**Gourock Primary School**

**Standards and Quality 2024-25**

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| **Context of the Establishment** |
| **Our Establishment**  Gourock Primary School is a non-denominational school situated in Gourock. The current roll is 207 across 9 classes from Primary 1-7. The school’s Senior Leadership Team (SLT) consists of one Head Teacher and one Depute Head. We currently have 12.6 FTE teaching staff, 2.0 Newly Qualified Teachers (NQTs), and 0.5 FTE Support for Learning (SfL) Teacher. The school is supported by 4.17 FTE Pupil Support Assistants (PSA), and this is supplemented by an additional 1.74 FTE PSA funded by PEF. There is also support provided by 1 senior clerical and 1 clerical assistant, 1 janitor, 2 breakfast club assistants, 1 catering manager, 4 catering assistants and 2 cleaning staff.  **Vision**  In Gourock Primary, we aim to deliver excellence in learning and teaching within the challenges of the 21st century.  We strive to provide the highest quality learning and teaching experiences to ensure that all children care about the world they live in and learn and develop the full range of skills to be responsible citizens of the future. We believe that developing each learner holistically is critical in creating curious individuals who think and relate well to others.  A Gourock Primary Learner is ambitious, perseveres, engaged, motivated, creative, responsible and resilient.  **Our Values**  **Respect Resilience Kindness Honesty Tolerance**    Children, staff and parents have an excellent understanding of the school’s values which reflect the principles on which we base all our decisions and use them to influence day-to-day practice.  **Our Aims**   * To provide a nurturing environment for all pupils to feel safe, healthy, achieving, nurtured, active, respected, responsible and included. * To provide a curriculum which is challenging, has breadth, depth, relevance and coherence and one which is fun and enjoyable. * To work together with parents and partners to provide high quality learning experiences for all pupils to achieve and attain. * To encourage effective contributors with enterprising attitudes, resilience and independent skills capable of positively impacting on the communities in which they live. * To provide a stimulating environment and opportunities for staff and pupils in leadership and teamwork. Gourock Primary School is committed to delivering on its core business of 'learning' and is thrilled with the achievement gains to date. * To build the necessary knowledge and competencies for pupils to thrive and succeed in learning and life.   **School Context**  **SIMD 1 and 2 – 21% FSM – 19% ASN – 27% LAC – 3%** |

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| **Establishment priority 1** | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  Choose an item  NIF Driver  Assessment of children's progress  Teacher professionalism | HGIOS/ELC QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress    UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcome:**   1. By June 2025, all stages will regularly be adopting a more active, play-based approach to increase pupils’ engagement and enjoyment in numeracy and maths particularly in the area of Problem Solving techniques. 2. To increase the percentage of (identified) pupils across the school making expected progress in Numeracy and Maths by 5% in June 2025. 3. To increase the percentage of (identified) pupils across the school making expected progress in Writing by 5% in June 2025.     **Progress and impact of outcomes for learners:**  **1.**  Across all stages, a more active, play-based approach to learning has been successful, leading to greater student engagement and more meaningful learning experiences. All classes have been using the outdoors to extend learning experiences particularly in term 4 this session. Through learning walks and pupil conversations, feedback from pupils has clearly shown this to be popular with pupils with learning intentions clearly understood.  The appointment of a Numeracy Coordinator has significantly strengthened the school’s capacity to drive improvement in this core area. As our representative at Authority-wide Numeracy meetings, the coordinator ensures that our staff have access to the most current guidance and best practice. This has had a direct impact on classroom practice, leading to greater consistency and confidence in the delivery of numeracy across the school which we will build upon into next session.  Teachers continue to build on prior professional learning, particularly in the use of Numicon and Number Talks. These strategies are now embedded in most classrooms and are enhancing pupil engagement and conceptual understanding. Observations and feedback suggest that most pupils are more confident in explaining their thinking and in applying a range of strategies to solve problems.  