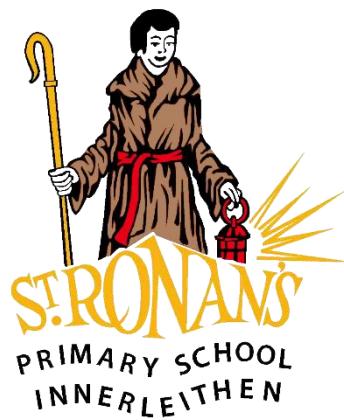




School Improvement Report

**St. Ronan's Primary School
Part of the St. Ronan's/Walkerburn
Community Schools Partnership**



2018-2019

Context of the School

- St. Ronan's is part of the St. Ronan's/Walkerburn Community schools Partnership.
- We have high aspirations for the children, families and staff in both schools.
- The school serve a wide areas across the district of Innerleithen, Traquair, Glen and Leithen Water.
- St. Ronan's has a number of placing requests each year, mainly from Walkerburn.
- The partnership arrangement between St. Ronan's and Walkerburn Schools, first established in November 2016 was due to be reviewed by the local authority in the Summer Term of 2017/18 session. However, this evaluation was not carried out until May 2019.
- The result of the review was that the Partnership arrangement should become a permanent one and made a number of recommendations to improve aspects of the Partnership. These will be implemented in session 2019/20.
- St. Ronan's has a roll of 273 arranged over 10 classes with 67 in the Nursery. There are three job-share arrangement
- In March 2019, St. Ronan's took part in a further inspection by HMI from Education Scotland. Inspectors noted that the school has made good progress since the original inspection in January 2018. Inspectors expressed confidence that the school has the capacity to continue to improve and that no more visits would be made in connection with the inspection.
- Rural poverty is a factor for both schools and many services are located in Peebles.
- We enjoy a good level of parental and community involvement in both schools. We operate as hubs within each community and apply a flexible approach to the management of the facilities.
- An active Parent Partnership and PTA exist in St. Ronan's.
- At St. Ronan's, the school is open from 7.50am until 9.00pm most evenings with high level of weekend use. The varied use of the campus has a positive impact on our children.
- St. Ronan's Nursery is now preparing to expand hours to the asymmetric model with full day places for children. This expansion has to be accommodated within the current campus. In Autumn 2019, it is expected that work will commence on a new-build Nursery adjoined to the school with places for 95 children. Recruitment for the expanded staff team has taken place.

Key Improvement Priorities for 2018-19

Evaluate the following Q.I.s against the six point scale in HGIOS 4

Excellent	this aspect of the school's work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remains some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Raising attainment and achievement/ Securing children's progress	Good	Good
Additional Q.I.s		
1.1 Self-evaluation for self-improvement		
1.5 Management of resources to promote equity		

Our capacity for continuous improvement is: Very Good

Key priorities which will feature in your school improvement plan for 2019/20

- Leadership of change
- Curriculum and partnerships
- Learning, teaching and assessment
- Ensuring wellbeing, equality and inclusion
- Raising attainment and achievement / Securing children's progress

Priority for Improvement – Leadership of Change – Primary Stages		
N.I.F. Priority	N.I.F. Drivers	HGIOS 4 Q.Is
Improvement in attainment, particularly in literacy and numeracy	School Leadership Teacher Professionalism	1.3 Leadership of change
SCHOOL STRATEGIC AIMS		
<p>SELF-EVALUATION All stakeholders are involved in an embedded, systematic and rigorous approach to self-evaluation, at individual and school level, which leads to improved attainment and outcomes for all our children. <i>Strategic Lead: Keith Belleville.</i></p>		
<p>LEADERSHIP We have an accountable school team where staff, children, parents and partners are clear about their roles and are supported to develop their leadership responsibilities. <i>Strategic Lead: Keith Belleville.</i></p>		
STRATEGIC LEADERSHIP	<p>What we have done:</p> <ul style="list-style-type: none"> • We developed a set of six strategic aims for the school to give clear direction to our work over the next three years. • These are underpinned by our vision and values, in line with national priorities and in response to our self-evaluation, including inspection. • Our senior leadership team roles have been linked to these aims with strategic responsibilities clearly defined. <p>Where we are now – The impact of this is that:</p> <ul style="list-style-type: none"> • We have a clear strategic direction. • There are very clear remits for the senior leadership team and PTs, meaning that there is clarity for all. • Because of this clarity, the pace of change has increased and staff have taken ownership and accountability for our improvement priorities. • We are continually evaluating our roles and remits as reflective leaders and the progress that we are making 	
	<p>What we have done:</p> <p>We have ensured that staff are engaging in a range of moderation activities: These include</p> <ul style="list-style-type: none"> • Shared planning. • The development of a shared language of learning based upon an agreed Framework for L&T that makes clear links from curriculum, through to planning and on to learning, teaching and assessment. • Our developing Framework for Assessment allows staff to be clear about the purpose of assessment and ensures that there are clear assessment points throughout the year which provide natural points of moderation • Benchmarks in Literacy & Numeracy are being used regularly in assessment • We have developed a robust tracking and monitoring system for all children N-P.7 in literacy and numeracy. A moderation process has been built around the tracker to help validate teacher judgement. <p>Where we are now – The impact of this is that:</p> <ul style="list-style-type: none"> • We now have a more strategic view of moderation and are building this in at all levels of our work. • This means that we are growing staff capacity in making judgements about progress and attainment, resulting in improved outcomes for children. • As a result our attainment data is more accurate, enabling us to plan for learning and to plan strategically 	

