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**Aileymill Primary and Nursery Class**

**Standards and Quality 2024-25**

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| **Context of the Establishment** |
| **Our Establishment**  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)   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  **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 underpin all our actions, creating an aspirational environment where our pupils can become **Literate, Numerate and Compassionate** individuals.    **Our School**  Aileymill Primary School and nursery class is a non-denominational school situated in the Larkfield area of Greenock. At Aileymill we offer education of the highest quality for children between ages 3-12. Our nursery class offers 80 full day places. At present our school and nursery role is 375. The nursery is also able to offer wraparound places. The school building itself is beautiful and offers bring and spacious classrooms, as well as breakout spaces outside each class. Classes on the bottom floor of the building also have direct access to our outdoor learning spaces. Aileymill consists of 13 classrooms, a library, a large gym hall (which can be split in half), several small working spaces for children and visiting specialists and a separate dining area. The school and nursery benefit from a large, open playground with wooded areas and a MUGA pitch. We have 21 teachers in total, including the Head Teacher, Depute Head Teacher, and 3 Principal Teachers (2 of which as PEF funded) and a Nurture Teacher. We have We also benefit from the support provided by 1 Nursery Depute, 1 Senior EYECO and 9 EYECOs and 3 EYSAs (in nursery) and14 pupil support assistants in our school.   * Our school is a non-denominational primary school situated in the south west of Greenock * Our current role is 301 and we currently have 11 classes. * Our Nursery has 80 children on its roll * Our associated secondary school is Inverclyde Academy * *Approximately 60% of learners are within SIMD 1 and 2 with a further 10% in SIMD 3. Approximately 14% of pupils do not have an SIMD category assigned.* * 6% of children are Care Experienced * 40% of children are identified with Additional Support Needs * *Our pupil Equity Fund allocation was £140,000 this year* |

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| **Establishment priority 1** | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Performance information  Assessment of children's progress  School Improvement | HGIOS/ELC QIs  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement    UNCRC  Article 28: (Right to education): |
| **Outcome:**   1. By June 2025 attainment in writing we aim improve by 5% across all stages 2. By June 2025 attainment in reading will improve at Primary 6 and 7 by 6% and by 6% in session 25-26 to narrow their gap from the current school norm of 70% 3. By June 2025 attainment in numeracy will improve in Primary 5 -7 to reduce their drop from the 75-80% reported at P1-3 that is recovered in P7. 4. Our objective is to increase our 52 week attendance average to 92%. 5. Learners’ reported engagement with STEM and Outdoor Learning will increase. 6. By February 2025 tracking of children’s progress will lead to better outcomes. 7. By June 25 children in the nursery will have a richer vocabulary   **PEF used to support closing the gap:**  PEF will support the provision of PSA support 2.2 FTE  Additional Pupil Support costs £43, 910 2.2 FTE  1FTE teacher to support interventions £58,331 **(scale POINT 2)**  **Progress and impact of outcomes for learners:**      ***Writing – Percentage of pupils ‘On Track’***   |  |  |  |  | | --- | --- | --- | --- | | *Stage* | *June 2024* | *June 2025* | *Difference* | | *P1* | *70%* | *68%* | *-2%* | | *P2* | *65%* | *67%* | *+2%* | | *P3* | *59%* | *65%* | *+6%* | | *P4* | *56%* | *63%* | *+7%* | | *P5* | *43%* | *50%* | *+7%* | | *P6* | *50%* | *42%* | *-8%* | | *P7* | *53%* | *56%* | *+3%* |   ***Writing – Percentage of pupils ‘On Track’ Cohort Journey***   |  |  |  |  | | --- | --- | --- | --- | | *Stage* | *June 2024* | *June 2025* | *Difference* | | *Current P2* | *84%* | *75%* | -9% | | *Current P3* | *89%* | *85%* | -4% | | *Current P4* | *90%* | *100%* | +10% | | *Current P5* | *89%* | *81%* | -8% | | *Current P6* | *60%* | *76%* | +16% | | *Current P7* | *86%* | *84%* | -2% |   June 2025 data shows a varied picture in terms of attainment gains in writing. From last year’s year group data, we have achieved seen increases of between 2%-7% at 5 stages out of 7. When we look at individual cohorts however, we see gains in two cohorts this year. These have been significant gains of 10% at P4 and 16% at P6. Pupils new to Scotland and also new to the school throughout the year have impacted on these figures.      ***Reading – Percentage of pupils ‘On Track’***   |  |  |  |  | | --- | --- | --- | --- | | *Stage* | *June 2024* | *June 2025* | *Difference* | | *P1* | *70%* | *68%* | *-2%* | | *P2* | *70%* | *69%* | *-1%* | | *P3* | *73%* | *71%* | *-2%* | | *P4* | *67%* | *72%* | *+5%* | | *P5* | *54%* | *67%* | *+13%* | | *P6* | *51%* | *55%* | *+4%* | | *P7* | *69%* | *70%* | *+1%* |   ***Reading – Percentage of pupils ‘On Track’ Cohort Journey***   |  |  |  |  | | --- | --- | --- | --- | | *Stage* | *June 2024* | *June 2025* | *Difference* | | *Current P2* | *70%* | *64%* | *-6%* | | *Current P3* | *70%* | *71%* | *+1%* | | *Current P4* | *73%* | *74%* | *+1%* | | *Current P5* | *67%* | *67%* | *=* | | *Current P6* | *54%* | *55%* | *+1%* | | *Current P7* | *51%* | *70%* | *+19%* |   This year, we have seen positive gains in reading across most year groups and for almost all cohorts. Our Primary 6 data this year shows an improved attainment of 4% compared with last year and our Primary 7 data shows a 1% increase.  