A ‘Test for Change’ challenge focusing on mental agility was continued this session, providing a structured opportunity for teachers to trial new approaches and measure their impact. Pupil response has been overwhelmingly positive, with almost all learners noting increased confidence and motivation. Quantitative data shows marked improvement in mental agility scores across participating classes, indicating that this intervention is both effective and scalable.  The Numeracy Coordinator has also played a key role in building staff capacity through collegiate sessions, including the introduction of a new Problem Solving resource. By modelling how to access and implement this resource effectively, the coordinator has supported teachers to adopt it within their own classrooms.  Early feedback indicates increased usage and enthusiasm among staff, with all teachers reporting that the resource supports pupils in developing resilience and flexible thinking in mathematical contexts.  Parental engagement has remained strong, particularly at the early level. Primary 1 ‘Stay and Play’ sessions have been successful in promoting early literacy development and fostering positive home-school partnerships. Across the school, class-led assemblies have provided opportunities for pupils to share their learning, while strengthening connections with families. These events continue to be well-attended and warmly received, with consistent positive feedback from parents and grandparents.  The school has also placed a growing emphasis on outdoor learning as a way of enriching literacy and broader curriculum experiences. Staff have sought opportunities to take learning beyond the classroom, supported by inputs from Inverclyde Shed and Clyde Muirshiel. These experiences have not only enhanced pupil engagement but also provided meaningful, real-world contexts for language development.  **2.**  **Numeracy Attainment**  (% of pupils on track or beyond)   |  |  |  | | --- | --- | --- | | Primary | June 24 | June 25 | | 1 | 100% | 96.9% | | 2 | 75.8% | 90.9% | | 3 | 84.4% | 75.8% | | 4 | 84.6% | 81.3% | | 5 | 78.8% | 88.9% | | 6 | 80% | 84.4% | | 7 | 73.2% | 82.8% | | Whole school average | 82.4% | 85.8% |   While our school wide numeracy attainment data shows a positive increase of 3.4%, this progress was not mirrored among our identified target pupils. This discrepancy highlights the need to refine both pedagogy and intervention approaches in numeracy and mathematics.  Specific, evidence-informed interventions are required to support pupils who remain behind expected levels. Furthermore, developing a deeper understanding of dyscalculia and other barriers to numerical understanding will be a priority. This will enable us to adapt and personalise the curriculum more effectively, ensuring it is accessible for all learners.  Moving forward, the focus will be on translating this learning into sustainable changes in classroom practice, underpinned by a more diagnostic approach to identifying and addressing individual pupil needs in numeracy.  **3.**  **Writing Attainment**  (% of pupils on track or beyond)   |  |  |  | | --- | --- | --- | | Primary | June 24 | June 25 | | 1 | 94.7% | 87.5% | | 2 | 78.1% | 81.8% | | 3 | 78.8% | 75.8% | | 4 | 84.6% | 78.1% | | 5 | 81.8% | 88.9% | | 6 | 80% | 81.3% | | 7 | 75.6% | 86.2% | | Whole school average | 81.9% | 82.8% |   Writing attainment data shows an increase of 0.9% across the school, however of the four target pupils identified, only one progressed to 'on track' over the session. This highlights a need for more targeted and sustained interventions, particularly for pupils experiencing significant barriers to literacy.  Ensuring a shared understanding of effective writing instruction across stages is a core priority and a significant step forward has been the development of a new Literacy Strategy. Collegiate sessions using research and strategies developed within ‘*The Writing Revolution’* (Hochman & Wexler) have helped to shape the Literacy Strategy looking at pedagogy across the school. This professional reading has prompted valuable reflection on how pupils view and approach writing, and how teaching can be more explicitly structured to support them. Early evidence gathered through learning walks, suggests this work is beginning to influence practice, with teachers increasingly confident in delivering more systematic and scaffolded writing instruction.  To support this improvement journey, class teachers participated in professional learning visits to other schools within the Authority. These visits focused on pedagogy, differentiation, and resources use in literacy. The feedback was highly positive, with all staff reporting the opportunity to see different approaches in practice was both inspiring and practical. These insights have since been shared and discussed through collegiate sessions, fostering a stronger culture of professional reflection and collaboration.  **Attainment Across the School 2024-2025**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | P.1 (31) | | | P.2 (22) | | | P.3 (34) | | | P.4 (31) | | | P.5 (28) | | | P.6 (32) | | | P.7 (28) | | | |  | R | W | N | R | W | N | R | W | N | R | W | N | R | W | N | R | W | N | R | W | N | | Nov ‘24 | 80.6 | 80.6 | 90.3 | 90.9 | 86.3 | 90.9 | 79.4 | 76.5 | 79.4 | 77.4 | 70.9 | 80.6 | 96.4 | 82.1 | 85.7 | 78.1 | 81.2 | 78.1 | 89.2 | 82.1 | 82.1 | | Feb ‘25 | 87.1 | 87.1 | 96.7 | 90.9 | 86.3 | 95.4 | 79.4 | 76.5 | 79.4 | 80.6 | 74.1 | 83.8 | 96.4 | 89.2 | 89.2 | 78.1 | 81.2 | 84.3 | 89.2 | 82.1 | 82.1 | | May  ‘25 | 87.5 | 87.5 | 96.9 | 86.4 | 81.8 | 90.9 | 75.8 | 75.8 | 75.8 | 78.1 | 78.1 | 81.3 | 96.3 | 88.9 | 88.9 | 78.1 | 81.3 | 84.4 | 93.1 | 86.2 | 82.8 | | %  change | 6.9 | 6.9 | 6.6 | 4.5 | 4.5 | 0 | 3.6 | 0.7 | 3.6 | 0.7 | 7.2 | 0.7 | 0.1 | 6.8 | 3.2 | 0 | 0.1 | 6.3 | 3.9 | 4.1 | 0.7 |   This table shows gains across the school during session 2024-2025, however there is clear indication of a dip in Primary 2 and Primary 3. This shows a need for targeted intervention in Primary 3 and Primary 4 next session (2025-2026) to address this downward trend. | |
| **Next steps**   * Increase Reading attainment across the school * Increase Writing attainment across the school * Focus of pedagogy across curricular areas through ‘Improving our Classrooms’ training. * Develop Play and Outdoor Learning across all stages | |

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| **Establishment priority 2** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  Choose an item  NIF Driver  Assessment of children's progress  Performance information | HGIOS/ELC QIs  3.2 Raising attainment and achievement  2.4 Personalised support    UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcome:**  **Literacy**   * To increase the percentage of pupils living in SIMD 1-2 across the school making expected progress in Reading by 14.7% in June 2025. * To increase the percentage of pupils living in SIMD 1-2 in P3, 4 and 7 making expected progress in Writing by 8.8% in June 2025.   **Numeracy**   * To increase the percentage of pupils in an identified group impacted by poverty across the school making expected progress in Numeracy by 8.8% in June 2025.   **PEF used to support closing the gap:**  PSA (Pupils Support Assistants) x2 (£33,837)   PSA (topping up current hours) – providing targeted support for identified pupils.  Use of PSAs as above for regular one to one SEAL sessions, Reading sessions, targeted interventions and timetabled to classes during writing time.    **Progress and impact of outcomes for learners:**  (Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)    Attainment data across the different organisers shows that while many pupils have made strong gains this session, progress in narrowing the attainment gap for children in SIMD 1 and 2 remains a key challenge. Despite targeted support, only one child in a targeted group was able to move from 'behind expectation' to 'on track'. This highlights the complexity of poverty-related barriers and underlines the need for more intensive and differentiated interventions going forward.  To strengthen support for these learners, our termly GIRFEC meetings were streamlined to ensure that actions are specific, measurable, and regularly reviewed. This has improved the tracking of individual pupil progress and accountability for outcomes. Moving forward, we aim to expand the range of interventions available, with a stronger emphasis on early identification and response.  A significant development this year was the delivery of training to all class teachers on analysing and using class level data. This has empowered staff to take greater ownership of their learners’ progress and has deepened their understanding of the wider school context. In the next session, we will build on this with the introduction of the FACT-STORY-ACTION framework, designed to support teachers in interpreting data meaningfully and planning responsive actions tailored to individual needs.  PEF funding was used to employ two additional Pupil Support Assistants (PSAs), focusing on targeted interventions in literacy, numeracy, and wellbeing. Feedback from staff and pupils indicates that this additional capacity has provided vital support to a range of learners, particularly those requiring consistent, in-the-moment support. While qualitative feedback is strong, we will continue to monitor the quantitative impact of these interventions to ensure the sustainability and effectiveness of PEF investment.  **ACEL DATA**  **P1, P4, P7**  BGE Reading   * 87.5% of pupils in P1 made expected progress in Reading. * 78.1% of pupils in P4 made expected progress in Reading. * 93.1% of pupils in P7 made expected progress in Reading.   BGE Writing   * 87.5% of pupils in P1 made expected progress in Writing * 75.8% of pupils in P4 made expected progress in Writing. * 86.2% of pupils in P7 made expected progress in Writing.   BGE Numeracy   * 96.9% of pupils in P1 making expected progress in Numeracy. * 81.3% of pupils in P4 making expected progress in Numeracy. * 82.8% of pupils in P7 making expected progress in Numeracy.   An increase in attainment across Primary 1, 4 and 7 has been evident this session, however the whole school picture shows targeted interventions are required in P.3 (new P.4) to repeat this next session. | |