PROFESSIONAL LEARNING & DISTRIBUTED LEADERSHIP	<p>What we have done:</p> <ul style="list-style-type: none"> • We have involved all staff in working groups to help lead two key areas of L&T and HWB. Smaller groups have been involved in developing areas of literacy. • We have provided time for the groups to meet both during the school day and as part of collegiate time. • We have provided structured professional development linked to our priorities, including high quality training and visits for all teachers to other schools to look at good practice in order to scaffold their learning and development as practitioners. • We have embarked on a Teacher Leadership programme with bespoke professional learning supported by a leadership coach, a 360° self-evaluation process. • We have provided professional learning linked clearly to our improvement priorities and provided staff with a professional learning space within our new library. • We provide a forum at staff meetings to allow staff to share the work that they are developing, e.g. Nursery Nurses shared their practitioner enquiries at a recent INSET (see boards). <p>Where we are now – The impact of this is that:</p> <ul style="list-style-type: none"> • The working groups have provided staff with important opportunities to develop their leadership roles, this has included active participation in meetings, professional reading and delivery of INSET. • Looking outwards to a school where there is a well-established consistent model for learning and teaching has brought allowed staff to consider how to develop our own Framework for Learning and Teaching in practice, so helping to provide children with a high quality classroom experience. • The impact of professional learning is being constantly evaluated and helps us to plan next steps, for example, the Teacher Leadership programme is at half-way point and we will use our evaluations to plan the next steps to meet the needs of the staff. • The sharing of staff development has raised the profile of career-long professional learning. • As a result of this, two members of staff are now engaging with the SCEL Teacher Leadership programme.
CHILDREN'S LEADERSHIP	<p>What we have done:</p> <ul style="list-style-type: none"> • We have involved pupil groups in the key school improvement priorities of L&T and Health & Wellbeing. • The pupil groups have an important role to play in linking with their peers in classes to seek views and share developments. • The main pupil leadership groups have clear remits that link to our strategic aims and improvement priorities <p>Where we are now – The impact of this is that:</p> <ul style="list-style-type: none"> • The Pupil Council has a focus on developing and promoting our model for teaching and learning – linked to our strategic aims and improvement priorities. • House Team has a clear remit for the promotion of Health and Wellbeing – Jan will describe this work further under 3.1. • The broader impact of involving children in these improvement priorities has helped them to make links across classes and the school as we implement whole school approaches that everyone understands.
IMPACT OF CHANGE	<p>What we have done:</p> <ul style="list-style-type: none"> • We have built-in to our improvement plan systems to measure impact e.g Framework for L&T self-evaluation toolkit. • We have developed a system for tracking progress towards our goals which includes 1-1 meetings, strategic meetings and a shared way of recording progress. <p>Where we are now – The impact of this is that:</p> <ul style="list-style-type: none"> • Being clear about measuring the impact of improvements has meant that we are able to better direct the pace of change. • The measures of success that we have identified mean that we are clear about progress and are able to carefully track improvements for children.
QUALITY ASSURANCE	<p>What we have done:</p> <ul style="list-style-type: none"> • We have developed and implemented a more robust quality assurance calendar with clearly defined roles. • We have identified and articulated the purpose of the various methods of quality assurance. <p>Where we are now – The impact of this is that:</p>

- The implementation of the QA calendar has meant that our self-evaluation is more focused on the quality of our provision and the experiences of our children.
- The process to identify the purpose of quality assurance procedures has ensured that we have a shared understanding that the focus is on improving outcomes for our children.

NEXT STEPS

- Ensure that the second phase of the Teacher Leadership programme meets the needs of all staff and provides opportunities for staff to take on leadership roles with confidence.
- Continue to increase the involvement of all children in school improvement and in evaluating the work of the school by using the structure within How Good is OUR school? (Wee HGIOS) to guide our work in this area.
- Ensure staff are moderating children's work on a regular and planned basis to share standards and build understanding of achievement in literacy and numeracy
- Embed the QA calendar and strengthen it by involving other members of staff in leading aspects of the process, e.g. monitoring children's work.