The cohort data for P6 shows a 1% increase from their P5 data this time last year. We are delighted that the P7 cohort data shows a 19% increase in reading attainment in the last 12 months for these pupils.      ***Numeracy – Percentage of pupils ‘On Track’***   |  |  |  |  | | --- | --- | --- | --- | | *Stage* | *June 2024* | *June 2025* | *Difference* | | *P1* | *80%* | *80%* | *=* | | *P2* | *80%* | *82%* | *+2%* | | *P3* | *81%* | *79%* | *-2%* | | *P4* | *58%* | *74%* | *+16%* | | *P5* | *51%* | *65%* | *+14%* | | *P6* | *53%* | *55%* | *+2%* | | *P7* | *76%* | *72%* | *-3%* |   ***Numeracy – Percentage of pupils ‘On Track’ Cohort Journey***   |  |  |  |  | | --- | --- | --- | --- | | *Stage* | *June 2024* | *June 2025* | *Difference* | | *Current P2* | *76%* | *82%* | *+6%* | | *Current P3* | *80%* | *79%* | *-1%* | | *Current P4* | *81%* | *74%* | *-7%* | | *Current P5* | *58%* | *63%* | *+5%* | | *Current P6* | *51%* | *55%* | *+4%* | | *Current P7* | *53%* | *72%* | *+19%* |   Our end of year data for numeracy across the school is positive. We have made gains at 4 out of 7 year groups from last year, ranging from gains of 2% to gains of 16%. We have seen small decreases in attainment at P3 and P7 and P1 data remained at the same level. Cohort data shows increased attainment in numeracy at 5 out of 7 cohorts. These increases range from 4% to 19% increases in the last 12 months.   1. Our overall school attendance for the year has been 90.4%. We did not meet our attendance target of 92%, however throughout the course of the year we have undertaken the following steps to address this and plan for improvements next year:  * Prioritising the raising of attainment on the remit of one of the PTs. She has joined a group run by Education Scotland and has run a small test of change in term 4 with targeted families. * Produced information posters highlighting the importance of improved attendance and timekeeping. These will be used with all families next session and discussed regularly at assemblies. * Our senior clerical has developed a tracking spreadsheet, which has been trialled this year. This gives a much fuller picture of attendance across the school.  1. Outdoor learning participation and engagement has increased this year. Making available new resources and providing professional development for staff has led to increased confidence in taking learning outdoors. STEM engagement has been varied across the school, with self-evaluation suggesting that professional development opportunities in this area would be appreciated by teachers and PSAs. 2. In November 2024 the first data collection was carried out and at this point there were 48% of children on track in Literacy, 33% of children on track in numeracy and 53% of children on track in Health & Wellbeing. The second data collection was carried out in May 2025 and this indicated an increase in the three cross cutting themes with 75% of children on track in Literacy an increase of 27%, 66% of children on track in Numeracy an increase of 33% and 84% of children were on track in Health & Wellbeing and increase of 31%. This indicates that this introduction of a new tracking system has led to better outcomes for children. 3. The continuation of the “I Can” Literacy programme, weekly Word Aware activities and the introduction of Bookbug chid/parent sessions has given the opportunity for children to develop a richer vocabulary and this is highlighted within our literacy data where 75% of children are on track in Literacy. | |
| **Next steps**   * Prioritise improvements in the teaching of listening and talking and reading to engage learners and improve attainment across literacy. * Use test of change led by PT to improve attendance for targeted group of pupils. | |

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| **Establishment priority 2** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  NIF Driver  School Improvement | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement    UNCRC  Article 3 (Best interests of the child):  *Article 23 (Children with disabilities):* |
| **Outcome:**  By March 25 identified learners in the school and nursery will have improved their ability to self or co-regulate.  **PEF used to support closing the gap:**  Additional Pupil Support Assistant allocation in Inclusion Zone £19958 1 FTE  Additional Pupil Support costs to enable single, significant adult per class £43910 2.2 FTE  **Progress and impact of outcomes for learners:**  Boxall Data for children who attend our Nurture Provision was completed in May 2025 by class staff and collated by Nurture Teacher.  When scrutinising the data we can see the progress made across both developmental and diagnostic strands of the Boxall Profile and this has shown a significant improvement from last year in almost every stage.                                                 23-24                              24-25  P6 (now P7)                11% progress      -   71% progress    (overall)  P6/5 (now P7/6)        83% progress      -  100% progress  (overall)  P4  (now P5)               33% progress       -  79% progress     (overall)  P4/3 (now P5/4)        67% progress       -  100% progress   (overall)  P3   (now P4)              50 % progress       -   50% progress    (overall)  P2   (now P3C)           100% progress     - 100% progress    (overall)  P1 (now P2)                50 % progress      -  58% progress    (overall)  By March 2025 all learners in the nursery have had the opportunity to take part in the PATHs programme which supports children with emotional regulation and teaches strategies to help children with self/co regulation. Staff have observed children demonstrating an ability to self or co regulate with an adult/peer and have noted a positive impact on the children’s self-regulating abilities. 12.5% of children still require significant support with co/self-regulation, of that 12.5% four children require significant support and have further strategies in place from the Circle Framework to support them in having a more positive day with less episodes of dysregulation. | |