| **Next steps**   * Targeted support for pupils in SIMD 1 & 2 to increase attainment in literacy and numeracy * FACT-STORY-ACTION introduced * Enhanced offer of interventions for individual pupils | |

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| **Establishment priority 3** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  Placing the human rights and needs of every child and young person at the centre of education  NIF Driver  Assessment of children's progress  Performance information | HGIOS/ELC QIs  1.2 Leadership of learning  3.1 Ensuring wellbeing, equality and inclusion    UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcome:**   1. By June 2025, Pupil Participation group will lead the whole school community towards the attainment of Rights Respecting School Award GOLD LEVEL. This will result in improved understanding of everyone’s role within the Children’s Charter. 2. By June 2025, all classes will have developed their learning about racial literacy and the role that they (the pupils) can play in developing racial literacy and promoting tolerance within our society. 3. By June 2025 attendance of a targeted group of pupils in P3, 6 and 7 will have increased beyond the levels of the previous session.   **Progress and impact of outcomes for learners:**  **1. Rights Respecting School and GOLD Reaccreditation Progress**  As a whole school, we have maintained a focused and strategic commitment to achieving GOLD reaccreditation, now scheduled for 17th September 2025. Although we were unable to secure an assessment date within the 2024–2025 session, we have used this additional time to deepen and embed Rights Respecting practices across the school community. Notably, our Rights Respecting Pupil Group has effectively promoted a specific Right each month, facilitating meaningful dialogue during weekly whole-school assemblies. This consistent visibility has ensured that children are increasingly confident in identifying, articulating, and applying their rights within the school context.  **2. Anti-Racism and Building Racial Literacy (BRL)**  All classes engaged with novels exploring racial themes, which proved to be valuable for rich classroom discussion. Pupil feedback suggests this approach has not only raised awareness of racial injustice but has also fostered empathy and critical thinking, as learners reflected on the emotional impact of discriminatory behaviour. Most pupils articulated a deeper understanding of how language and actions can have long-term effects on individuals and communities.  Primary 7 pupils, supported by their teacher, played a key leadership role in delivering our whole-school BRL work. Their promotion of the BRL Charter and commitment to embedding its principles across the school has led to a strong culture of inclusion, particularly evident in the way new pupils and staff are supported to uphold these shared values, which can be seen in everyday interactions.  Two members of staff successfully completed Education Scotland’s BRL programme this session, a significant professional development that has directly informed a comprehensive school action plan. This plan now underpins our ongoing commitment to anti-racist education and continues to guide our next steps with clarity and purpose.  In October, all teaching staff participated in a BRL-focused in-service day as part of our cluster-wide initiative. The session strengthened staff confidence and consistency in discussing sensitive issues and addressing unconscious bias in practice.  Wellbeing remains central to our ethos, with a robust range of tools in place to monitor and support pupil mental health. The Glasgow Motivation and Wellbeing Profile (GMWP) has been instrumental in providing detailed insights into pupil wellbeing, allowing staff to identify and respond to emerging needs with targeted interventions. This data-led approach ensures no pupil is overlooked and that support is both timely and appropriate.  Additionally, the daily use of individual wellbeing trackers in each classroom has significantly enhanced our ability to respond in the moment. Staff report that this proactive check-in system helps to build trusting relationships and facilitates early intervention. Pupils themselves have spoken positively about the trackers, often highlighting the value of being heard and supported at the start of each day.  3.  **Attendance**    Average school attendance this session was 94.8%, this has increased from 94.4% in the previous session. A draft attendance policy has been created as part of our cluster schools initiative. A whole school Attendance Matters focus has been promoted this session with attendance being monitored throughout the year. Early contact was made to families who were identified as needing support due to poor attendance history, and this continued throughout the session. | |
