![North Lanarkshire Council logo]

Driving Equity and Excellence

Improvement Reports

Session 2019-20

School/ Centre:	Whitelees Primary School and Nursery Class
Cluster:	Cumbernauld Academy

Improvement Reports 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.

Reports should be written using evaluative language.

Reports should also be shared in an accessible way with all relevant stakeholders - pupils, parents, staff, etc.

The National Improvement Framework's 4 key priorities are:
- *Improvement in attainment, particularly in literacy and numeracy;*
- *Closing the attainment gap between the most and least disadvantaged children;*
- *Improvement in children's and young people's health and wellbeing; and*
- *Improvement in employability skills and sustained, positive school leaver destinations for all young people*

The 6 key drivers of improvement identified by the NIF are:
- *School leadership*
- *Teacher professionalism*
- *Parental engagement*
- *Assessment of children's progress*
- *School improvement*
- *Performance information*

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

Cluster Improvement Report

Review of progress for previous session
This section should evaluate the impact of the current Cluster Improvement Plan (CIP) priorities as at March 2020. The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. Additionally, there should be clearly defined next steps which may inform future priorities.

Establishing and embedding STEM Experiences and partnerships across the cluster through:
1. Piloting of milestones/development of skills based curricular progression framework on Glow digital platform.
2. Piloting of CLPL to support practitioners with STEM focusing on early level through to third level.
3. Delivery and evaluation of agreed STEM activities at establishment and cluster level.
4. Developing strategies to tackle inequalities that exist across STEM education.

Cluster priority :

NIF Priority	HGIOS4 QIs
1, 2, 3, 4	1.2, 1.3, 1.5, 2.2, 2.3, 2.6, 2.7, 3.2
NIF Driver	**NLC Priority**
1. School Leadership	
2. Teacher Professionalism	
3. Parental Engagement	
4. Assessment of Children's Progress	
5. School Improvement	
6. Performance Information	

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

1. Piloting of milestones/development of skills based curricular progression framework on Glow Digital Platforms

* Progression Framework for planning - Technology and Science outcomes have been identified for each stage to inform annual planning. STEM MTPs developed for P1 to P5

2. Piloting of CLPL to support practitioners with STEM focusing on early through to third level

* STEM Champions in all establishments - Miss McIntyre and Mrs Vass identified in Whitelees

STEM Champion identified training needs through school survey of staff confidence with STEM

Training organised in line with identified need -

* SSERC training at Whitelees

* SSERC course available at Cumbernauld Academy

* Science Escape room course

* Risk Assessment course (Microsoft Teams)

3. Delivery and evaluation of agreed STEM activities at establishment and cluster level.

Establishment Level Activities

* Newly created Digital and STEM Leaders where pupils completed job applications and had an interview to be given this role. STEM Leaders planned and prepared STEM challenges which they then delivered to all classes each week.

* Termly STEM after school club was introduced and over the two terms it ran, 28 pupils attended in total.

* Coding Club was established as a new after school club.

* Whitelees Dip into Digital Week established where each class had opportunities to try out new apps to develop digital literacy and support learning across the curriculum. Digital Leaders worked with staff to support this. Teachers were then challenged to use what they know about apps across another curricular area.

* Engineering Competition where pupils met an engineer then invented a new product. Pupils then participated in competition 'If you were an engineer, what would you do?'

*QR coding – Staff training took place to increase confidence in the use of QR codes. Pupils were then encouraged to access games, tasks and feedback through QR codes

* Good relationships were built with CA Science Technicians where they supported Science lessons throughout the school, providing resources and expertise

* Atom workshops - P5-P7 pupils participated in an atom workshop with a STEM ambassador. This was a great workshop that helped to raise the profile of STEM within our school

* Implementation of STEM Challenges where home learning challenges were given to all pupils through Microsoft Teams. Many pupils engaged in this activity which involved science experiments and engineering activities

* Implementation of Digital Learning Grids where pupils were pupils given a selection of apps and activities to work on at home – this allowed for choice and challenge.