| **Next steps**   * Update and develop approaches used by Nurture Teacher to support our most vulnerable pupils * Use Nurture Class to enhance approaches to raise attainment of pupils impacted by trauma | |

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| **Establishment priority 3** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  NIF Driver  School Improvement  Assessment of children's progress | HGIOS/ELC QIs  1.3 Leadership of change  2.3 Learning, teaching and assessment    UNCRC  Article 3 (Best interests of the child):  *Article 23 (Children with disabilities):* |
| **Outcome:**  By May 2025, P1 and P2 classes will be play based in their learning. Pupils will have access to carefully planned provocations and both indoor and outdoor spaces will be used effectively to deliver play based learning.  **PEF used to support closing the gap:**  PEF used to backfill supply cover for teacher training, visits to other establishments and time in the nursery.  **Progress and impact of outcomes for learners:**  Quality Interactions  Staff have a good understanding of child development and are aware of current theories, practices and legislation. This allows staff to support children in their play. Staff have discussed and completed CPD on high-quality observations and are beginning to undertake these during play sessions to allow them to support and facilitate the play process.  Child-centred Planning  Staff are skilled in recognising and responding to the range of interests of children. Staff are aware of where children are on their learning and play journey and can use this knowledge to plan, support, challenge and extend learning.  Staff are beginning to use floor books to plan learning with the children which has allowed children to lead and take ownership of learning. Children decide what they would like in different areas of the playroom, classroom and outdoor learning environment. Children are responsible for creating signs and labels for their areas with the support of adults.  Provocations are carefully planned to ensure that children are motivated and engaged by a range of rich, challenging play opportunities. Learning experiences reflect children’s ideas, curiosities and next steps.  Staff observations take into consideration the interests and curiosities shown by children during play and inform the next steps for planning, teaching and learning.  Parents are kept informed about learning themes through the use of a weekly Padlet, giving them the ability to share in their child’s successes.  PT has spent a lot of time in the nursery to gain more knowledge and understanding in the planning and implementation of provocations. She has been able to have a positive impact on the planning within the nursery and carry this into the P1 planning to allow consistency.  Environments  A playroom has been set up for infant classes to utilise and staff have collaborated and planned meaningful provocations to be used within this space. Classes have used the space to extend learning and develop play.  The forest area outside has been used by all infant classes and provocations have been set up within this area. The outdoor environment has been used as part of our Fluid Learning sessions and children have had opportunities to apply a range of skills here. This has had a positive impact on the behaviour and engagement of pupils, particularly a group of boys who thrive whilst learning outdoors.  Classrooms have had some small changes to the way in which they are set up to allow more opportunities for play and free flow learning. This has allowed the pupils to experience a greater range of play activities and more freedom of choice in their play. | |
| **Next steps**  Quality Interactions   * Create observation template to be used across the infant classrooms * Provide lunch time CPD sessions to share ideas and complete online training   Child-centred Planning   * Continue to use floor books in infant classes. Ensure staff have adequate training on how to use floor books and support NQT/new staff with floor books. Provide opportunities for classes to share floor books with other stages/staff. * Continue to plan meaningful and engaging provocations across learning environments which take into account the interests and curiosities of all children. * Continue to work closely with the nursery regularly. * Continue to share learning with parents/carers on weekly Padlet. * Use the Inverclyde Early Level Tracking Tool and target-setting method to make learning more consistent.   Environments   * Develop outdoor areas right outside of classrooms to provide more free-flow opportunities.   Make better use of the playroom and collaborate with infant staff to plan and set up high-quality provocations in this area | |

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| **Establishment priority 4** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  NIF Driver  Teacher professionalism  School Improvement | HGIOS/ELC QIs  2.2 Curriculum  3.1 Ensuring wellbeing, equality and inclusion    UNCRC  Article 2 (Non-discrimination):  *Article 28: (Right to education):* |
