



ST. JOHN PAUL II

Primary School & Nursery Class

SCHOOL IMPROVEMENT REPORT



2018-2019



Reach potential... Achieve Success... Grow Spiritually... Believe in yourself!

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*

St John Paul II Primary School & Nursery Class Improvement Report

Context

St John Paul II Primary School & Nursery Class is located within a joint campus with Laburnum Family Centre, situated within the community of Viewpark and serving the surrounding areas of Birkenshaw and Tannochside. The school was part of North Lanarkshire's Education 2010 PPP Programme and was opened in May 2006. The area is one of high deprivation and the school collaborates with members of a Family group consisting of schools with a similar socio-economic background. The school's motto, "Reach Potential, Achieve Success, Grow Spiritually, Believe in Yourself" underpins every aspect of school life within the community of St John Paul II PS & Nursery Class. We promote a positive, Catholic Christian ethos. The diversity of our learners is embraced and our proactive approach in engaging with pupils, parents/carers, staff and partners in the community, ensures a positive impact and outcomes for all our learners. Our inclusive approach, embedded in all aspects of school life, ensures that all staff work towards addressing any barriers to learning which pupils may have.

School Details

We have excellent facilities in our school and utilize them to the benefit of our children. The school is open plan with 3 tutorial rooms, 2 general purpose rooms, a gym hall, dining hall, audio visual room and reference library. The teaching bases can be enlarged or reduced depending on the overall roll of the school and the nursery class is based within the community wing of the building. There are 2 playgrounds and a flood-lit astro-turf pitch. The school utilizes local spaces for outdoor learning on a weekly basis.

Staffing

The current roll is 369 with 16 classes. We also have a nursery class with an additional 20 children, operating within a pilot of the 1140 hours initiative. Children have the option of attending Nursery Monday – Friday from 8:40am until 2:40pm. Hot lunches are provided each day.

The current staffing structure consists of

1 Headteacher, 1 Depute Headteacher and 2 Principal Teachers (which includes one jobshare). We currently have an enhanced leadership team within the school as part of our Pupil Equity expenditure. This has allowed us to have an additional 2 Principal Teachers and to increase the working week of one of our jobshare PTs to 1FTE.

This session the structure of classes is as follows:

P1A, P1B, P2A, P2B, P2C, P3A, P3B, P4A, P4B, 4C, P5A, P5B, P6A, P6B, P7A, P7B.

Support Staff consists of

3 Administration Staff (plus 1 vacancy), 1 Classroom Assistant and 100 hours of Additional Support Needs Assistants. These hours are fulfilled through a variety of full and part-time staff members

Inspection Data

St John Paul II Primary School was last inspected in May 2008 and a follow up inspection from the Authority in 2010. Since then, the school has had 2 mini Inspections focusing on Technology in Nov 2013 and Political Literacy in March 2014. The school continues to focus on our capacity for improvement to ensure positive outcomes for our children. The school participated in a Validated Self Evaluation as part of NLC's ongoing Continuous Improvement agenda in January 2018.

School Data

The school's SIMD currently sits at 60% of children living in SIMD 1 or 2, with 23% of children being entitled to free meals and 26% entitled to Clothing Grants. It is thought that the latter data from FSM and SCG is lower than expected for the area. The average pupil attendance for 2018/19 was 93%, which is just slightly below the local and national averages of 94%. The school is part of North Lanarkshire's Attainment Challenge. The school was allocated an extra teacher through SAC which allowed our PTs to be non- class committed to focus on supporting those children who live in SIMD 1 & 2 as well as offering interventions to children throughout the school. This has helped make a positive impact in closing the attainment gap between the most and least disadvantaged children.

Pupil Equity Funding

St John Paul II PS & Nursery has been allocated £121,000.

Review of progress for previous session

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

School priority 1: Develop consistent approaches to 'Making Thinking Visible' across all stages.