Priority for Improvement – Curriculum and Partnerships – Primary Stages		
N.I.F. Priority	N.I.F. Drivers	HGIOS 4 Q.I.s
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	School Leadership	2.2 Curriculum 2.7 Partnerships
SCHOOL STRATEGIC AIMS		
CURRICULUM		
Our curriculum is designed to meet the needs of all our children, takes account of our local context and inspires, motivates and engages them in their learning. <i>Strategic Lead: Keith Belleville.</i>		
CURRICULUM RATIONALE	What we have done.	
	<ul style="list-style-type: none"> • We have carried out a full consultation with all stakeholders to ensure we have a shared vision of what is unique about our school, the drivers for our curriculum and what we want our curriculum to achieve for our children. • Our refreshed Curriculum Rationale has been established and shared with all stakeholders • The Curriculum Rationale is available in written format and as an animation. 	
LEARNING PATHWAYS	Where we are now – The impact of this is that:	
	<ul style="list-style-type: none"> • We have a clear strategic vision for our Curriculum, taking into account our international, national and local contexts. • This whole school approach guides us in our planning and in developing our learning pathways 	
SKILLS FOR PLAY, LEARNING, LIFE & WORK	What we have done:	
	<ul style="list-style-type: none"> • We have developed and introduced new learning pathways in Listening and Talking and Reading which are aligned to the Benchmarks • We have aligned our pathway in Maths & Numeracy to the Benchmarks. • We have introduced the local authority progression pathway for Relationships, Sexual Health and Parenthood. 	
	Where we are now – The impact of this is that:	
	<ul style="list-style-type: none"> • Our new pathways in Reading and Listening & Talking have brought consistency across the school and helped build a shared understanding of the core skills to be taught and the standard to be achieved. • Staff are using the pathways to plan, teach and assess skills and staff at 2nd Level are using moderation materials that they have developed for reading. • The consistent use of the pathways is strengthening our moderation cycle. 	
	What we have done:	
	<ul style="list-style-type: none"> • We have now consulted with all stakeholders to establish a set of 5 Key Skills that we want children to develop across the curriculum and for play, learning, life and work. • These are also aligned to the nationally agreed skills for employability. • We have planned a World of Work Day in conjunction with our Parent Partnership which will take place in May. 	
	Where we are now – The impact of this is that:	
	<ul style="list-style-type: none"> • This is a current piece of work and next steps are to set out how children can progress in these skills across the school • We will appoint Pupil Skills Ambassadors to help lead this development for the children. • Our World of Work Week will be based around our 5 Key Skills; it will raise the profile of this national driver for education and build opportunities to bring relevance to our curriculum. 	

PARENTS INVOLVEMENT IN LEARNING	<p>What we have done:</p> <ul style="list-style-type: none"> • We have given staff clear guidance on what should be reported in Learning Journals, focusing on progress and next steps in core areas of the curriculum. • Part of this guidance requires the child's views to be sought and recorded. • We are monitoring the learning journals to ensure staff are meeting this guidance. <p>Where we are now – The impact of this is that:</p> <ul style="list-style-type: none"> • The requirement to report on Literacy, Numeracy and HWB means that staff are able to focus on these core areas, aiming for quality feedback to children and parents • The formal involvement of children in this process strengthens our model for learning, teaching and assessment. • This work will be reviewed in the summer term when we will undertake an evaluation of parental involvement in their children's learning
INVOLVING OUR PARTNERS	<p>What we have done:</p> <p>We have engaged with our partners in an initial partnership conference</p> <p>Where we are now – The impact of this is that:</p> <ul style="list-style-type: none"> • Our partners are now more aware of our curriculum and the opportunities that they have to be involved in planning and evaluation. • A further partner's conference in May will allow us to build their involvement in to our planning process for next session.
NEXT STEPS	
<ul style="list-style-type: none"> • We will use our Curriculum Rationale to provide a strategic Curriculum Map which provides staff with clear guidance on curriculum development and learning pathways • We have prioritised our review of our learning pathways and staff will work together on these developments using the principles of curriculum design. • <u>Year 2 – 2019/20</u> <ul style="list-style-type: none"> • Numeracy and mathematics (School and Learning Community) • Literacy and English (handwriting, presentation, spelling and phonics and emergent literacy [Early Level]) • Writing (assessment) • Key Skills Development • Outdoor learning • <u>Year 3 – 2020/21</u> <ul style="list-style-type: none"> • Sciences (Practitioner Enquiry Year 2) • Digital literacy and Technologies (Practitioner Enquiry Year 2) • Modern languages • Creativity • Social Subjects • RME 	

Priority for Improvement – Learning, teaching and assessment – Primary Stages		
N.I.F Priority	N.I.F Drivers	HGIOS 4 Q.I.s
Improvement in attainment, particularly in literacy and numeracy.	Teacher Professionalism	2.3 Learning, teaching and assessment
SCHOOL STRATEGIC AIM		
HIGH QUALITY LEARNING AND TEACHING		
Our consistently high standard of teaching and learning leads to raised attainment and improved quality of experiences for all our children. <i>Strategic Lead: Dawn Taylor.</i>		
LEARNING & TEACHING FRAMEWORK	<p>What we have done:</p> <ul style="list-style-type: none"> • A learning and teaching framework was developed in line with our Strategic aims to strive for High Quality learning and teaching across the whole school. • This framework for teaching, learning and assessment was developed in line with HGIOS, the GTC standards for education and current research. • The whole staff team and the well-established teaching and learning working party were integral to this process along with our last session pupil leadership group. The working party have supported the journey, given training for staff and helping share our vision across the whole school team. • The framework allows for <ul style="list-style-type: none"> -whole school clarity around expectations - teacher evaluation – self, peer and whole staff - whole school self- evaluation – allowing us to measure progress and impact of our developments • Through our self-evaluation in this area, we identified that the pace of change within 2.3 needed to be reviewed and a more structured approach of breaking down the framework into a 3 year strategic plan was required. Our staff team needed more time and support to develop their skills and capacity around this area. • We choose key elements from the framework and introduced ‘our four part model’ which allowed for more in depth focus around. We focused on involving children within all parts of this model. <ul style="list-style-type: none"> - Learning intentions and success criteria - High Quality learning experiences – focusing on modelling, scaffolding and pace, engaging learners through independent, pair and group tasks. - Plenary - Feedback • AIFL strategies have been agreed across the whole school as part of the four part model and this will be extended as part of our 3 year strategic plan. • Next year we will embed our 4 part model and we have already identified some key priorities for our next focus as pace, challenge and differentiation, and high quality assessment. • Throughout this process we provided professional learning opportunities for staff through in-service training and looking outwards all staff members have been on professional visits to see quality teaching and learning in action. 	
	<p>Where we are now – The impact of this is that:</p> <ul style="list-style-type: none"> • A ‘culture of learning’ is promoted across the school where staff and children are supported and encouraged to develop and grow. • Our children have a consistent approach and a shared language of learning is used across the school. <p>There is improving picture of the quality of learning and teaching leading to improved quality of experiences for our children.</p>	

