|  |  |
| --- | --- |
| **AILEYMILL PRIMARY**  **Standards and Quality 2022/23** |  |

|  |
| --- |
| Context of the Establishment: |
| **Our Establishment**  **Our School**   * Our school is a non-denominational primary school situated in the south west of Greenock * Our current role is 309 and we currently have 13 classes. * Our Nursery has 80 children on its roll * Our associated secondary school is Inverclyde Academy * *Approximately 69% of learners are within SIMD 1 and 2 Deprivation categories with a further 12% in SIMD 3* * 6% of children are Care Experienced * 32% of children are identified with Additional Support Needs * *Our Pupil Equity Fund allocation is £140,000 per year*   **Vision**  At Aileymill, we believe that all our pupils will be **LEARNING TO LEARN, LEARNING TO CARE** and that a drive for excellence and equity will be underpin all our actions, creating an aspirational environment where our pupils can become **Literate, Numerate and Compassionate** individuals.  **Our Aims:**  Toactively develop our children’s skills and knowledge, developing their understanding of what successful learning looks like and how to develop this as a skill to enable them to become successful, lifelong learners.  To ensure that all our pupils have responsibility for their own learning; in partnership with their teacher, support staff, parents and carers  To afford our pupils with as wide a range of experiences as possible in order to develop an awareness of their place in their community and develop as responsible citizens.  To develop, in our pupils, the social skills and understanding of their roles and responsibilities within the school and its wider community, in order for them to develop as effective contributors  **Our Values:**  Our core values are   * Respect (UNCRC Articles 7 and 16) * Ambition (UNCRC Articles 4, 28 and 29) * Honesty (UNCRC Articles 12 and 13) * Caring (UNCRC Articles 19, 23 and 29) * Responsibility (UNCRC Articles 12 and 42) * Tolerance (UNCRC Articles 13, 14 and 30) |

|  |  |
| --- | --- |
| **Establishment priority 1**: | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  -  NIF Driver  School Improvement  Performance information | HGIOS/ELC QIs  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement    UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcome:**  **Improved outcomes in ACEL data across all year groups to continue the progress made in almost all markers in 21-23. Improved outcomes in P1 Literacy and with improvements at the end of First Level (p4). Ensure the relative, positive performance in Numeracy across all levels.**  **Progress and impact of outcomes for learners:**  There has been a consistent focus, through termly individual staff raising attainment meetings. In the most recent school validated self-evaluation, in Spring 23, found that ”robust tracking systems are in place to identify where children are on their learning journey in Literacy, Numeracy and HWB and (those that) require interventions….The quality of short, sharp interventions … are having a positive impact on closing the poverty related attainment gap.” Inverclyde Review Spring 23. Core skills in Literacy and Numeracy have been improved as demonstrated in ACEL outcomes. Attainment in P1 is ahead of comparator schools.  In the nursery, through additional staff training and moderation in SEAL and a review of planning, staff have more consistently implemented the SEAL approach to the benefit of learners. All staff now are better placed to meaningfully support the implementation of subsequent approaches to further improve outcomes for children. | |
| **Next steps:**  A continued focus on tracking progress, deep analysis of skills and knowledge, a continued focus on identifying marginal gains for individuals and groups.  Continued deployment of Pupil Support Assistants to implement short, focused activities to support improvement including physical activity breaks and practical tasks.  Ensure that the depth of knowledge of staff and information tracked is linked to effective differentiated learning provided beyond targeted support groups and individuals.  Examine and evaluate consistency in the focus on skills development to enable transference of literacy and numeracy to other contexts.  In the nursery a further evaluation of and reflection on consistency in understanding and implementation in SEAL approaches. | |