<u>NIF Priority</u> 1, 2	<u>HGIOS?4 QIs</u> 1.2, 1.4, 2.3
<u>NIF Driver</u> 2, 4, 5	<u>NLC Priority</u> 1, 2

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

PRIORITY OUTCOMES:

- ✓ Develop whole school culture of thinking which engages all stakeholders.
- ✓ All classes to become places where thinking is valued, visible and actively promoted for all children.
- ✓ Thinking routines are evident in all learning situations.
- ✓ Increase the evidence of AifL within all learning experiences.

PROGRESS:

- ✓ All staff have been fully involved in this priority, with two Teachers' Learning Communities being set up and support provided for each by our 5 Lead Learners.
- ✓ Lead Learners attended a programme of sessions and then led Improvement Meetings at various points in order to cascade their learning to colleagues.
- ✓ Discussion and support was offered around staff understanding of thinking routines, their needs and their suggestions on how we can take this forward.
- ✓ Staff were introduced to new thinking strategies for Introducing and Exploring Ideas. Resources were shared with staff and example lessons which MTV leaders had implemented within their classrooms were demonstrated and discussed/evaluated.
- ✓ Staff used learning logs to plan out which Thinking Routines they would use and to evaluate progress in preparation for the next Staff Learning Community Meeting.
- ✓ All staff have introduced pupils to thinking routines. Pupils are beginning to become familiar with some of the strategies to develop thinking and are becoming familiar with some of the vocabulary.
- ✓ Staff discussed the use of Assessment for Learning (AifL) in relation to MTV. An agreed suite of strategies was introduced in order to promote the use of AifL within lessons.
- ✓ By Session 3 it was evident that staff were now more familiar with all of the thinking routines in the MTV

programme.

- ✓ Booklets have been created for staff with a breakdown of each thinking routine and resources that can be used to promote thinking.
- ✓ All members of staff have implemented at least two thinking routines in the class and some staff are beginning to embed the strategies in their teaching practice.
- ✓ Staff feedback through discussion groups highlighted that all members of staff are very positive about using thinking routines in the classroom and are beginning to develop confidence in using the strategies to promote development of pupils thinking skills.
- ✓ A Pupil feedback questionnaire was completed to demonstrate coverage of Thinking Routines and gather pupil opinion. The questionnaire indicated that pupils had engaged in a vast range of positive Thinking Routine exercises. The questionnaire also highlighted that some year groups had more experience of MTV 'Thinking Routines' than other stages. This will be an area of improvement targeted by the working party next year to ensure a more consistent approach.
- ✓ MTV has been included in the schools Monitoring and Quality Assurance Calendar. SMT have conducted Learning Visits for all members of staff with a specific focus on MTV. These learning visits have demonstrated effective use of thinking strategies being used within the classroom environment but they also highlighted the need for teachers to consider what thinking they are looking for from the children, rather than planning a lesson that fits a specific routine.
- ✓ The school has adopted and adapted the 'Make Every Lesson Great' resource as a Learning and Teaching Policy. This is in draft form and will continue to be evaluated so as to include MTV as part of our daily Learning and Teaching.

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

- ✓ MTV will be included in the School Improvement Plan for session 2019-2020.
- ✓ Staff will engage in the final MTV sessions early in the new school year.
- ✓ A resource and information session will be provided for new staff.
- ✓ Continue to review and monitor progress of the MTV initiative ensuring consistency across the school.
- ✓ Embed MTV strategies within the curriculum as part of moderation and planning.
- ✓ Engage parents in MTV through a Curriculum Evening.
- ✓ Ensure a consistent approach to developing thinking skills across the school.
- ✓ Create an MTV display to showcase pupils learning and to increase confidence within staff.

School priority 2:

Improvement in attainment in Numeracy throughout the school but with a particular focus on children in P5-7 in SIMD 1 & 2.

NIF Priority

1, 2

NIF Driver

2, 3, 5, 6

HGIOS?4 QIs

1.2, 1.3, 1.5, 2.2, 2.3, 3.2

NLC Priority

1, 2

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

PRIORITY OUTCOMES

1. Increase the level and quality of Active Learning in Numeracy.
2. Improve the attainment in Numeracy.
3. Improve Parental Engagement with Numeracy Home Learning for identified children.