	<p><u>What we have done:</u></p> <p><u>Assessment framework</u></p> <ul style="list-style-type: none">• As an integral part of 2.3 developments, we are developing an assessment framework.• We have established clear guidance on what assessment evidence we need to gather in order to support our judgements around achievement of a level and an assessment calendar gives clear guidance around when assessments should be done across the year.• Staff are using this assessment evidence in a more cohesive way to support their judgements.• Our attainment meetings which take place from Nursery to Primary7, have been developed and are focused on outcomes for individuals. During these meetings we are engaging staff in professional dialogue supporting moderation using a range of assessment evidence. <p><u>Tracking attainment</u></p> <ul style="list-style-type: none">• A whole school attainment tracker has been developed and we have a clear system for tracking attainment over time. <p>All teachers and key workers within the Nursery are involved in identifying how children are progressing. We are able to track children who are on track, those children who require challenge and those children who require additional support. This feeds into our work around targeted support. (3.1)</p> <p>Where we are now – The impact of this is that:</p> <ul style="list-style-type: none">• We are using data and assessment information more effectively to support planning around learning and teaching.• Our data is more reliable and our staff are becoming more confident in their judgements around achievement of a level. <p>Track systems allow us to moderate and monitor our approaches to learning and teaching and will allow to look at trends over time</p>
	<p>Next Steps</p> <ul style="list-style-type: none">• To embed our new systems and procedures from this year and focus on year 2 priorities.• To prioritise assessment and moderation as professional learning for our staff for next year.• To continue to monitor the impact of our new approaches to learning and teaching specifically on outcomes for our children.• Finalise our teaching, learning and assessment guidelines to allow our whole school approaches to be sustained.

Priority for Improvement – Ensuring wellbeing, equality and inclusion – Primary Stages		
N.I.F. Priority	N.I.F. Drivers	HGIOS 4 Q.Is
Improvement in children and young people's health and wellbeing	Assessment of children's progress	3.1 Ensuring wellbeing, equality and inclusion
SCHOOL STRATEGIC AIM		
HEALTH AND WELLBEING		
The health and wellbeing of our whole school community is at the heart of the life and work of the school. <i>Strategic Lead: Jan Lister.</i>		
WELLBEING INDICATORS	<p>What we have done.</p> <ul style="list-style-type: none"> • We have involved staff, parents and children in the next step in our journey to embedding a common language of wellbeing as an integral part of school life. • We have revisited and refreshed staff's understanding of Children's Rights, the key principles of Getting it Right for Every Child and within that our approach to supporting children's wellbeing. • Raised parents' awareness of the wellbeing indicators, explaining how these are used with each child in the school. • We have had focussed assemblies on Children's Rights and the wellbeing indicators. • We introduced the use of Wellbeing Webs for all children, with appropriate progression built in, against which they have self-evaluated and we will continue to do this at regular times within each school year. (Sept and April) • The collated results from the wellbeing self-evaluations have been shared with staff and areas identified as scoring 7 or below have helped to inform next steps in planning. • DHT has had discussions with individual children scoring a 7 or below to address any areas where further support may have been required. • Having identified the 4 lowest scoring indicators across the whole school we have started to plan how to address these using a whole school approach, being mindful of the need to build in progression and ensuring that activities sit within our Health and Wellbeing curriculum. Our House Captains are taking a lead on this and I will speak more about their role later. 	
	<p>Where we are now – The impact of this is that:</p> <ul style="list-style-type: none"> • Our children and staff can talk with increasing understanding of and confidence in the language of wellbeing. • Our children have an increased understanding of wellbeing in relation to their own lives and how to access support in school and beyond when required. • The language of the wellbeing indicators is used more explicitly during both Attainment and Supporting Learning meetings. 	
OVERVIEW OF HWB	<p>What we have done:</p> <ul style="list-style-type: none"> • We have developed a clear Health and Wellbeing overview which includes, Respectful Relationships, Growing Confidence sessions, Growth Mindset, Partnership Working and our Health and Wellbeing Framework. • This approach ensures improvements in the wellbeing of children are achieved and sustained in a consistent and cohesive manner through: • Our approach to Respectful Relationships ensures that we collectively support our children's health and wellbeing through a culture across the whole school that encourages respect, values opinions, celebrates difference and promotes positive relationships. • This has been developed through engagement with Pivotal Education including a Behaviour Health check and bespoke Inservice training. • Our whole school approach to Growing Confidence has promoted positive mental health and emotional wellbeing. Our key messages reflect the importance of relationships, positive interactions and role modelling in nurturing a sense of meaning and belonging and developing emotionally strong individuals and communities. 	