Cluster Level Activities

* Working with Cumbernauld Academy YSLs

* Participation in STEM Ambassadors training event

* Hosting SSERC cluster training event

Impact

* Raised profile of STEM for pupils and families through a variety of offerings e.g. STEM Challenges, Competitions, NCCT Lessons, STEM Hub, Focus weeks, STEM Leaders, Digital Leaders)

* Clear progression for planning – Digital Learning and Technology/Engineering

* Increased staff confidence - SSERC and RAiSE training

* Links made with cluster - Science technicians, YSL – Paul McCranor

* Links made with STEM Ambassadors - pupils benefited from expert visits to share information regarding professions and also assist with learning

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

* Young STEM Leader Certified Centre – Tutor Assessor Training

* Further development of Second level programs of work

* Further development of STEM Hub

* CLPL opportunities for Staff

* IT for blended learning

* Risk Assessment – cascade information from RAiSe session (June 2020)

Establishment Improvement Report

Context of the establishment:
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 establishment community, SIMD, FME, establishment roll etc. It should also include some or all of the following: the establishment's vision, values and aims; local contextual issues; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.

Whitelees Primary School is a non-denominational school situated in the East of Cumbernauld. Approximately 43% of our pupils are placing requests into the school from surrounding areas with approximately 3% of our children living within SIMD 1 and 2. Approximately 12% of our pupils are in receipt of Free Meal Entitlements.

The current school role is 255 pupils. At the end of session 2019-2020, 42 Primary 7 pupils moved onto High School and we welcomed 34 new Primary 1 children, a further 8 children joined us from other schools. As part of the 1140 hours Early Learning and Childcare Expansion we were identified for nursery provision within our school building - the current nursery build is on-going, this was delayed due to Covid-19 restrictions - we will run a term time nursery with a capacity of 40 children. Our temporary base is Abronhill Community Centre.

Our school motto is:

'Explore, Discover and Understand' and together we share a whole school vision and values system that is based on celebrating our own and each other's uniqueness and capacity as a learner.

In Whitelees Primary School we are committed to developing in all children, the capacity for independent thought; the importance of learning from others and the belief that with time, effort, practice and persistence; personal success can be achieved. We are a Growth Mindset school and the values of growth mindset permeate through our entire school.

During session 2019-2020 our school staffing was 15.6 FTE. Our Management Structure was made up of:
- Head Teacher
- Principal Teacher
- Acting Principal Teacher (Pupil Equity Funded)

For session 2020-21 we have been allocated £41118 from The Pupil Equity Fund.

Review of progress for previous session
This section should evaluate the impact of the current Establishment Improvement Plan priorities as at March 2020. The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. Additionally, there should be clearly defined next steps which may inform future priorities.

Establishment priority 1: Implementation of digital literacy to improve reading, writing, talking and listening.

NIF Priority	HGIOS?4/ HGIOELCC Qis
1, 2	2.2, 2.3, 3.2
NIF Driver	NLC Priority

2 – Teacher Professionalism 3 – Parental Engagement 5 – School Improvement	1, 2

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

Based on teacher judgement over 90% of children are achieving expected levels for Talking and Listening and over 80% of children are meeting the expected level in Reading and Writing. Moderating at a cluster level for Literacy has seen an increase in teacher confidence when assessing children which in turn allows for more accurate professional judgements. Teacher judgement alongside standardised Literacy assessments have been used to identify children in need of focused and individualised interventions. All classes have continued to benefit from the well-established reading culture within the school by taking part in the initiatives such as the First Minister's Challenge and reading celebration days. Levels of parental involvement have increased due to children accessing the lending library and workshops being offered to the parents of the new Primary One children. Staff have also received numerous professional development opportunities in relation to digital literacy which was seen to be very effective during the School Self Evaluation Week.

*Weekly sessions for digital Literacy were provided for the children with the Digital Lead within the school. A group of digital leaders from each class were also established to promote digital literacy within their class and showcase apps and technology. Feedback has shown that children have grown in confidence and are able to showcase their digital learning.

*Literacy Benchmark assessments were created and implemented for assessment weeks in September and March. This allows for more precise and informed teacher professional judgements.

*Using word processing apps and programmes have provided additional support for children when writing but have also allowed all children to become more fluent when typing.

*Parental involvement has increase with nearly 100% attendance from parents at the Literacy workshops for the new Primary One parents. Feedback from parents was very positive as the workshop allowed parents to support the children's Literacy at home prior to coming to school.