PROGRESS:

- ✓ Lynda Keith has worked with the school staff during various sessions across the first term with specific focus on each curricular level. This was aimed at offering staff development in order to develop and improve the quality of Learning and Teaching in Numeracy. This was followed by an after school twilight session. She returned on 1st November to work with First and Second levels during separate sessions. She then met with the School Leadership Team to discuss our current strategy and plans for

improvement in Numeracy. This provided all staff with the motivation and a wealth of materials to use when taking forward aspects of place value and number.

- ✓ The new resources for Heinemann Active Maths were purchased and introduced. All teachers had an Active Learn Login which gave access to all resources and allowed them to familiarise themselves with HAM.
- ✓ Progression Pathways were adapted to include HAM/TeeJay/SHM as a suite of resources which teachers would eventually be making evaluative decisions as to the best resource to support particular themes/groups/individuals. All class teachers were expected to make full use of HAM initially to ensure an increased confidence in using it.
- ✓ The HT and DHT made learning visits to all classes. During these visits, it was stipulated the lessons should include Number Talks and HAM. This led to a review how Number Talks is used and the need for further training was identified.
- ✓ HT and PT met with Margaret Anne Keatings to discuss what support the NLC Numeracy Team could offer us in taking this priority forward. This led to discussions around how Number Talks is implemented throughout the school and how this could be improved.
- ✓ Number Talks Refresh was provided to all class teachers by Margaret Anne Keatings (NLC Numeracy Team).
- ✓ SEAL Maths Support Groups – in line with the outcome to improve attainment in Numeracy (P5-7/SIMD 1 & 2) to narrow the gap by 10%, all children in P5-7 were assessed using the MALT assessment as a baseline. Groups were identified; volunteers were sought and trained and resources organised within a programme of support and intervention. A 'value-added' assessment was administered towards the end of the interventions.

ANALYSIS OF DATA:

All children in P5-7 were assessed using MALT at the beginning and end of a 5 month period. Identified children were included in SEAL Maths groups which involved 3 sessions per week (20mins each). From the 'value added' assessment, the data suggest that:

- 25 of 29 children from SIMD 1 or 2 closed the gap by **more than 20%** with 17 children closing their personal gap by 30% or more.
- Some children who were not included in the SEAL Maths approaches did make progress but not at the same rate as those within the targeted groups. 23 children out 51 achieved an increase of 10% or more. However, 6 children achieved an increase of 9%.
- More than half of all children in SIMD 1 or 2 have successfully closed their attainment gap within Numeracy by 10% or more.
- ✓ **Number Box** has not been used as a support yet, as it did not fit with the children who were identified. The resources were not appropriate for their age. SEAL approaches were used instead.
- ✓ Discussion took place around new NLC Progression Pathway and how this could fit with our own pathway. Discussion took place around the advice from NLC that we should be using SEAL Approaches as our core strategy for teaching number (concrete/visual and abstract).
- ✓ Miss McCardie offered a SUMDOG Lunch Club on a Wednesday.

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

- ✓ More work required around Parental Engagement. CLD Worker has hosted a Read, Write, Count workshop for parents and carers.
- ✓ Two support staff have agreed to run a SUMDOG After School Club. More discussion around this is necessary to ensure that Class Teachers are allocating appropriate tasks
- ✓ **Peer Learning Visits** – these have not taken place. However, it was agreed that they were worthwhile and that they should take place. NCCT would still take place and an additional assembly would also take place. The Teachers' usual NCCT time would serve as the Peer Learning Visit time. Date TBC at next management meeting.
- ✓ **P1/2 Homework Pack** – Mrs Dickson will prepare a sample P1/2 homework pack based on the work the children have been doing in class. This will assist with a homework refresh in the new school year.
- ✓ Offer a Maths Drop In Clinic for Parents/Carers in the new school year.
- ✓ Offer a SEAL Maths Curriculum Evening in the new school year.
- ✓ Numeracy to be included on the School Improvement Plan for 2019-2020.
- ✓ Roll out SEAL Maths across all stages in line with the NLC Maths Pathways.