	<ul style="list-style-type: none"> • This has been supported by structured programmes for: • Staff: Confident Staff, Confident Children • Parents: Raising Children with Confidence • Children: Building Resilience • We have continued to further develop and maintain our strong partnership working through engagement with our partners in an initial partnership conference this session.
	<p>Where we are now – The impact of this is that:</p> <ul style="list-style-type: none"> • Our children talk knowledgeably about resilience, including the strategies they can use to help themselves and others through challenging and difficult times. • Sharing assemblies on the theme of Resilience provide increased opportunities for children to share their learning across the school • Training in Pivotal Education approaches is helping all our staff to manage behaviour in a consistent way. • Feedback from staff following Growing Confidence sessions was very positive, and there is growing evidence that staff are putting their learning into practice regarding children's development and potential barriers to emotional wellbeing. This is evidenced through more focussed and reflective discussions with staff regarding children's wellbeing and behaviour. This can be best seen with our P.3 and P.6 teachers. <p>Parents attending the Raising Children with Confidence workshops report that they are developing a clearer understanding of the factors which can influence their child's behaviour with many reporting that they are enjoying carrying out a variety of strategies to help support their children e.g through reflecting and responding, not reacting.</p>
HWB CURRICULUM	<p>What we have done:</p> <ul style="list-style-type: none"> • We gathered views from parents regarding the areas of health and wellbeing they feel are most relevant to meeting the needs of their children within the school and local community. • We have used this to help inform the Health and Wellbeing working group's development of a Health and wellbeing framework which includes progression pathways in: • Mental, emotional, social and physical wellbeing, Relationships, sexual health and parenthood using the LA's 3-18 Curriculum pathway, Substance misuse – the LA is currently developing a curriculum pathway in this, Food and health, Planning for choices and changes, Physical education, physical activity and sport • We have engaged with our partners in Health and our School Liaison Police Officer for their advice and help in addressing key aspects of sex education, drug and alcohol misuse and internet safety <p>Where we are now – The impact of this is that:</p> <ul style="list-style-type: none"> • We have a Health and Wellbeing curriculum which incorporates the needs of the whole school. • Through engagement with our partners in Health – in particular with our School Nurse we have increased clarity in supporting targetted individuals and families.
	<p>NEXT STEPS</p> <ul style="list-style-type: none"> • Share our work around the Wellbeing indicators with parents and create opportunities for their involvement and engagement • Continue to increase the involvement of all children in school improvement and in evaluating the work of the school by using the structure within the pupil version of How Good is OUR school? • Embed and evaluate the impact of our approach to Supporting Learning using the structure of 2.4 • Personalised Support focussing on the features of highly effective practice and the challenge questions.

Priority for Improvement – Raising Attainment and Achievement – Primary Stages			
N.I.F Priority: Improvement in attainment, particularly in literacy and numeracy.	N.I.F Drivers: Assessment of children's progress.	HGIOS 4 Q.Is	<u>3.2 Raising attainment and achievement</u>
LINK TO SCHOOL STRATEGIC AIMS:			
SELF-EVALUATION All stakeholders are involved in an embedded, systematic and rigorous approach to self-evaluation, at individual and school level, which leads to improved attainment and outcomes for all our children. <i>Strategic Lead: Keith Belleville.</i>			
HIGH QUALITY LEARNING AND TEACHING Our consistently high standard of teaching and learning leads to raised attainment and improved quality of experiences for all our children. <i>Strategic Lead: Dawn Taylor.</i>			
SYSTEMS AND PROCESSES We have effective systems and processes which support our strategic aims, self-evaluation and school improvement priorities. <i>Strategic Lead: Keith Belleville.</i>			
ATTAINMENT AND PROGRESS	<p>What we have done:</p> <ul style="list-style-type: none"> We have developed a robust tracking system for all our children Nursery to Primary 7. This identifies progress within a level and whether children are on track to achieve a level in line with national expectations. The information contained in the tracker is the result of teacher judgement through moderation discussions and triangulation of evidence, including class work and standardised assessments. We have established a system to track progress through our Attainment meetings, where teacher judgement is discussed through a culture of challenge and support, with goals set to raise attainment. We have worked with the LA Attainment Officer to provide an additional layer of moderation to this process and to build the skills of the SLT in this area. 		
	<p>Where we are now – The impact of this is that:</p> <ul style="list-style-type: none"> These systems have challenged and supported staff to make more robust judgements on attainment. As a result, they are becoming more confident in making these judgments and our data is more reliable, meaning that we are better able to plan effectively for groups of children and ensure that they are making appropriate and well-paced progress. The system has strengthened our ability to monitoring the progress of various groups of children and to identify trends that will guide future developments. Overall, attainment at St Ronan's has improved since 2016-17. We understand that this is as a result of: <ul style="list-style-type: none"> The impact of our priority to improve the quality and consistency of learning and teaching a clear and consistent system of tracking and monitoring a more robust approach to targeted support the measurement of impact leading to improved teacher confidence in judging the achievement of a level. Average Attainment at is similar to and in many cases higher than the local and national average. Predictions are that attainment will improve this session and going forward. In 2017-2018: <ul style="list-style-type: none"> Almost all children achieved early level in Listening and Talking, while most children achieved early level in Reading, Writing and Numeracy. 		