| **Next steps**   * Achieve Gold Rights Respecting Award * Review wellbeing Interventions * Support and track attendance - Attendance Policy * Develop a school Anti-Bullying Policy * Begin developing a school Positive Relationships Policy | |

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| **Establishment priority 4** | |
| NIF Priority  Improvement in skills and sustained, positive school-leaver destinations for all young people  Choose an item  NIF Driver  Assessment of children's progress  Parental engagement | HGIOS/ELC QIs  3.3 Increasing creativity and employability  2.7 Partnerships    UNCRC  Article 28: (Right to education):  Choose an item. |
| Outcome:  By June 2025 the implementation of play-based learning opportunities will have enhanced all learners’ development of a set of identified meta skills. (Confirmed by data, pupil feedback and observations)   1. By June 2025, pupil discussions and observations will evidence that all pupils will have had increased engagement and effective teaching in STEM lessons within the curriculum.   Progress and impact of outcomes for learners:  (Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)  **1. Developing Meta-Skills Across Learning**  A focused collegiate session on meta-skills has had a measurable impact on pedagogical practice and pupil experience. As a result, there has been a noticeable increase in the use of meta-skills language across the school, both in staff discussion and in classroom environments. Teachers are now consistently embedding meta-skills into curricular planning, encouraging pupils to make explicit connections between these skills and their learning. This approach not only deepens understanding but also empowers pupils to articulate their learning processes, supporting the development of lifelong learning habits.  **2. Enhancing STEM Through Strategic Partnerships and Pupil Leadership**  The introduction of the new Authority Science planners has provided clarity and coherence in planning for progression, ensuring a more consistent and developmental approach to science across all stages.  All classes benefitted from targeted Micro:bit sessions delivered by the Acting DHT, which enhanced digital skills and problem-solving across the school. These hands-on sessions made computing more accessible and engaging, laying strong foundations for future learning in STEM.  A key highlight of the year was our highly successful STEM Week, which significantly enriched the school’s STEM offer. With meaningful input from local companies and parents, pupils were exposed to real-world STEM contexts, effectively linking classroom learning to the wider world of work. Post-event reflections showed that all pupils felt a much greater understanding of the relevance and application of STEM in everyday life.  Further enriching our STEM provision, pupils in Primary 4–7 took part in a workshop delivered by the Royal Navy. Both staff and pupils noted the value of these sessions in making strong, memorable links between theory and practice. All teaching staff involved shared the workshops sparked curiosity and led to deeper classroom discussions that extended beyond the original inputs.  Primary 6/5’s visit to West of Scotland College provided a high-quality, hands-on science experience with a focus on DNA and experimentation. The opportunity to work alongside experts and use scientific equipment in a real-world context significantly enhanced engagement and understanding. Pupils spoke enthusiastically about the visit, with all recommending it for future cohorts—an indication of its perceived value and impact.  Throughout the year, the STEM Pupil Group has played a pivotal role in leading whole-school STEM challenges. Their leadership has been exemplary, showcasing independence, creativity, and collaboration. These peer-led initiatives have not only fostered enthusiasm for STEM but also promoted a strong culture of pupil leadership and shared learning across the school. | |
| **Next steps**   * Meta-skills linked to learning in class * Making learning relevant to our world today – STEM links | |

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| **Additional PEF Spend** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people | HGIOS QIs  2.4 Personalised support  Choose an item.  UNCRC  Article 31 (Leisure, play and culture):  Article 3 (Best interests of the child): |