School priority 3:

Improve Health & Wellbeing of young people through further developing approaches to Nurture.

NIF Priority

1, 2

NIF Driver

2, 4, 5

HGIOS?4 QIs

1.2, 1.4, 2.3

NLC Priority

1, 2

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

PRIORITY OUTCOMES:

1. Increase the level of Nurturing approaches for all learners.
 2. Establish a 'Nurture Space' to support identified children.
 3. Further develop the use of Solihull Approaches as part of a Nurturing ethos.
 4. Increase the Emotional Literacy of all children through a whole school approach for all children and adults.
- ✓ All staff were trained in Nurture during a one day INSET with cluster schools led by the Education Psychologist.
 - ✓ The Nurture Toolkit was used to establish and evaluate where we were as a school.
 - ✓ Resources were purchased through PEF and the identified room was modified in order to make it suitable for Nurture.
 - ✓ Boxall Profiles were used to assess the impact of intervention on identified pupils.
 - ✓ One PT (PEF) was trained in the Forest Schools initiative and has gained the qualification.
 - ✓ All staff took part in a update training session in Solihull.
 - ✓ Primary 3 and Primary 4 used the Emotion Works resource in a bid to establish whether this could be a whole school resource.
 - ✓ CLD Worker worked with identified parents/carers on a variety of issues including Solihull, behavior managements, attendance, Read, Write Count and Book Bugs.
 - ✓ The Nursery programme 'Growing Together, Learning Forever' was well attended and led to a request for more similar opportunities for parents/carers.
 - ✓ We created an action plan with representatives from Scottish National Heritage in order to make use of a local green space.
 - ✓ The Viewpark Allotments were used an extension to our Learning and Teaching space with various groups and our nursery children participating in gardening activities.
 - ✓ The Nursery has integrated 'Loose Parts Play' into their daily activities and this has been extremely successful.
 - ✓ Online Solihull Training was offered with a limited uptake.
 - ✓ 5 Parents/Carers took part in the 'Understanding Your Child' training.

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

- ✓ Train staff in the use of Emotion Works and implement across all stages.
- ✓ Train another Teacher through the Nurture Network.
- ✓ Offer Parent/Carer Workshops for Emotion Works.
- ✓ Offer Solihull training to Parents/Carers.

Pupil Equity Fund

There should be a brief statement on how the Pupil Equity Fund (PEF), if appropriate, has been used and its impact on closing the attainment gap.

Allocation and impact

Staffing:

The majority of the PEF was allocated to staffing during 2018/19. We continued to fund the following:

2 PEF Principal Teachers

1 PEF Principal Teacher funded 0.4FTE to create 1FTE

1 Class Teacher

1 Probationer Teacher

The additional staffing allowed us to facilitate and plan for focused interventions in Literacy, Numeracy and Nurture/Outdoor Learning.

PEF was also used to pay for:

Clyde in the Classroom (2 P5 classes)

Entrepreneur Me (2 P6 Classes and a link with P7)

Dance and Drama Sessions (All classes were allocated a block of sessions throughout the year)

Extension to Kodaly Music (2 P4 Classes)

All of the above created additional opportunities for us to provide learning experiences for all children but with enhance provision for those who were identified as requiring additional support in order to close the poverty related attainment gap.

In Numeracy, PEF was used to fund MALT Assessments and continued funding and provision of the ActiveLearn resource for Heinemann Active Maths. In Literacy, all staff were trained (where necessary) in the NLC Active Literacy Programme to ensure the best possible front-line teaching for all children.

NURTURE IMPACT:

The Boxall Profile was used to provide a baseline assessment for children who were identified for the Core Nurture groups. The Boxall gave individual information on each child and the areas within which they required support. Towards the end of the Core Nurture Groups, a further Boxall Profile Assessment was carried out. 100% of the children involved showed improvement in their personal areas. Parents who provided feedback from a questionnaire which was issued to measure the impact noticed by them all stated what a positive impact this experience had had on them and on their children.