	<ul style="list-style-type: none"> ○ Most children achieved first level in Reading, Writing, Listening and Talking and Numeracy. ○ Almost all children achieved second level in Reading and Listening and Talking and most achieved second level in Writing and Numeracy <p>• As a result of moderation activity and quality assurance processes, we have improved confidence in our tracking data. Termly attainment conversations with teachers, triangulation with summative assessments, jotter monitoring and classroom observations have improved the reliability of the data we use.</p>
EQUITY FOR ALL CHILDREN	<p>What we have done:</p> <ul style="list-style-type: none"> • St Ronan's has received £63,300 in Pupil Equity Fund over the last 2 years. This has been directed to support identified children who would benefit from targeted support through consultation with class teachers and the Support for Learning Teacher as part of our tracking systems. • A number of children, including a nursery children, are currently receiving support funded by PEF. • We are funding additional staffing and support in literacy, numeracy and health and wellbeing. Interventions include Success@Arithmetic and Better Reading Support Partners, as well as support for children to access their learning. • The Better Reading Support Partners intervention has supported a number of children who, over the course of a 10 week course, have made gains in reading age. Class teachers report that this progress is well evidenced in the classroom too. • Principal Teacher is the lead for PEF and monitors the delivery of targeted interventions and progress made by children. She works closely with the staff involved. • Teachers are clear about the interventions in place for the children in their class who are eligible for additional support. This is an integral part of the planning for this group of children. • We have worked with Active Schools to provide children who are at risk of missing out due to low income by providing a lunch time multi-sports club <p>Where we are now – The impact of this is that:</p> <ul style="list-style-type: none"> • Our whole school tracking and monitoring system has enabled us to more effectively track groups of children and intervene when they are not making appropriate progress. <p>The more systematic approach to monitoring the use of our PEF means that we are better able to track progress and evaluate the effectiveness of our interventions for children.</p>
	<p>NEXT STEPS</p> <ul style="list-style-type: none"> • We will continue to support staff in the development of moderation activities and provide training in the use and analysis of data to support professional judgement • The full development and implementation of our Framework for Assessment will further enhance and support our ability to identify progress and achievement of a level. • Attainment in writing at P4 and 7 is lower than in other aspects of literacy. Teachers adhere very closely to the writing criteria in making judgements. We recognise the need to look again, more holistically, at the benchmarks while making judgements of achievement of a level – see 2.2 Curriculum. • In Numeracy, teacher judgement has been based on progress through the Maths learning pathways. Recent developments to include the Benchmarks in the pathways will allow teachers to take a more holistic view of achievement of a level. As part of our curriculum developments, we will next review of pathways in Maths and Numeracy in line with National advice – see 2.2 Curriculum.

- We will use our now established system of tracking and monitoring children's progress to also track children's participation and wider achievements. This will allow us to further identifying children who may be at risk of missing out or have a lack of access to opportunities.

Priority for Improvement – Leadership of Change – Nursery		
NIF Priority: Improvement in attainment, particularly in literacy and numeracy	NIF Drivers: Teacher Professionalism	HGIOS 4 Q.Is <u>1.3 Leadership of Change</u>
SCHOOL STRATEGIC AIMS		
<p>SELF-EVALUATION All stakeholders are involved in an embedded, systematic and rigorous approach to self-evaluation, at individual and school level, which leads to improved attainment and outcomes for all our children. Strategic Lead: <i>Keith Belleville</i>.</p>		
<p>LEADERSHIP We have an accountable school team where staff, children, parents and partners are clear about their roles and are supported to develop their leadership responsibilities. <i>Strategic Lead: Keith Belleville</i>.</p>		
<p>Vision, values and aims</p> <p>What we did:</p> <ul style="list-style-type: none"> We reviewed our vision, values and aims with all stakeholders, and have shared among the wider parent body. This sits strongly within our newly developed curriculum rationale and is innate with whole school improvements. Displays in nursery and information leaflets support this and help share with parents and carers. This is embedded within our curriculum rationale. <p>Where we are now – The impact of this is that:</p> <p>Our vision, values and aims are better understood by staff and parents and help inform daily practice and interactions with children.</p>		
<p>Moving our vision forward</p> <p>What we did:</p> <ul style="list-style-type: none"> We have established clear roles and responsibilities within the Nursery team with DHT (DT) as strategic lead. We have a three year strategic plan and systems have been put in place to plan, take forward and evaluate the strategic direction both yearly and termly. Extra time has been given to PT in order to support this. <p>Professional visits and professional learning have been delivered and organised to support new developments and to upskill our staff team.</p> <p>Where we are now – The impact of this is that:</p> <p>Our strategic way of working has allowed us to work more succinctly as a team and to get the appropriate pace of change.</p> <p>We are able to carefully plan, evidence and evaluate how we are moving forward in a more strategic way. All members of the team are aware of the strategic direction and their role within this.</p>		
<p>Leadership skills</p> <p>What we did:</p> <ul style="list-style-type: none"> We have established and developed staff leadership roles within the Nursery in order to; <ul style="list-style-type: none"> lead and support Nursery improvements plan and develop the learning experiences for our children ensure the smooth running of the Nursery deliver training for colleagues to support in self-evaluation Practitioners have carried out professional enquiry in order to develop pedagogy and knowledge of child development. This was shared with parents and across the whole school. <p>Where we are now – The impact of this is that:</p> <p>Our team are more confident talking about their leadership roles and how they impact on the children. They have deeper understanding of child development of schematic play and have increased confidence in sharing pedagogy with parents and the wider staff team.</p>		

Practitioners are becoming more skilled in planning quality learning experiences and considering opportunities for literacy and numeracy within the environment.