|  |  |
| --- | --- |
| **Establishment priority 2**: | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  -  NIF Driver  Assessment of children's progress  Teacher professionalism | HGIOS/ELC QIs  2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equality and inclusion    UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcome: Improve ACEL data at all levels across the school to raise attainment and reduce the poverty related attainment gap:**  **Literacy Aims**   * To increase the percentage of pupils making progress in Literacy by   At Early Level: Reading - 5% Writing - 3% L/T - 2%  At First Level: Reading - 6% Writing - 10% L/T - 5%  At Second Level: Reading - 8% Writing - 7% L/T – 10%  **Numeracy Aims**   * To Increase the percentage of pupils making progress in Numeracy by   At Early Level – 10%  At First Level - 6%  At Second Level – 10%   * In our nursery, we aim for identified children meeting individual vocabulary targets by June 23   **PEF used to support closing the gap:** Pupil Support Assistants will undertake finely targeted interventions as directed by CTs and SfL team: 3.5 FTE PSAs£55,904.23 in session 22-23  **Progress and impact of outcomes for learners:**  Across the school, 21-23, we have made progress or maintained attainment levels across 10 of 12 ACEL data markers in 22-23 and in all areas from 21-22. Learners have benefited from a high ratio of PEF funded pupil support assistance and additional support for learning teaching staff funded through the SAC.    Under the leadership of a highly experienced Support for Learning Principal Teacher, Support for Learning Teacher a dedicated experienced Pupil Support Assistant learners have  benefited from HWB interventions and facilities to support learning, reduce anxiety and increase learning readiness. In an average week, more than 25% of the school roll benefits from this provision  In ACEL performance, improvements and maintained standards are indicated in blue and green in the table below:  Numeracy Talking and Listening Writing Reading  Stage 2021 2022 2023 2021 2022 2023 2021 2022 2023 2021 2022 2023  P1 68% 80% 80% 63% 88% 88.9% 64% 80% 73.3% 67% 75% 70.9%  P4 53% 55% 65.8% 45% 69.8 78.9% 43% 45% 60.5% 53% 64% 65.8%  P7 39% 55% 75% 29% 57% 79.2% 29% 43% 73.3% 41% 48% 75.6%  Across all First and Second Level we have exceeded the targets set. At Early Level, in key areas, the programmes, interventions and experiences used have not resulted in progress in reversing the covid related deficit.  In the nursery, our Equity and Excellence Lead (EEL) and Family Support Worker undertook baseline assessment with parents to establish a starting point for all children participating in the “I Can” Literacy Programme that has a focus on Home Learning. Evaluation showed that all children who participated made progress, most of the children progressed to the next level and some children made progress within the level they were working on. | |
| Next steps (primary):  Regular, data informed reviews of support interventions leading to effective deployment of pupil support.  Next steps (nursery):  Revise parental baselines programme with focus on a reduced number of key core markers.  Review relatively poorer engagement with numeracy home learning vis a vis I Can  Review nursery home learning through focus group evaluation with parents, further support for parent learning opportunities, parent-child co-learning opportunities within the premises. | |

|  |  |
| --- | --- |
| **Establishment priority 3**: | |
| NIF Priority  Improvement in children and young people's health and wellbeing  -  NIF Driver  Teacher professionalism  Performance information | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  Choose an item.    UNCRC  Article 28: (Right to education):  Choose an item. |
| **Outcome: Improve Health and Wellbeing through targeted support and universal provision to enable learners to be ready to learn and grow in their emotional literacy.**  **PEF used to support closing the gap (22-23)**   * 0.2FTE class teacher top up to ensure consistency of approach through continuity of staffing £22,267.92 * Retain HWB Coach £28,416.38 * Contract Play Therapy £28,500 22-23 * Continue Acting PT Wellbeing and Inclusion (top up CT) £5113.52   **Progress and impact of outcomes for learners:**   * Staff and pupil feedback from the implementation of play in Primary 1and 2 has been very positive. In session 22-23, a play pedagogy approach demonstrated positive outcomes and will be fully embedded in 23-24. A significant improvement with the improved ability of young learners, for whom socialisation opportunities were curtailed is an improved ability to resolve conflict and collaboratively problem solve during play. * A reduction the number referrals to nurture and the forum with more learners presenting as ready to learn. The provision in targeted HWB and Inclusion is sector leading. * The Principal Teacher Health, Wellbeing and Inclusion has led a revision of our whole school nurturing approach which has led to a 62% decrease in unplanned interventions this session. This is more than double our 30% target for the period. Many instances of dysregulated behaviour have been reduced and this has had a positive impact on learning and teaching for these pupils and their peers. The March 23 Validated Self Evaluation Review acknowledged the processes and practices as an area of school best practice. * From our learner presentation / behaviour tracking data we can see, year to year, a 12% decrease in the interventions required across the school. Analysis shows a shift in the interventions being used and a marked decrease in the need for SLT- due to teachers clearly following our RTLRTC (Ready to Learn, Ready to Care) behaviour policy stages. * SLT interventions decreased by 37% * Unplanned Inclusion Zone use decreased by 21% * Time Out intervention (stage 3) increased by 164% * Restorative conversations increased by 24% * 25% of pupils are supported by the regulations station, inclusion zone and Rainbow Room in any give week. * This clearly shows that our (regulation station) time outs, are giving our pupils the opportunity to reflect, make more positive choices and return to class without the need for further intervention * Play therapist has worked with 18 pupils over this academic session. 100% of families reported improved outcomes on their Strengths and Difficulties questionnaires as did 100% of teaching staff. * In the Nursery, all staff have had Leuven scale training or have been refreshed in the Leuven Scale process. Using the scale has allowed staff to target children and support their emotional wellbeing. The information gained is used at staff / leadership reviews of planning and enables learners to be better understood and have their needs better met. * All staff have been refreshed on the Five Step Approach to Emotional Coaching and all new staff have undertaken the training increasing staff confidence in supporting children to self-regulate using this approach and this is carried out effectively in our well-resourced Chill Out zone. | |
| Next steps:   * Continue to develop and enhance our play provision to include a greater emphasis on outdoor play * Continue to evolve our innovative approach to whole school nurture, building on the huge successes of the past 23 months.   Nursery   * Continue to embed the Leuven Scale process into nursery practice. * Undertake Leuven Scale observations at beginning of term to establish a baseline for each child’s wellbeing level and their readiness to learn. * Continue to support children’s emotional regulation through the use of our Chill Zone and Five Step Approach to Emotional Coaching. | |