*Well established links are established with Literacy Base and the Literacy Coach to ensure all current resources and training is cascaded to the staff within the school. This has increased staff confidence when teaching Literacy.

*Connectors books have been introduced and widely used to develop Talking and Listening. Currently over 90% of our children are achieving their expected levels in relation to Talking and Listening.

*Providing pre-writing lessons has had positive results as children are more knowledgeable and confident when starting the writing lesson. This also allows more time during the taught writing lesson for children to utilise the new vocabulary and focus on core writing targets.

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

*Develop a consistent approach to the delivery of Taught Writing across the curriculum. Including wall displays linked to the symbols programme.

*Implementation of Writing interventions.

*Develop digital Literacy through the use of apple pens.

*Invest in comprehension cards for each stage to further promote RTIC within the classes.

*Development of Blether Bags for additional stages.

Establishment priority 2: Develop consistent planning and assessment approaches, which ensure pace, challenge and application of mathematical skills in a variety of contexts.	
NIF Priority 1, 2	HGIOS?4/ HGIOELCC QIs 2.2, 2.3, 3.2
NIF Driver 4 – Assessment of Children's Progress 5 – School Improvement	NLC Priority 1, 2

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

* Live 'N' Learn Workshops delivered to staff and pupils to continue to develop a Growth Mindset approach to learning. This has had a positive impact on the way pupils approach tasks, helping learners to cope with challenges, embrace mistakes and believe in their own ability.

* Introduction of Mrs Murdoch's Mindset Matters with a focus on Live 'N' Learn strategies and in particular mathematics and numeracy. Pupil feedback has suggested that the 'gameshow' delivery of this encourages everyone to take part and that pupils feel more confident when approaching problems when it is done in a fun and interactive way. This has helped to reduce the negative stigma, which can often be associated with numeracy and maths with higher numbers of pupils volunteering week on week.

* Continued development of use of digital technology to enhance learning and teaching opportunities. Two further CLPL sessions based on Maths teaching tools, QR Codes and Spheros. Also, how to use these to provide feedback to children on their learning. Staff professional development opportunities have ensured increasingly effective use of digital technologies to support Numeracy and other curricular areas.

* Whole school approach to Sumdog; now fully integrated in each class with excellent levels in participation and engagement. Evidence of this was shown in the last NL competition where 3 classes in the Top 10 leaderboard and 7 children in the Top 50 leaderboard.

* Acting Principal Teaching/Learning Support teacher trained on Catch Up Numeracy to provide the opportunity for further intervention. Pilot for Catch Up Numeracy with one child 3x sessions per week. Number Box sessions delivered by CA. The Number Box program continues to be closely monitored and reviewed on a 10-12 week cycle to ensure pupils are progressing and building mathematical skill.

 * Consistent wall displays across the school. Number Talks strategies, RUCSAC and mathematical skills. This has helped to reinforce a range of strategies and skills and staff have reported an increase in the number of children referring to these resources for support in daily numeracy tasks.

* A more focused approach to assessment and moderation. MaLT assessments used as a baseline in every class (September 2019). This allowed us to offer targeted support through the Learning Hub (Number Box and Catch Up Numeracy) to identified children. Teachers found this useful as a baseline of where to start their maths and numeracy curriculum for the year.

* All classes using Number Talks resource to promote increased mental agility and develop number knowledge and understanding. Number Talks continues to have a positive impact – learner confidence has increased as they have become more familiar with the concept; learners are much more involved in the process of coming to a solution. Progression Planners also developed for each stage to provide a consistent approach across the school.

* Introduction of challenge material in the form of 'Chilli Challenges' has been a successful tool in allowing learners to develop problem solving skills as well as ensuring all children have the choice and opportunity to explore more complex problems and allow for the mastery of mathematical skill.

* Based on Teacher Judgements which were last recorded in February 2020, 86% of children are meeting the expected level in Numeracy; this is a slight increase compared to TPJ recorded in November 2020.

Next Steps: (What are we going to do now?)
* Further develop a whole school approach to Mathematical Growth Mindset to continue to build confidence and develop resilience.
* Continue to embed a Mastery Approach to deepen understanding before accelerated coverage. Encourage the exploration and discovery to create links – focus on concrete/pictorial/abstract.
* Moderation at a school level and also through a cluster approach with regular professional dialogue to ensure a consistent approach across cluster schools.
* Maths Milestones – progression planners across the school to ensure consistency and avoid repetition.