Self- Evaluation

What we did:

Systems have been established for self-evaluation, which allow us to measure the impact of our improvements. This is conducted and planned for ;

- at set times within weekly meetings
- during development or Nursery improvements
- more robustly at key points within the year using HIGIOELC.

We have established a professional learning base and each practitioner now has professional learning folders which encourages practitioners to reference guidance and self-evaluate their own practice and that of our setting. E.g. using challenge questions to support us in self-reflection

Where we are now – The impact of this is that:

Our staff team are more confident in using the language around self – evaluation.

Systems are becoming embedded within the planning of school improvements and support judgements with regards the pace of change as well as measuring how we are doing.

Monitoring

What we did:

A monitoring calendar and systems has been formalised which supports the monitoring of improvements of the quality of aspects of the setting. This is in line with whole school systems and the whole school Quality improvement calendar.

Next Steps

- To continue to develop staff leadership roles in order to build capacity of our team.
- To embed systems for school improvement, self-evaluation and monitoring and create guidance around this in order for systems to be sustained.
- To lead to improvements in outcomes for our children and families.

Priority for Improvement – Learning, Teaching and Assessment – Nursery		
NIF Priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy	NIF Drivers: School Leadership Teacher Professionalism	HGIOS 4 Q.Is 2.3 Learning, teaching and assessment
School Strategic Aims		
HIGH QUALITY LEARNING AND TEACHING Our consistently high standard of teaching and learning leads to raised attainment and improved quality of experiences for all our children. <i>Strategic Lead: Dawn Taylor.</i>		
The Learning Cycle		
What we did: <ul style="list-style-type: none"> Strategic systems have been established to develop the learning cycle in line with our strategic aims – 2018 – 2021. We are aware that the cycle does not stand in isolation and connects together. However our systems include looking at the learning cycle in more depth across the year. E.g. – block –Observe and child development focus, Block 2- plan, Block 3 – Do- Role of the Adult , Block 4 – Review In line with our strategic priorities systems have been put in place to build staff capacity around the key area of the learning cycle. These include; <ul style="list-style-type: none"> - undertaking professional development and training - 1:1 support meetings with EYT - Weekly meetings - Modelling of practice from Senior staff team Systems and approaches have then been established after each block of work. Guidance around the learning cycle is being developed to ensure our systems and approaches are sustained. 		
Where we are now – The impact of this is that: We have created a continuous cycle of improvement around the learning cycle and our planned professional learning has supported this. We have been able to be more focused and look at each part of the learning cycle in more depth. As our practitioners build their skills within this cycle, this is beginning to lead to improved experiences and outcomes for our children.		
Tracking progress		
What we did: <ul style="list-style-type: none"> Whole school tracking systems and attainment meetings support tracking progress of our children as described within 2.3 whole school approach. A literacy tracker has been developed and has been used to support understanding of skills development and highlight next steps. 		
Where we are now – The impact of this is that: Nursery staff are becoming more confident in their judgments within early literacy development including pre- writing and pre- reading skills. And plan appropriate experiences and opportunities within a literacy rich environment to support appropriate challenge for all.		
Planning for full day sessions		
What we did: We have set up systems and plan carefully to take account of those children who attend full day sessions. e.g. different sessions for the nature trail, different snacks, rest time etc.		
Where we are now – The impact of this is that: Our children who attend full day sessions have a broader and considered experience across the day. This will support our transition to 1140 hrs.		
Next Steps-		

- To share with parents our approaches around the learning cycle, as well as developing how we share information around significant learning for each child.
- To build on our skills around the learning cycle as for the strategic plan - with a focus on challenge and differentiation.
- To complete guidance for staff, embed systems and ensure consistency for all staff members.

To start planning for our extension of hours – October 2019

Priority for Improvement – Ensuring Wellbeing, Equity and Inclusion – Nursery		
NIF Priority:	NIF Drivers	HGIOS 4 Q.Is
Improvement in children and young people's health and wellbeing	Assessment of Children's Progress	3.1 Ensuring wellbeing, equity and inclusion
School Strategic Aim:		
<p>HEALTH AND WELLBEING The health and wellbeing of our whole school community is at the heart of the life and work of the school. <i>Strategic Lead: Jan Lister.</i></p>		
<p>Well being</p> <p>What we did:</p> <ul style="list-style-type: none"> • There has been a focus on developing responsibilities within the Nursery and systems have been put in place around snack preparation and delivery to support this. • The Nursery curriculum rationale has been developed and the wellbeing indicators and 3 key UNICEF rights of the child have been identified within this which we felt were accessible for the children. <p>Training has been given to staff around the wellbeing indicators and how we can ensure that our children can relate to them as individuals. There is an implementation plan to develop this further- e.g. safe and responsible – phase 1.</p> <p>Where we are now – The impact of this is that:</p> <p>Children and becoming more independent within the setting. The language of the wellbeing indicators particularly around 'Safe and Responsible' is being used as part of everyday conversations with the children. Health and Wellbeing is at the core of what we do within the Nursery and is embedded within our vision, values and aims and curriculum Rationale.</p>		
<p>Fulfilment of statutory duties</p> <p>What we did:</p> <ul style="list-style-type: none"> • DHT has taken on role as strategic lead for the Nursery and roles have been clearly established to take account of statutory duties. E.g. Care Inspectorate • Our leadership roles are displayed within the entrance hall in order to share our responsibilities with parents and carers. <p>Where we are now – The impact of this is that:</p> <p>All staff are clear on roles and responsibilities of members of the team. Systems are in place to review and keep up to date with statutory requirements</p>		
<p>Next Steps-</p> <p>To further embed the wellbeing indicators in line with the strategic plan. To further develop systems in how we record information within care plans and facilitate training for all practitioners. To continue to share and develop 'wellbeing' approaches with parents and carers To implement the health and wellbeing framework and curriculum trackers within the setting in line with whole school approaches.</p>		