| **Outcome:**   1. By June 25 most learners from different ethnic backgrounds will see themselves in the curriculum and celebrate culture differences. 2. By June 2025 all children in the school and nursery will have increased their knowledge of and use the appropriate language with regards to racism. 3. At all times pupils will feel valued through their involvement in the school and nursery decision making process. 4. The human rights and needs of every child will be evident at the centre of school and nursery planning and impact positively on their day to day experience in the school and nursery.   Sub group of pupil parliament will be established and lead the development of a plan with measurable outcomes.  **Progress and impact of outcomes for learners:**   1. This year, each class has personalised the curriculum offer to enable pupils within the class to see themselves within their learning. This has included celebrating religious and cultural festivals. Within the nursery all children had the opportunity to learn about and celebrate two different cultural celebrations Chinese New Year and Eid. Throughout the playroom all children are able to see themselves in a wide range of resources. This has increased engagement of children and provided stimulus for questions and discussion. 2. SLT have focused on racism at assemblies, with specific time spend discussing appropriate language use. Phone calls home have been made to the parents og pupils who have used racially insulting language and appropriate action has been taken to ensure that pupils realise why this type of language use is not appropriate. Depute and Senior attended online Racism training with antiracisted.scot, this course included a resource pack and training examples to carry out with staff. This in-house training will increase staff knowledge and support staff in supporting children in using appropriate language in regards to racism, which we will implement in the new term. This will insure that we are being more inclusive and help to build racial literacy within the playroom. 3. School staff have been encouraged to allow pupils more involvement in decision making in their class and across the wider school. The pupil parliament has sought the views of pupils from each class on whole school matters. All children within the nursery have the opportunity to be involved in the decision making process in several ways within the nursery. Children are consulted on the story of the month and a vote taken to determine the outcome. Children are given the opportunity to look at resource catalogues and make choices on what resources they would like to see within the playroom. Children are consulted on the fruit and veg selection for snack. This has ensured that pupil voice is a key part of the planning process and increased engagement. 4. Highly positive relationships between children and staff, with a continuous focus on Children’s Rights, where all staff are fully committed to providing quality learning experiences. This has been the case in the school and nursery. | |
| **Next steps**   * Carry out Racism training with staff team in new term to upskill staff in this area * Continue to give children opportunities to learn about cultural difference by introducing two new celebrations in the new term * Provide more opportunities for children to be involved with the decision making processes within the nursery   All next steps are for school and nursery. | |

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| **Establishment priority 5** | |
| NIF Priority  Improvement in skills and sustained, positive school-leaver destinations for all young people  NIF Driver  Teacher professionalism  Assessment of children's progress | HGIOS/ELC QIs  2.6 Transitions  3.2 Securing Children's Progress  UNCRC  Article 12 (Respect for the views of the child):  *Article 13 (Freedom of expression):* |
| **Outcome:**   * P7 pupils will demonstrate an increased capacity to engage in meaningful discussion about their skills development with their cluster peers. * Through observation children will demonstrate a variety of leadership skills through increased participation and responsibility for tasks at class, whole school, cluster, and nursery level, throughout the school year 24/25. Tracked by class teacher. * Pupils will be able to recognise and understand their skills in practice in all aspects of their school life. * Pupil leadership group details an increased focus on their journey towards the world of work.   **Progress and impact of outcomes for learners:**  **Cluster Pupil Leadership Group** The Cluster Leadership Group has been successfully established and has met regularly. Notably, the group has developed the Cluster Pinkie Promise, which will be launched across the cluster in the upcoming academic year. This group’s work has enhanced pupil leadership opportunities and strengthened relationships across schools. The Pinkie Promise has created a unified language across the cluster, with positive impacts on racial literacy and the Promise framework. Pre/post questionnaires show a noticeable increase in pupils' understanding of these themes. The ongoing development of leadership skills is evident, and relationships between pupils in various schools have improved, though further opportunities for skill-building in this area are needed. | |