|  |  |
| --- | --- |
| **Establishment Priority 4** | |
| NIF Priority  Improvement in skills and sustained, positive school-leaver destinations for all young people | HGIOS QIs  3.3 Increasing creativity and employability  3.1 Ensuring wellbeing, equality and inclusion  UNCRC  Article 12 (Respect for the views of the child):  Article 13 (Freedom of expression): |
| **Outcomes**   * In session 2021-22 we introduced a formal Pupil Parliament, this has been successful but the skills developed are only accessible to its members. We wish to broaden the opportunities to develop skills for life, learning and work by reimagining the scope of the Pupil Parliament to ensure engagement from all pupils, and to promote opportunities for meaningful engagement in school improvement   **Progress and impact of outcomes for learners:**   * Our Pupil Parliament have become leaders of change in Aileymill. We have established pupil voice groups that support different areas within our school improvement plan as well as areas which pupils felt were of high importance. These groups are led by members of our Aileymill staff Parliament: * Literacy Committee * Numeracy Committee * 1+2 Languages * Nurture Champions * Outdoor Learning * Eco Committee * Fairtrade Committee * Rights Respecting School * Playground Committee * Road Safety Committee   This has led to the development of our Playground Charter, Anti –Bullying Charter and Lunchtime Charter. These charters were highlighted as best practice by the Assessing Officer from UNCRC, during our Gold Schools Award submission.   * A consistent approach to delivery of shared learning experiences for P6 and P7 across the cluster with a DYW focus delivered weekly by a member of IA staff. Core skills were identified in order to facilitate the planning and implementation of a DYW events (café) in each school. This event was planned, costed and implemented by the P7 cohort. Almost all P7 learners can articulate the skills involved in executing a community event. Feedback from stakeholders was very positive. | |
| Next Steps:   * Pupil Parliament to embed the work of their committees, and continue to contribute to whole school self-evaluation through engagement with HGIOURS * Development of 23-24 plan with cluster schools. * Examine opportunities to develop skills through the context of outdoor learning. | |

|  |
| --- |
| Data |
| Key Strengths:  School/Nursery   * P1 attainment is higher than comparator schools (local and national) in all areas of Literacy and in Numeracy * Recovery attainment showed significant increase across all areas in 2022 compared with 2021 showing that interventions were targeted appropriately * Improving ACEL data in 10 of 12 categories   Key Priorities:  School/ELC Nursery class/ASN provision   * Improving or maintaining ACEL data across all 12 categories * Improving learning readiness in Nursery through considered interventions * Continuing to improve provision for children in need of significant support through review of ‘choice check’ data and the number of unplanned interventions |

National Improvement Framework Quality Indicators

|  |
| --- |
| 1.3 Leadership of change Choose an item. |
| Key Strengths:  School/ELC Nursery class/ASN provision   * A strong, strategic and aspirational school SLT who drive forward change with a continued focus on outcomes for all learners.   • Nursery Class Depute and Senior EYECO who create an ethos which cultivates positive attitudes among staff towards new initiatives, new methodologies and new practice.  • Passion and collective commitment of all staff to realise the school vision.  Key Priorities:  School/ELC Nursery class/ASN provision   * Further encourage innovation and creativity leading to increased levels of child engagement. Expand opportunities for practitioner/group enquiry. |