Priority for Improvement – Curriculum – Nursery		
N.I.F. Priority	N.I.F. Drivers	HGIOS 4 Q.Is
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	School Leadership	2.2 Curriculum
School Strategic Aim:		
CURRICULUM Our curriculum is designed to meet the needs of all our children, takes account of our local context and inspires, motivates and engages them in their learning. <i>Strategic Lead: Keith Belleville</i>		
Curriculum Rationale		
What we did: We have developed our Curriculum Rationale with our children and families at the centre choosing an approach which was relevant and accessible for our children. This is in line with the whole school vision and was developed through consultation with staff, parents and the children.		
Where we are now – The impact of this is that: There is a clear direction of pedagogy which best meets the needs of children in our Nursery.		
Real life experiences		
What we did: Real life experiences have been built into planning in order to allow children to develop and apply skills in real life contexts.		
Where we are now – The impact of this is that: There are more opportunities for children to develop and apply skills in real life contexts.		
Literacy and numeracy to be developed across the curriculum in a more coherent and focused way		
What we did: <ul style="list-style-type: none">• Early Level Literacy tracker has been developed and is in place with clear progression pathways.• A new numeracy tracker is being developed which links with early level benchmarks and this will be implemented and taken forward in year 2.		
Where we are now – The impact of this is that: Our practitioners are more confident in the development progression of literacy and in gathering evidence of where children are on this continuum. This can be seen more clearly in the learning journals.		
Next Steps: To share the curriculum rationale with parents and carers and embed with the children. To further develop staff skills within the early literacy and numeracy curriculum.		

Priority for Improvement – Securing Children’s Progress – Nursery		
N.I.F Priority:	N.I.F Drivers:	HGIOS 4 Q.I.s 3.2 Securing children’s progress
<u>School Strategic Aims:</u>		
SELF-EVALUATION All stakeholders are involved in an embedded, systematic and rigorous approach to self-evaluation, at individual and school level, which leads to improved attainment and outcomes for all our children. <i>Strategic Lead: Keith Belleville.</i>		
HIGH QUALITY LEARNING AND TEACHING Our consistently high standard of teaching and learning leads to raised attainment and improved quality of experiences for all our children. <i>Strategic Lead: Dawn Taylor.</i>		
SYSTEMS AND PROCESSES We have effective systems and processes which support our strategic aims, self-evaluation and school improvement priorities. <i>Strategic Lead: Keith Belleville</i>		
<u>Development of literacy and numeracy</u>		
What we did: <ul style="list-style-type: none"> • New planning systems support the development of both the literacy and numeracy curriculum • Literacy tracker has been developed and is in place with clear progression pathways. • Because the environment is key to the work within the Nursery, we have developed our playroom to support a progressive approach to developing literacy and numeracy. (Literacy – year 1 and Numeracy – year 2) 		
Where we are now – The impact of this is that: Our children experience increased opportunities to develop numeracy and literacy skills within the setting. Staff are more confident in identifying significant learning and next steps in literacy which increases outcomes for our children.		
<u>Looking at Prior learning and skills</u>		
What we did: Settling in meetings and information from families are now used to see where our children are in terms of their current skills development. The floor book is beginning to gather information from what the children know already before a line of development is taken forward.		
Where we are now – The impact of this is that: Staff are more aware of where children are in the continuum of learning and what skills have come before leading to increased pace.		
Measuring and monitoring the approaches to learning and teaching on the quality of children’s progress over time		
What we did: <ul style="list-style-type: none"> • Monitoring of aspects of the setting has begun to be formalised in line with whole school systems and the Quality improvement calendar. • Attainment meetings and with each key carer and planning for support meetings focus on outcomes for children as well as planning targetted support or challenge for individuals or groups of children. 		
Where we are now – The impact of this is that: <ul style="list-style-type: none"> • Staff including the SLT have a clearer picture of the quality of learning and teaching within our setting. • Attainment meetings allows us to gather attainment data for individual children and engage in moderation conversations. This is beginning to support our professional judgement around Early Level and lead to better outcomes for our children. • Practitioners are more confident in identifying those children who require additional support, intervention or challenge. • SLT are beginning to triangulate evidence around individual children to ensure that data is reliable and robust. 		

Next Steps

- To further develop and embed our systems for monitoring and tracking children's progress
- To build staff confidence around supporting professional judgments and building on moderation activities to support this.
- To implement additional interventions and approaches which support and challenge our children, and to measure the impact of these on progress.
- To develop progression pathways for Numeracy in line with strategic priorities.