| **Next steps**  **Shared Cluster Outcomes:**   1. By May 2026, the Cluster Pupil Leadership Group will design and deliver a series of pupil-led assemblies across all cluster establishments, embedding key messages from *The Promise* and developing pupil understanding of care experience and inclusion. The impact of this work will be measured through pre and post pupil and staff questionnaires (November 2025 and June 2026), evidencing increased pupil confidence in leadership roles and greater understanding of care experience across the cluster. 2. By May 2026, the Cluster Nursery Depute Network will fully engage with the National Quality Framework, developing shared approaches to observation, assessment and planning. All cluster nurseries will participate in collaborative moderation and professional dialogue, with pre and post self-evaluation audits evidencing improved consistency and confidence in delivering high-quality Early Learning and Childcare. 3. By May 2026, all schools within the cluster will have implemented the Inverclyde Science Planners, with joint moderation taking place during the February 2026 In-Service Day. Staff confidence in delivering skills-based science will increase, with planning, learning visits, and pupil feedback evidencing more consistent and engaging science experiences that promote Metaskills and Developing the Young Workforce. 4. By June 2026, Cluster Head Teachers will continue to engage in one full protected development day per term, providing time for professional dialogue, moderation of improvement priorities, and shared leadership learning. Evaluation of HT sessions will evidence the impact on leadership capacity, shared self-evaluation and alignment of practice across the cluster. | |

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| **Data** |
| **Key Strengths:**   * Teachers have taken more ownership of the data for their class and reported on this fully during tracking conversations with SLT. The dashboard has been more widely used to plan next steps in learning * Teachers professional judgements have been more closely linked to the data available to each teacher. By June, assessment data was being triangulated for each pupil and teachers were feeling more confident to say that a child was on track, as they had a plethora of data, class work and assessments. * SLT have engaged in challenging discussions with each teacher around next steps for ‘cuspy’ learners’. Pupils that were not quite on track have been planned for independently with a programme of work designed to help them make their final steps at their level, * This year, there have been strong improvements in the attainment of many coherts. We have seen pupils make progress and our data is now more reflective of this. In writing, of particular note is our P4 cohort who have increased writing attainment by 10% and our P6 group who have increased by 16%. In Reading, 5 of our cohorts have seen increased attainment, with P7 showing a 19% increase. There is also a similar picture in numeracy with 5 of the 7 cohorts showing increased attainment, which ranges from 4% to 19%. * Data is collected from Learning Journals at the end of every learning block, this is analysed by the EEL and Senior EYECO to identify any children requiring support or challenge * Data is shared with individual keyworkers to allow them to plan next steps in learning   **Key Priorities:**   * Overall, attainment across the school is still below where we would want this to be. We are still just behind, or equal to our comparator family group but with strong teaching and learning, we would want this to be higher. * A priority next session will be to widen our moderation process to do more work with our family group of school. Looking outward at these schools will give us a better grasp of where our attainment is across all areas. * Teachers will meet with SLT termly next year to discuss their own ownership of their data and their plans to increase the attainment of pupils who are below expectations. * Assessment data will be spread throughout the year to ensure that valuable teaching time is not being lost by doing too many assessments in May. This should be a key time to raise the attainment, rather than simply assessing the attainment. |

**National Improvement Framework Quality Indicators**

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| * 1. **Leadership of change**   **School Nursery**  **Good Very Good** |
| **Key Strengths:**  **School/ELC Nursery class/ASN provision**   * The school’s new Head Teacher has shown passion, drive and energy to lead the school to achieve the best for all pupils and staff members. * Good leadership of the new SLT who encourages distributed leadership across the staff team, utilising individual strengths. * A dynamic change made to the school’s SLT. Having 3 PTs across the school who drive a different curricular area/focus. * The SLT are highly visible within the school and guide and manage the direction of change effectively. * A newly developed self-evaluation process involving all staff members to shape the school’s next SIP and 3 year plan. * Collaborative approaches by staff are evident throughout the school, within levels and stages, ensuring consistency and maximising outcomes for children. * The climate of high aspirations for all is shared across the school, at all levels. * Staff have developed a deeper understanding of the school’s strengths and areas for improvement and show commitment to their part in this journey, seeking out their own ongoing Career Long Professional Learning opportunities. * Children are valued and empowered to take on leadership roles, playing a vital part in driving forward change. Children’s rights and voices are clearly recognised and shared, giving true ownership. * We have a strong focus on continuous improvement, with priorities regularly reviewed and informed by the views of staff and families * Staff are encouraged to contribute ideas, take initiative, and embrace new