NUMERACY IMPACT:

All children in P5-7 were assessed using MALT at the beginning and end of a 5 month period. Identified children were included in SEAL Maths groups which involved 3 sessions per week (20mins each). From the 'value added' assessment, the data suggest that:

- 25 of 29 children from SIMD 1 or 2 closed the gap by **more than 20%** with 17 children closing their personal gap by 30% or more.
- Some children who were not included in the SEAL Maths approaches did make progress but not at the same rate as those within the targeted groups. 23 children out of 51 achieved an increase of 10% or

more. However, 6 children achieved an increase of 9%.

- More than half of all children in SIMD 1 or 2 have successfully closed their attainment gap within Numeracy by 10% or more.

Next Steps:

Continue to develop more robust procedures in gather data to measure the impact of interventions, particularly within Health and Wellbeing/Nurture/Outdoor Learning.

Continue to fund staffing which is key to providing interventions for identified children. Staffing is also key to ensuring the upskilling of our permanent members of staff which, in turn, is positive for sustainability.

Continue to fully embed the nurturing ethos which has been developed over the last two improvement cycles.

Continue to further develop the use of SEAL Maths as the core strategy across all stages and levels.

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. Develop consistent approaches to 'Making Thinking Visible' across all stages.
2. Improvement in attainment in Numeracy throughout the school but with a particular focus on children in SIMD 1 & 2.
3. Improve Health & Wellbeing of young people through further developing approaches to Nurture and Emotional Literacy.

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*

- ✓ Staff are involved in self- evaluation on an ongoing basis. All staff including Support Staff engage in the annual self- evaluation exercise where we review the Quality Indicators as outlined in HGIOS?4
- ✓ The school has a strategic plan in order to ensure that the annual QIs are self evaluated, but the Self Evaluation Cycle ensures that all other QIs are self evaluated on a 3-year cycle. The Self Evaluation Cycle also takes into account the self evaluation guidelines from Developing In Faith.
- ✓ Various means are used in order to gather quality information on how the school is performing and what improvement needs can be identified. This has included questionnaires, Pupil Views

Groups and Social Media. Parents Evenings are used as an opportunity to gather information/opinion/feedback on a variety of topics.

- ✓ Newsletters, displays and social media along with Nursery and P1 Induction Meetings are used as an opportunity to share the school's Improvement Priorities and update on progress made. Regular updates are presented in our school newsletter which is downloadable on a number of platforms.
- ✓ The Parent Council is kept abreast and invited to be involved in aspects of School Improvement. They are proactive and keen to further develop their involvement.
- ✓ Parents as Partners days are used to update Parents/Carers on how school improvement priorities are progressing and every effort is made to include Parents/Carers in taking forward some of the outcomes from our School Improvement Plan.
- ✓ Whenever stakeholders are involved in School Improvement, the results of this are shared and explained. For example, from the annual Self Evaluation Questionnaire (similar to the HMIE version issued prior to Inspection) we present our findings and then take forward suggestions using a 'you said; we did' format in our Newsletters.
- ✓ There is a focused attention across the year on monitoring and evaluating learning and teaching with valuable Professional Dialogue being at the heart of this. Peer Learning Visits are becoming an essential part of this.
- ✓ We gather a range of data to monitor and track the progress of all learners and Class Teachers are more confident in using and interpreting the data.
- ✓ We share good practice within the school and the staff are extremely supportive and proactive in their approaches to developing consistency and innovation within Learning and Teaching.
- ✓ Teachers use a wide range of different assessments to measure children's' progress across the curriculum.
- ✓ Staff work effectively as a team. There is a strong ethos of sharing practice, and of peer support and challenge.
- ✓ Professional learning activities are linked to the results of self-evaluation and identified areas of improvement.

Assigning levels using quality indicators

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

NIF quality indicators

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	4	
2.3 Learning, teaching and assessment	4	
3.1 Ensuring wellbeing, equity and inclusion	5	

3.2 Raising attainment and achievement	4	
<p>Additional Quality Indicator <i>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.</i></p>		

Quality indicator	School self-evaluation
2.2	4