMT have been arranged in line with covid restrictions, however, all parents have been offered the opportunity to meet virtually with the class teacher on two occasions throughout the year. Two written reports have been issued – an interim report and a final end of year report. These reports have proven valuable to families and staff as it has afforded the opportunity to report progress, celebrate achievement and share any concerns.

This year we established Skills Academy across the school and nursery focusing on skills for the world of work and lifelong learning. When Covid restrictions allowed we worked with many community members and partners to do so – including visits out of school and welcoming visitors in. Some of which included; Active Schools Co-ordinator, Fire Service, Asda Community Champions, Police Officer, Nurse, local farm to name but a few.

This term, as Covid restriction eased further, we established a Community Choir After School Club. Pupils, parents and community members were invited along. This was beneficial in bringing the community together in a fun and relaxing way to enjoy time together which may help improve people's mental health.

New College Lanarkshire have re-established their partnership with us. This has been a welcomed addition to our Health & Well Being curriculum, especially as we strive to improve our learners mental and physical health.

This academic year, we worked with our partners as part of our reading schools journey. Members of our local community shared their reading journey and read some of their favourite childhood stories to

our learners. The aim of the project was not only to build a reading culture which would allow our children to discover the power of reading and to promote the benefits of reading for enjoyment on your mental health. This resulted in the school being awarded the First Minister's Reading Challenge Community Award.

Assigning levels using quality indicators

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

NIF quality indicators

Quality indicator	Nursery self-evaluation	HMIE Inspection evaluation (<i>if appropriate</i>)
1.3 Leadership of change	4	
2.3 Learning, teaching and assessment	4	
3.1 Ensuring wellbeing, equity and inclusion	4	
3.2 Securing Children's Progress	4	

SAC/ PEF CHECKPOINT 1: JANUARY 2022

Intervention	Impact	Evidence
	Please include the following: Update on SAC/PEF allocation / distribution, impact to date (initial observations & assessments)	If possible please outline any evidence you may have gathered which indicates impact / progress.
0.7 Staffing	<p>RWI to small support groups delivered 5 blocks a week since August. However, there has been a gap (Nov/Dec) in this intervention due to the trained member of staff suffering from Long Covid. She has now returned, and the intervention has resumed.</p> <p>A reduction in class size to support our children's health and well-being, and learning as part of our Covid recovery, allowing teachers to provide more intensive support with pupils and time to produce high quality isolation remote learning packs where necessary.</p> <p>4 blocks per week of targeted Nurture and Health & Well Being Sessions to identified pupils, who are at risk of missing out.</p> <p>Literacy Coach - working across school to provide support for all staff. Also identifying and supporting children facing literacy difficulties and overseeing support for learning interventions: Rainbow Reading, literacy Consultation Profile, Training of support staff, Liaising with SMT, etc.</p>	<p><u>RWI Pupil: YARC Standardised Scores</u></p> <p><u>Assessment 1</u> Chronological Age – 10:06 Accuracy – 8:07 Reading Rate – 8:06 Comprehension – 9:10</p> <p><u>Assessment 2</u> Chronological Age – 11:03 Accuracy – 11:06 Reading Rate – 8:09 Comprehension – above 12:05</p> <p>School's own HWB Survey & TPJ indicate that pupils are settled, working well and responding to smaller class sizes.</p> <p>Strengths & Difficulties Questionnaire and school's own HWB Surveys and TPJ identified target group of pupils. This support is ongoing and will be evaluated in May, at this point it is too early to measure impact. Early signs are encouraging.</p> <p>A number of Literacy Consultations are underway with several pupils across the school.</p>
ASNA 1.75hrs	Numeracy Coach & SMT identify pupils who would benefit from targeted Number Box intervention. Rainbow Reading	Pupil 1 & 2 Rainbow Reading – Has progressed from Orange to Yellow since August.
A selection of Digital Equipment	<p>To equip our Digital Den with devices to support pupils and families, at risk of missing out, who may struggle with both obtaining and using digital technology at home to engage with online learning platforms, in order to close the poverty related attainment gap.</p> <p>We have created a space to allow families to work together in a supported environment while accessing online learning platforms.</p> <p>With the creation of the Digital Den this has facilitated team teaching session between Class Teacher and Digital Pathfinder which has allowed staff and pupils to develop their digital literacy skills (grant from Education Scotland has also contributed to the team teaching sessions).</p>	<p>- P4-P7 engaging with O365 tools for learning. Evidence via Teams of emerging skills in the use of core platforms and accessibility tools.</p> <p>- P7/6 demonstrating increased engagement with online learning following team teaching block. Evident via Assignments and Insights on Teams.</p> <p>- P7 demonstrating increased engagement with flipped learning opportunities at home following team teaching block. Evident via</p>

Online Subscriptions	<p>Increased pupil access to digital interventions to close the poverty related attainment gap eg: IDL Literacy & Numeracy, Nessie</p> <p>IDL Literacy & Numeracy – targeted interventions to support literacy and numeracy skills with pupils who have been identified by Numeracy/Literacy Coaches, Class Teachers and SMT.</p>	<p>Sway views, Assignments and Insights on Teams.</p> <ul style="list-style-type: none"> - Plenaries via Plickers and Mentimeter indicate improved learner confidence in targeted digital skills. - Record of teacher reflections following team teaching block show increased confidence in use of digital tools. - Nessy progress reports indicate improvement in read and spelling with regular use. Two of three target users showing significant gains. - Targetted class (P7/6) selected to attend Ed Scot Live Code Along. (DYW and Positive Destinations?) <p>Plickers' plenary used pre and post intervention with Primary 7 & 7/6 classes has shown an increase in pupils confidence in digital literacy skills. Through the team teaching evaluations, teachers have also indicated increased confidence in delivery of digital literacy skills and an increased knowledge of this.</p> <p>Interventions are in place, pupils are engaging and responding to activities. It is too early to measure impact at this time.</p>
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SAC/ PEF CHECKPOINT 2: MAY 2022