approaches, resulting in a motivated and committed team * All staff share a clear understanding of the social, cultural and economic context of the Aileymill community. * The school and Nursery’s vision is clear, ambitious and understood by all. This is regularly spoken about and developed at whole school events, within classes and in the playroom. * All staff have shown a clear commitment to take part in change to positively impact the outcomes of our pupils. * Teaching staff plan together at stages. These plans are evaluated at the end of teaching blocks. SLT monitor these each term, looking for continued improvement and consistency between plans, evaluations and next steps. * Newly formed SLT has encouraged creativity in planning new and innovative teaching approaches such as developing increased play provocations and Fluid learning. * NQT practitioner enquiries have been well developed and shared across the teaching staff. * Rigorous assessment periods have given data to influence TPJs.   **Key Priorities:**  **School/ELC Nursery class/ASN provision**   * All school and Nursery staff should maintain the highest expectations for all learners at all times. This will be evident across all curricular areas. * Develop leadership at all levels to drive improvement and inspire others. * Planning, learning and teaching, assessment and moderation at each stage will be monitored by the PTs and shared widely to share solutions to challenges and share successes. * The school’s new SIP will demonstrate a strategic direction and pace of change which will result in positive outcomes for all learners. This SIP has been designed and written in collaboration with staff, pupils and parents. * Each teacher will share a practitioner enquiry at a given point next session. This will explore more innovative pedagogical approaches and personalised curriculum planning. * PSAs will undergo monthly training sessions on different approaches and given curricular areas to improve their practice and improve the outcomes for learners. * The SLT should refine their remits and areas of focus related to the new SIP. * Each stage within the school with be overseen by one of the PTs (Early, First and Second) to give a deeper understanding of the challenges and successes at each. * Encourage further leadership opportunities at all levels. * Continue to maintain a strong commitment to ongoing improvement by regularly reviewing priorities. * Continue to foster a culture where staff feel empowered to share ideas, take initiative, and try new approaches. |

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| **2.3 Learning, teaching and assessment**  **School Nursery**  **Good Very Good** |
| **Key Strengths:**  **School/ELC Nursery class/ASN provision**   * The school and Nursery are built on positive relationships which nurture and appropriately challenge. * Learners’ achievements in and out of school are celebrated on a daily basis in most classes across the school. * Learners across the school have received high quality feedback in a variety of ways to motivate and improve outcomes. * Planning across the school is manageable and proportionate with teachers receiving feedback on their planning and next steps each term. * All teachers have become more skilled in their analysis of data. They have shown an increased ability to discuss this as the year has progressed. * Ongoing focus on health and wellbeing to ensure that children are “Ready to Learn” alongside high expectations for all. * Robust tracking systems are in place that summarise progress and achievement and highlight all interventions and potential barriers to learning. * The majority of staff have a clear undertaking of “What A Good Aileymill Lesson Looks Like”. It provides guidance on our high expectations of both pupils and staff * The majority of staff understand the needs of the children and are skilled in deploying appropriate interventions to support each individual child’s progress. * Planners and holistic assessments are skilfully created collegiately every 6 weeks using curriculum posters to direct learning. * The quality assurance data is used to inform all learning and teaching. * Children’s ideas and interests are central to shaping the learning environment and experiences. * Practitioners interact sensitively with parents and involve them in all aspects of their child’s learning, including planning and assessment. * Differentiated responses and targeted support are provided, including for children requiring additional help to fully participate in their learning. * Children are encouraged to express their views and preferences, and practitioners are skilled at supporting those less confident in doing so. * Planning is flexible and responsive, with a balance of child and adult-led activities that adapt to children’s individual needs. * Staff are highly skilled at observing and assessing children’s learning, using this information to plan next steps and support continued progress.   **Key Priorities:**  **School/ELC Nursery class/ASN provision**   * More consistent approach to the sharing of achievements in and out of school in every class in the school and from each Nursery Home Group. * Pupils in every class in the school will lead their own learning by planning areas of the curriculum they want to learn more about. Each class will have a visual representation of what they are learning each term outside their classroom. * Assessments will become a more key aspect of the planning process, with teachers using the results of these rich assessments to influence their TPJs * Continue to review our approaches to assessment to ensure our evidence is reliable when reporting on pupil progress * Ensure that policies and procedures are regularly updated and shared with new staff * Develop and widen the curriculum to ensure full coverage of experiences and outcomes. * Continue to ensure the quality assurance calendar provides information staff are aware of jotter monitoring, learning visits, learning walks, curricular focus weeks. This will include school and nursery. * Continue to place children’s ideas, interests, and preferences at the heart of the curriculum and daily activities. * Continue to ensure learning experiences are meaningful and engaging by responding to what motivates each child. * Continue to involve parents in all aspects of their child’s learning journey, including planning and assessment, to create a consistent support network. |