Establishment priority 3: Closing the attainment gap through provision of targeted support and increased parental engagement.	
NIF Priority 2, 3 NIF Driver 1. School Leadership 2 – Teacher Professionalism 3 – Parental Engagement 4 – Assessment of Children's Progress	HGIOS?4/ HGIOELCC QIs 1.3, 2.5, 2.7, 3.1, 3.2 NLC Priority 1, 2, 3, 5

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

Prior to the school closure, many Health and Wellbeing interventions were successfully implemented to support our children and young people with the main aim of closing the attainment gap.

Interventions included:

* Boxalls have been carried out for identified children. Daily nurture sessions have been implemented with journal and individual targets based on the Boxall results – these are discussed with class teachers and inform GIRFMe targets. Children attending the Nest could verbalise that they felt more settled in class/school. Class teachers reported that children enjoyed these sessions and were able to settle back into routines of the class through a smooth transition. Children were more settled and able to use developed strategies to support their own H&W

* YARC tests have been carried out to inform interventions including Read, Write, Inc, Rainbow Reading, RTIC, Number Box and Catch Up Numeracy. Any additional barriers encountered e.g. dyslexia were followed up with a PHaB test to see if a literacy consultation would be necessary

* Whole school approach and ethos of nurture embedded. Emotional registration, weekly circle time, Calmer Classrooms, pilot of Worry Box in classes, mindfulness and meditation sessions, new after school clubs including yoga, Quiet Lunch, Kindness Day, Healthy Lifestyles theme and the Buddy System

* Consistent approaches and resources from P1-7 being used, including daily emotional registration, coloured card resources and HWB journals. Links with family groups were developed and collegiate working helped to provide a consistent bank of resources used across all schools involved.

* Initial planning for SHANARRI for the nest to become a whole school resource SHANARRI

experiences to follow a whole school theme – delivered in class and at workshops/assemblies
- Staff questionnaire to gauge staff confidence
- H&W Lead's developed consistent approaches across family groups
- H&W Champion teacher

* Developing Nurturing Approaches training delivered by our Ed Psychologist. As a school we have chosen to focus on Principles of Nurture – How children's learning is understood developmentally. This led to increased staff confidence after CLPL sessions named above, evidenced in staff survey, when developing nurturing approaches across the whole school.

* Boxall assessments for whole class (Piloted with two classes). Piloted class staff stated that whole class Boxall assessment and class plan was a useful tool in providing a whole class picture and identifying needs and strategies to support all learners. Class plan was evaluated with positive results evident.

* Seasons for Growth Sessions were introduced with positive child & parental feedback regarding Seasons for Growth sessions.

Literacy, Numeracy and HWB tracking has been recorded formally at the initial stages however, due to Covid-19 we have been unable to assess children's progress at the end of the session due to school closure.

Children made progress, which was assessed using journals that tracked their emotional journey. Teacher judgement provided a clear picture of learners' development.

Next Steps: (What are we going to do now?)
Continue to:
* Provide H&W support to children through adapted sessions in the Nest.
* Embed nurturing approaches throughout
* Deliver Seasons for Growth sessions
* Develop whole school Boxall assessments and 'class plan' which will set targets based on individual class needs
* Implement Healthy Schools planners to be followed by class, Nest and through whole school (virtual) assemblies
* Adapt creative ways to continue to engage parents

Assigning levels using quality indicators
Please provide evaluations, as at March 2020, against the four following quality indicators from *HGIOS?/ HGIOELCC?* 1.3 Leadership of change, 2.3 Learning, teaching and assessment, 3.1 Ensuring wellbeing, equity and inclusion and 3.2 Raising attainment and achievement.
Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

NIF quality indicators

Quality indicator	School/ Centre self-evaluation	Nursery Class Evaluation (where appropriate)	HMIE Inspection evaluation *(if appropriate)*
1.3 Leadership of change	Very Good		
2.3 Learning, teaching and assessment	Very Good		
3.1 Ensuring wellbeing,	Very Good		

equity and inclusion			
3.2 Raising attainment and achievement/ Securing Children's Progress	Very Good		