Intervention	Impact	Evidence
	<p>Please include the following information: Use of SAC/PEF allocation over the session and any variances from initial plan; impact using evaluative language.</p>	<p>Please indicate what evidence you have collected</p>
0.7 Staffing	<p>RWI to small support groups delivered 5 blocks a week since August. This intervention has ran all year, other than a block in term 2 as stated above. Progress has continued to be made by several pupils, including some pupils in Primary 7 who were at risk of not making the level, achieving the level because of the intervention.</p> <p>The Literacy Coach has continued her work throughout the year; cascading learning to all staff and working with a range of pupils to carry out assessments, suggest appropriate interventions, liaise with SMT and Educational Psychologist. This work has proven invaluable in identifying, diagnosing and providing the appropriate support to a range of pupils who otherwise would have been at risk of missing out.</p> <p>A reduction in class size to support our children's health and well-being, and learning as part of our Covid recovery, allowing teachers to provide more intensive support with pupils and time to produce high quality isolation remote learning packs where necessary. 4 blocks per week of targeted Nurture and Health & Well Being Sessions to identified pupils, who are at risk of missing out.</p>	<p><u>RWI Pupil: YARC Standardised Scores</u></p> <p><u>Assessment 1</u> Chronological Age – 11:02 Accuracy – 11:03 Reading Rate – 10:02 Comprehension – 9:01</p> <p><u>Assessment 2</u> Chronological Age – 12:01 Accuracy – 10:08 Reading Rate – 11:07 Comprehension – 9:07 (although accuracy has gone down, pupil read a much more difficult passage)</p> <p><u>Pupil 1</u> P7 pupil was under investigation for dyslexia, several interventions have been put in place to support their development, now has diagnosis and appropriate interventions in place. This pupil also achieved the level in reading and writing.</p> <p><u>Pupil 2</u> P6 pupil was under investigation for dyslexia, several interventions have been put in place to support their development, although no diagnosis of dyslexia, this pupil has made progress across all areas of literacy.</p> <p>Pupils have responded well to the smaller class sizes and most are making expected gains in their learning. This is evident through professional dialogue at Tracking & Monitoring meetings. Where any issues have arisen, these have been dealt with in a timeously manner and the smaller class and/or Health & Well Being group sessions, have been vital in supporting the</p>

Online subscriptions	IDL Literacy/Numeracy – SNSA progress at P4 & P7 for numeracy, test a couple of literacy kids for comparison	<p>child to overcome their barriers to learning.</p> <p><u>IDL Literacy</u> <u>P5 Pupil 1</u> <u>Assessment 1 Sept '21</u> Reading Age – 8y 9m Spelling Age – 7y 8m</p> <p><u>Assessment 2 June '22</u> Reading Age – 9y 5m Spelling Age – 8y 2m</p> <p><u>P5 Pupil 2</u> <u>Assessment 1 Sept '21</u> Reading Age – 8y 6m Spelling Age – 7y 10m</p> <p><u>Assessment 2 June '22</u> Reading Age – 9y 2m Spelling Age – 8y 2m</p>
Digital Equipment	The creation and additional digital equipment in the Digital Den has facilitated staff working collaboratively with our Digital Pathfinder in Team Teaching activities. Staff have been able to apply skills from CLPL using equipment to support effective learning and teaching.	<p>Through quality assurance activity by Head Teacher, almost all staff displayed increased digital literacy skills and how to apply these skills to help the pupils learn more effectively as well as improve their digital literacy.</p> <p>A wide range of tools were used for assessment throughout such as Plickers, Mentimeter, Forms etc.</p> <p>A variety of innovative and creative tools were used to enhance learning experiences such as the use of a 'green screen' and flipping the learning by utilizing Teams and other tools.</p>
ANSA	<p>Additional ASNA hours have allowed interventions such as Rainbow Reading and Number Box to run throughout the school session. Improvement is evident by the progress pupils are making in Rainbow Reading and increased confidence in fluency.</p> <p>Number Box – pupils have increased their mental agility and confidence, which has helped improve their overall performance in Maths which has been evidenced in professional dialogue during Tracking & Monitoring meetings with SMT.</p>	<p><u>Pupil 1</u> Began on Silver (mini rainbow reading) moved to white and now working on red.</p> <p><u>Pupil 2</u> Began on Orange, moved to Yellow and now working on Green</p>

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

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

Additional teaching staff which allowed us to run with smaller class sizes has been very successful this year. As we recovered from Covid 19 we knew it was imperative to ensure the Health and Well Being of our learners. By having a smaller class we were able to create a safe, secure and happy base for our learners. This allowed teachers to work more closely with pupils, respond to their needs more easily and ensure their health and well being was in a good place in order to be ready to learn.

This staffing also allowed targeted interventions to run such as Read, Write, Inc Fresh Start, which has been vital in increasing pupils confidence and literacy skills. Some pupils, were at risk of not achieving their expected levels, however due to this intervention (running when staffing allowed) these pupils did achieve.

What has worked less well or could be improved?

Due to ongoing staff absence as a result of covid and long covid, this impacted the time and consistency of when interventions were able to run. Where possible, cover was sought from alternative places eg: SMT to avoid stopping an intervention, however, there were several occasions where this was not possible.

Moving forward, it is hoped that with Covid restrictions easing, and things returning to some sort of normality that this will now settle down and allow us to run interventions consistently as we hoped as that would have a greater positive impact on our learners who are at risk of missing out.