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| **3.1 Ensuring wellbeing, equity and inclusion**  **School Nursery**  **Very Good Very Good** |
| Key Strengths:  School/ELC Nursery class/ASN provision   * The Aileymill learning community has a shared understanding of what wellbeing means to our young people, which is brought to life in the school and nursery by the vision of ‘Learning to Learn, Learning to Care’. * Every adult in the school and nursery promotes and demonstrates a climate where young people feel safe and secure. * The Nurture Principles are at the heart of all interactions in our school and nursery and are discussed regularly. * Partners visiting our school and nursery comment positively on the nurturing and caring ethos as something they can feel and that they enjoy being a part of. * Boxall Data from this year shows an increase in pupils’ feeling of belonging in our school across all stages. * Staff wellbeing has been prioritised by SLT through termly 1-1 meetings with all staff where their successes and challenges both inside and outside of the school and nursery are discussed and planned for. * Staff collegiate times this session have always included a time to discuss pupil wellbeing and to plan for any pupils going through new/different challenges. Information on these pupils is always shared sensitively. * Aileymill’s partner working with Barnardo’s has focused on the improving the mental health and wellbeing of parents which has helped them to engage more positively with the school and nursery. * All practitioners and stakeholders are aware of and follow robust policies and procedures for care, welfare, and child protection, including regular reviews to reflect current legislation. * Practitioners demonstrate sensitivity and responsiveness to each child and family, promoting empathy, consideration, and healthy relationships. * Universal and targeted support is provided, identifying learning needs in a timely manner to ensure all children access and benefit from their entitlement to high-quality early learning and childcare. * Active promotion of inclusion and equity ensures all children make progress and fulfil their potential, regardless of background or need. * Leaders look out for the wellbeing of practitioners, ensuring they feel valued and supported.   Key Priorities:  School/ELC Nursery class/ASN provision   * Develop a clearer framework for the recording, keeping and sharing of Child Protection information, ensuring that all procedures are in line with Inverclyde Councils CP audit tool. * Continue to build on cross curricular teaching and progressive opportunities for pupils to explore diversity and multi-faith issues, building tolerance and understanding. * Use outdoor spaces more regularly in line with current research on how this can positively impact on wellbeing. * Continue to ensure all practitioners and stakeholders are aware of, and consistently follow, up-to-date policies and procedures for care, welfare, and child protection and regularly review and update policies to reflect current legislation. * Continue to provide both universal and targeted support to identify and address learning needs promptly. * Continue to ensure all children have access to, and benefit from, high-quality early learning and childcare. * Continue to foster sensitivity, empathy, and responsiveness in interactions with each child and their family. |

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| **3.2 Raising attainment and achievement/Securing children’s progress**  **School Nursery**  **Satisfactory Very Good** |
| **Key Strengths:**  **School/ELC Nursery class/ASN provision**   * Attainment in literacy and numeracy have been prioritised this year by staff across all stages. * Learners in the school and nursery engage fully in the majority of tasks in class and in the nursery, with an element of personalisation and choice available throughout. * Teachers’ knowledge of the benchmarks and engagement in in-house moderation exercises have positively impacted on their ability to make sound and well informed TPJs. * HT has worked with attainment advisor, education officer and other HTs to ensure that Aileymill’s data is accurate and more in-line with that of its family group. * New approaches to the tracking of attendance has been trialled in Term 4 of this year and this will be rolled out across the school next year. The school’s Senior Clerical and one of the PTs are leading on this. * Learners are active participants in their own learning journey. They are empowered to identify their own next steps in learning thorough the use of learning journals. * PEF is used effectively to meet the needs of children. * Termly attainment meetings examine attainment for each pupil. The information is used to ensure progress and target resources to overcome barriers or support challenge. * Our inclusive ethos ensures that exclusion