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|  | **Inverkip Primary School****&****Nursery Class****Standards and Quality 2018 -2019** |

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| **Context of the school:**  |
| Inverkip Primary School and Nursery class is a non-denominational school which serves the village of Inverkip. In session 2018/19 we had 264 pupils over 10 classes. Staff included the Head Teacher, Depute Head Teacher, one class committed Principal Teacher, 10 further full time teachers, one teacher 0.8 and one teacher 0.6. Our support staff consisted of 7 full time and two part time staff members. Our Nursery class had one Senior EYECCO, two EYECCOs and one Nursery assistant. We also had two clerical staff plus one janitor.Our L shaped building also houses two gym halls, an ICT suite and three playground areas including a Multi-Use Games Area (MUGA). **Our School Vision**At Inverkip Primary School and Nursery Class we are developing our full potential and inspiring others to succeed within a climate of teamwork, respect and trust, where all our children aspire to become successful learners, confident individuals, responsible citizens and effective contributors.**Our School Values**Inverkip CHEER – Commitment, Honesty, Endeavour, Equality and Respect.**Our Aims*** To provide a broad and balanced curriculum within a nurturing school environment where each pupil has the opportunity to thrive emotionally, socially and physically.
* To encourage all pupils to achieve their fullest potential within and outwith school, developing their knowledge, skills and positive attitudes.
* To provide high quality teaching, nurturing a love of learning and a sense of achievement in all our pupils.
* To create an environment for our pupils where they consistently feel they have a voice and their opinions and ideas are listened to and acted upon.
* To make our school a safe, healthy and happy place where our pupils develop positive relationships
* To encourage consistently high standards of behaviour and respect for the rights of others.
* To foster high quality leadership at all levels through valuing and empowering all members of the school and nursery community.

As a non-attainment challenge school we were awarded £14 400 in Pupil Equity Funding and used this to pay for staff Osiris training in Visible Learning plus one extra member of support staff.  |

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| **Our attainment:** |
| Our attainment data for Pr1 shows very good progress.In **Pr1**, the percentage of pupils achieving early level in listening and talking, writing, reading and numeracy is higher than the National average in all areas.Our attainment data for Pr4 shows very good progress.In **Pr4**, the percentage of pupils achieving early level in talking & listening, writing, reading and numeracy is higher than the National average in all areas. In **Pr7,** the percentage of pupils achieving second level in Listening and Talking, Reading and Numeracy is higher than the National averages. In writing, the percentage achieving second level almost equals the National average.In Inverkip, writing takes a dip at second level. Cluster Moderation in writing this session has focussed on the writing criteria and teachers’ professional judgement. This focus will continue into 2019-2020 session. **This table shows Percentage of Pupils who achieved a level by end of June 2018**

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|  |  | Listening &Talking | Writing | Reading | Numeracy |
| **Pr1** | Inverkip | 97% | 94% | 97% | 97% |
|  | National | 85% | 72% | 77% | 76% |
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| **Pr4** | Inverkip | 94% | 97% | 100% | 94% |
|  | National | 87% | 78% | 81% | 85% |
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| **Pr7** | Inverkip | 95% | 68% | 87% | 89% |
|  | National | 84% | 73% | 79% | 75% |

Next session, we plan school moderation in Progression Pathways to ensure consistency in teaching, pace and planning and this will also strengthen assessment processes. Accelerated Reading Scheme will be introduced from Pr3-7 and we expect this to have an impact on writing as well as reading data. School moderation in Numeracy and Number Talks will ensure consistency in planning, teaching and assessment. This year we developed a whole school ASD communication plan and every member of teaching and support staff received 10 hours of training from the ICOS Team. We feel much better equipped to support all our pupils through consistency of approach. Next year we have agreed our Year 2 ASD plan. |