| **Spend: £245**  **Progress and impact of outcomes for learners:**  PEF spend allowed all children, disadvantaged by poverty, the opportunity to attend the Primary 7 Residential trip to Lockerbie Manor. All pupils reported improved confidence and wellbeing through participating in the outdoor activities. | |
| Next Steps:  Through gathering parent and staff views, everyone agrees that no child should miss a trip due to financial circumstances. | |

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| **Data** |
| The graph below illustrates overall attainment across the stages in June 2025:    **Key Strengths:**   * Our attendance remains consistently above the local and national average. * Most learners at P1, P4 and P7 have achieved the appropriate Curriculum for Excellence level in numeracy and maths (87.1%) and in literacy overall (82.8%). * There is evidence of an upward trend over time in raising attainment in Listening and Talking, Reading, Writing and Numeracy across most year groups. * An increasing number of pupils are now working ‘beyond expectation’ across all curricular areas. * Attainment in reading has risen in P1, P4 and P.7 across this session. * **Most** pupils in P1to P.7and are on track or beyond expectation in Writing. Attainment in writing has risen in P1, P4, P.5, P6 and P7. * **Almost all** pupils in P1 and P.2 and **most** pupils in P3, P4, P5, P6 and P.7 are on track or beyond expectation in Numeracy.   **Key Priorities:**   * To raise attainment in Literacy across the school, in particular in reading and writing * To build on progress of attainment in Numeracy * To further target pupils in SIMD 1 and 2 in literacy and numeracy |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of change**  **Good** |
| **Key Strengths:**   * Head Teacher and Depute Head Teacher are committed to developing an updated and shared vision which all stakeholders can engage with in as positive a manner as they have with the existing vision. * The five values of the school are known, experienced and celebrated by staff, pupils and parents on a daily, weekly and termly basis. The use of the” Gourock Rainbow”, displayed in every area of the school, particularly supports the understanding and celebration of the values. * Pupils are actively engaged in evaluating the performance of the school through the use of How Good is OUR School. The results of this engagement are displayed prominently on a noticeboard for the whole school to see and pupils can speak confidently to this. * The Parents in Partnership Group (Parent Council) collaborate with the SLT in formulating school priorities, evaluating progress and use of Pupil Equity Funding. * All staff share responsibility for an area of curricular development with pupils. Together they have planned for improvements in identified areas and have led related activities and opportunities for engagement across the whole school community. * There are many ways to gather Pupil Voice including, Pupil Council, House Captains and Learning Logs. Pupils speak confidently about feeling their voice is listened to and that their view impact on the life of the school.   **Key Priorities:**   * To review the vision, values and aims of the school with all stakeholders and develop a tag line to make the vision even more accessible. * To review existing practices for staff to engage in self-evaluation and build greater rigour and transparency into the process in order to support all staff to drive forward effective change and improvement. * All teaching staff should continue to take responsibility for areas of curricular development with a greater focus on School Improvement Priorities. * All teaching staff should engage with GTCS Standards as an integral part of the Professional Review and Development process. * Opportunities should be created and acted upon by teachers to collaborate with colleagues beyond the school in order to further develop approaches to learning and teaching in furtherance of priorities in the School Improvement Plan |

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| **2.3 Learning, teaching and assessment**  **Good** |
| **Key Strengths:**   * The school's ethos fosters a learning environment which promotes positive relationships. * Effective deployment of pupil support assistants to support and challenge identified pupils. * The level of engagement and motivation of the learners across the school. * Learners’ achievements, both within and out with school, are recognised and celebrated. * The wide range of pupil leadership opportunities across the school. * Achievement of the Digital School Award has had a positive impact and continues to be led by P6 pupils.   **Key Priorities:**   * Continue to develop quality assessment policies and practices to ensure consistency in planning, tracking, monitoring and assessment across the curriculum. * Ensure consistency in offering opportunities for pupil leadership within day-to-day class learning. * Ensure planning for personalisation and choice, taking into account pupil voice through dialogic teaching and collaboration. * Ensure that high quality opportunities for creativity and innovation are embedded and planned for across the curriculum. |