|  |
| --- |
| 2.3 Learning, teaching and assessment Choose an item. |
| Key Strengths:  School/Nursery   * Highly positive relationships between children and staff, with a continued focus on Children’s Rights, where staff are fully committed to providing quality learning experiences. * The on-going focus on Health and Wellbeing, ensuring children are ready to learn alongside high expectations for all. * Robust tracking systems are in place to identify where children are on their learning journey in Literacy, Numeracy and HWB and who requires interventions. * The quality of short, sharp interventions which are having a positive impact on closing the poverty related attainment gap. * Children’s ability to use the language of learning. * Child led approaches to planning and documentation adopted within the nursery class allow children to have ownership over their learning. Learning experiences are based within real life contexts, which coupled with sound knowledge of child development and early learning pedagogy, means children are highly motivated and engaged.   Key Priorities:  School/Nursery   * Continue to develop playful approaches to learning across the school in a way that has greatest impact on learners. * Develop planning across all areas of the curriculum to ensure full coverage of Experiences and Outcomes whereby progress can be monitored and tracked. * Continue to embed child led planning within the nursery class, maximising the use of Learning Journals and Inverclyde Progression Pathways to further enhance this practice |

|  |
| --- |
| 3.1 Ensuring wellbeing, equity and inclusion Choose an item. |
| Key Strengths:  School/Nursery   * The school and nursery class have created an environment where children feel safe, secure and recognise they are treated with respect. * The inclusivity of the school and nursery class is instantly visible and can be felt throughout the building. * Nurture provision in the school provides support as and when it is required and is managed and tracked highly effectively to ensure progress in children’s wellbeing. * All staff are knowledgeable about the context of the school and nursery class and provide a very high level of pastoral care and partnership working which meets the needs of children. They place equity at the heart of their practice and wellbeing of all is central to improvement planning.   Key Priorities:  School/Nursery   * Further enhance outdoor spaces by continuing to build on the effective practice in outdoor learning evidenced within the nursery class across the primary stages. * Further develop pupils as leaders of their own learning. |

|  |
| --- |
| 3.2 Raising attainment and achievement/Securing children’s progress Choose an item. |
| Key Strengths:  School/Nursery   * Robust tracking processes * Recovery attainment showed significant increase across all areas in 2022 compared with 2021 showing that interventions were targeted appropriately * Planning for PEF to meet the needs of children * Children’s contributions to the life of the school   Key Priorities:  School/Nursery   * Continue to develop the moderation process to include a shared understanding of national expectations of attainment at all stages * Further enhance tracking of attainment data over time * Continue with work started to capture and track children’s wider achievements |

|  |  |
| --- | --- |
| **Other quality indictors evaluated from 3 year plan:** | |
| 2.2 Curriculum  2.4 Personalised support | |
| Key Strengths:  School/ELC Nursery class/ASN provision   * P1 and P2 teaching staff report develop new skills and allows for the skills discretely taught to be applied in a meaningful context / more motivated and engaged during active learning through Messy Maths. Learners have experienced and increased opportunity for exploratory learning experiences, provocations of understanding and collaborative problem solving. * Our whole school nurture approach is firmly embedded and this is reflected in our zero exclusion rate this session * The school was awarded Silver Reading Schools status in February 2023 * The school and nursery were awarded RRS Gold Award in May 2023   Key Priorities:  School/ELC Nursery class/ASN provision   * Attendance continues to sit below the authority average despite our continued sharp focus on it. We are now tracking targeted families fortnightly and this has had an impact for those families but the current overall picture is still 1.6% below the authority average for the period reported   Key Priorities:  School/ Nursery   * Continue to build on best practice in moderation to ensure parity of attainment with our comparator schools as per outcome of our authority review * Continue to engage with Authority attendance pilot |

|  |
| --- |
| **Key Achievements of the Establishment** |
| Key Achievements of the school   * The work of the school was recognised through the selection for the Scottish Education Awards of former Head Teacher was one of three finalists in the Lifetime Achievement category award. * We earned the Gold Rights Respecting Schools Award for fully embedding children’s rights throughout the school, in our policies, practice and ethos. * We continue to place an importance on establishing a reading culture within the school. This year we gained the Silver Reading Schools Award * In May, our sports team made up of P6 and P7 pupils won the Inverclyde Inter Schools Heptathlon event. * Our Care Experienced Young Person Group, the Aileyminis, presented at the International Play Association conference in Glasgow. * The school nurture champions and our P1 classes worked with story teller and writer Jo Hall to create JoJo Gnomes videos. These were shared nationally. * Our whole school sponsored dance enabled us to fund a whole school trip to the Pantomime at the Beacon Arts Centre. * Over the school year, we have enabled a high level of participation at sports events through inclusion at council inter-school Sports Hall Athletics, Rugby, Football, Netball and Relay events. |