rates are very low. * We carefully monitor the attainment of children with protected characteristics. * Pupils have the opportunity to participate in a arrange of extra-curricular activities . * Both school based and wider community achievements are celebrated. * High-quality learning through play is central to improvement planning and daily practice, ensuring children make very good progress in communication, early language, mathematics, health, and wellbeing. * Continuous self-evaluation and reflection on learning provision help identify strengths and areas for development, leading to improved outcomes for children. * There is a strong focus on ensuring equity for all, with targeted and universal support to close any gaps in achievement and participation. * Children’s individual interests, strengths, and needs are identified and used to plan next steps in learning, ensuring a personalised approach. * Practitioners are sensitive to children’s backgrounds and experiences, using this knowledge to provide appropriate care and support. * Successes and achievements are shared with children, families, and partners, and used as a basis for further improvement.   **Key Priorities:**  **School/ELC Nursery class/ASN provision**   * Continue to further develop and roll out new attendance tracking and monitoring tool and use this to positively impact the attendance across the school * Focus on different and innovative approaches to the teaching of listening & talking and reading to improve overall literacy * Rethink nurture provision and make this a place of nurture and learning and teaching * Continue to make learning through play central to all planning and daily practice to support strong progress in communication, language, mathematics, health, and wellbeing. * Continue to demonstrate sensitivity to children’s backgrounds and experiences, ensuring care and support are tailored to individual circumstances. * Continue to identify and respond to each child’s interests, strengths, and needs, using this information to plan personalised next steps in their learning journey. |

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| **Key Achievements of the Establishment** |
| * Almost 100 children participated in the Inverclyde Music Festival – taking part in country dancing and the P4 action song. Our P4 class gained a first place in the Inverclyde Festival with their action song ‘Have an ABBA Friendship’. * Our Aileyminis group worked on a collaborative art project with Our Promise Partners and Your Voice to create art work based on the promise foundations. The work will be displayed as a major part of the refurbished family time rooms at the new HSCP building.   Our Aileymillminis also attended the Connect to Care Conference which was run and designed by children who were Care Experienced. This showcased the work they had done throughout the year.   * A number of families continued to participate in the weekly family ‘Food for Thought and Venture Out Volunteers Project’. The project celebrated the year coming to an end with a free family fun afternoon for Aileymill and St Andrew’s families in June. * We had a very successful infant nativity and P1-3 Christmas Cracker. * P5 led the whole school St Andrew’s Day celebrations attended by many families and friends. * Primary 6 demonstrated their enterprise skills in leading the monthly Thistle Café * Our Dancethon sponsored event raised over £3000 funding a whole school trip to the Beacon Pantomime * All stages of the school participated in a wide range of sports and extra curricular clubs including – athletics, football, basketball, multiskills, rugby, hockey. * We continued to work with a number of partners effectively including Barnardo’s YMI, NHS Health specialists, active schools to provide the best experiences for our pupils. * Our pupils participated in STEM events including P7 visiting West College and P5 pupils taking part in Sonappa Music workshops. * Wider achievements were celebrated at weekly assemblies and shared on the school’s social media. Star pupil awards were shared weekly at assembly. * Primary 4 successfully completed a block of swimming lessons. * Primary 5 pupils participated in drumming lessons led by YMI * P7 and P7/6 participated in the Galoshans Festival. Along with pupils from St Andrew’s they played a variety of drums and brass instruments as they entertainment the local community * We continued to build close relationships with our neighbouring school and jointly celebrated Christmas in St Andrew’s Church. * The APP organised successful P5-7 discos. * 30 primary 6 pupils participated in a two residential stay at FSC in Millport building their independence and developing new skills. * We continued to foster a strong relationship with our school minister David form Old Gourock and Ashton Church. In partnership with the chaplaincy team, P5 participated in Bubble-gum and Fluff, P6 attend the Easter Code and P7 were involved in the Values Cosy Café. * Parents were welcomed into school to work with their child during Science Week and Christmas Craft Week. * Children had the opportunity to work along with Inverclyde Community Food Network and learning about sustainability and growing our own foods. * Our sponsored invents raised in excess of £2000 which allowed us to plan treats for Christmas and end of term events . * Almost all children took part in a variety of events where they performed for their families. * Parents have actively taken part in a wide variety of family events e.g. Bookbug, Craft Days which are all highly attended. * Parents are actively involved in outings within the nursery and are always keen to support these by coming along. |