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| **3.1 Ensuring wellbeing, equity and inclusion**  **Good** |
| Key Strengths:   * The visibility and approachability of the SLT provides parents and staff with confidence. * Positive relationships have been central in fostering a sense of belonging and security resulting in a calm environment. * Attendance is above national average. * Identifying ASN and further developing ways to creatively break down barriers in terms of intervention and PSA allocation. * There are plan in place which have been actioned and are building confidence in challenging discrimination and ensuring equity and equality. Staff have embraced the BRL programme, and all staff have received training on Trauma Informed Practices. * Partnership working is strong. This has resulted in successful intergenerational work across the community. * There are clear transition timelines in place resulting in positive experiences from Early Years to Primary and then Primary to Secondary. * Alongside the Active Schools Coordinator, staff have ensured that most pupils have experienced the opportunity to access extra-curricular experiences. * Increase in pupil led lunch clubs to promote leadership and wellbeing. * New GIRFEC paperwork has been created to ensure targeted interventions and evaluations termly with class teacher and SLT   Key Priorities:   * Staff confidence and implementation of new paperwork to document GIRFEC across the school * All stakeholders should be aware of and implement the actions and requirements identified in a child’s plan following an educational review. * Refresh of wellbeing indicators across the school |

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| **3.2 Raising attainment and achievement/Securing children’s progress**  **Satisfactory**  Choose an item. |
| **Key Strengths:**   * Head Teacher is aware of the need for attainment data to be closely monitored and has drawn up an action plan for this. * Interventions, such as toe-by-toe and SEAL, are used to support the raising of attainment at targeted stages. * Current PEF planning has ensured a consistency in the support offered in classes with a view to raising attainment. * Pupils are applying the skills they are learning and increasing their achievements through their work in the local community.   **Key Priorities:**   * SLT to closely monitor attainment data, Teacher Professional Judgements and predictions to offer support and challenge to staff in maintaining and raising attainment in literacy and numeracy. * Develop a strategic plan and tracker to implement then track the approaches used to raise attainment across the school and ensure that teaching staff are fully aware of this plan. * Class teachers to take greater ownership of the attainment in their class and ensure that they are using data to plan appropriately to raise attainment and inform their Teacher Professional Judgements. * Further develop play-based pedagogy and innovative approaches across the school, developing skilfully planned provocations to support and challenge pupils’ learning. |

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| **Key Achievements of the Establishment** |
| * Whole school community effort to receive Tesco bid for £1500 for further improvements to playground. * Hugely successful ‘STEM’ week supported by parents, local companies, staff and pupils * Successful Greenock Festival participation by the choir and several individuals for playing instruments, individual and choir singing. * Highly successful whole school Christmas Show ran over four days – every pupil involved. * Primary 7 pupil led Burn’s Supper. Primary 7, family members, staff and invited guests attended a Burns Supper and entertained by our pupils with poems, song and dance. * P6 pupils performed in ‘Orlaff the Dragon’ supported by Mrs Beck and Clydeview Academy pupils. * Every class visited Gourock Library for a workshop and to borrow books. * Pupil participation in Netball, Football, Athletics, Cross Country, Relays, Highland Games across the school year. * School vision and values refresh with pupils to include Gourock Primary Rainbow and golden coins. * Class Assemblies – each class shared their learning with families and the rest of the school. * A wider range of lunchtime clubs to support pupil wellbeing was offered supported by teaching staff and Active Schools – art club, athletics. * Pupil led lunchtime clubs programme significantly increased – Art club, reading club, badminton club and netball leaders. * Supported the community by donating to Food Bank, McMillan Cancer Support, Glasgow Children’s Hospital and Children in Poverty. * Highly successful partnership with Parents in Partnership (PiP); Christmas shopping evening, Summer Fete raised over £1983.06. |