**Review of progress for session 2018-19**

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| **School priority 1**: Improvements in attainment, particularly in literacy and numeracy |
| NIF Priority Improvements in attainment, particularly in literacy and numeracyNIF Driver Assessment of children's progressTeacher professionalism  | HGIOS?4 QIs 3.2 Raising attainment and achievement2.3 Learning, teaching and assessment2.4 Personalised support |
| **Strategies**All teaching staff now planning with Inverclyde Numeracy & Mathematics & Literacy and English Progression Pathways. Staff moderation and collegiate working with Pathways. Active Literacy was developed at early and first level. SEAL used in planning in & Primary 1 & 2 and introduced in Nursery. Reciprocal Reading was further developed at all stages. Literacy Toolbox was used to support individual pupils and all support staff received training in this area. New reporting system used in agreement with parents.**Progress**All teaching staff now using the Progression Pathways this session and moderating as a staff team. Moderation will continue next session. SEAL was embedded at Pr1 and introduced in Nursery & Pr 2. Number Talks developed all stages. Reciprocal Teaching evident at all stages and staff became familiar with the strategies. Literacy Toolbox was used for the first time to support individual pupils. Feedback from staff and parents on reporting system was 100% positive.**Impact**The new reporting system has allowed time for more teacher-pupil dialogue on pupil targets and next steps in learning in Literacy, Numeracy and Health & Wellbeing thus helping develop the pupils and staff as visible learners. Both Progression Pathways being used will ensure progression and pace of learning for all learners from early through to end of second level. Staff are now more confident in using reciprocal approaches in the classroom. Nursery, Pr1 & Pr2 teachers have become confident in the use of SEAL. Literacy Toolbox had a positive impact on some identified pupils. |
| **Next Steps:**Moderation of Progression Pathways in Numeracy and Mathematics & Literacy and English regularly throughout the new session. Embed SEAL at Pr1 and develop at Nursery and Pr2 stages through staff moderation. Introduce SEAL at Pr3 stage. Ensure staff continue to use reciprocal teaching strategies at all stages. Accelerated reading to be introduced at Pr3-7 stages. Literacy Toolbox to be used to target identified Pr4 & Pr5 groups. |

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| **School priority 2:** Closing the attainment gap between the most and least disadvantaged children |
| NIF Priority Closing the attainment gap between the most and least disadvantaged childrenNIF Driver School ImprovementTeacher professionalism | HGIOS?4 QIs 3.2 Raising attainment and achievement2.3 Learning, teaching and assessment2.5 Family learning |
| **Strategies**New Reporting system introduced for parents. All teaching staff will engage in Visible Learning CPD training at own school level led by two impact coaches and SMT.CPD: SNSA data analysed. Home Learning Tasks embedded. Whole school ASD Plan Year 1 in place with many CPD sessions organised for teaching & support staff.**Progress**Visible Learning: All teaching staff worked collaboratively on developing the progression of ‘language of learning’ from Nursery to Pr7. Main classroom focus this year also included LI, SC & feedback. Impact coaches organised regular pupil focus groups to gather data and fed back results to all teaching staff & SMT. SMT pupil focus groups and classroom observations enabled us to monitor progress. Communication plan for next session was agreed by all. New reporting system was evaluated and we agreed to continue this next session. SNSA successfully delivered to three stages this year and results analysed. ASD Communication Plan Year 1 was implemented by staff. Many ASD support strategies now in place around the school and in every classroom.**Impact**Parental feedback from new reporting system was 100% positive with comments on how well pupils could talk about their learning and next steps, making their learning more visible. New SNSA was extremely time consuming for teaching staff but did help, in some cases, teacher professional judgement on achievement of a level. VL: Beginning to have impact on pupil & teaching staff. Osiris Training now ceased and staff more positive about continuing VL journey ourselves, led by our Impact Coaches. ASD Plan resulting in more consistency and support for all of our pupils. Less instances of pupils having learning disrupted. |
| **Next Steps:**Continue our Visible Learning journey by looking specifically at the use of Feedback, Learning Intentions and Success Criteria and developing the ‘Language of Learning’ across all stages. Continue new reporting system to parents. Interrogation of SNSA Data for all teaching staff. Further encouragement of families to participate in Home Learning activities. ASD Plan Year 2 developed and school focus toward bronze ASD Award. ASD Communication Plan will also be a focus for our cluster collegiate working group. |

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| **School priority 3**: Improvement in children and young people's health and wellbeing  |
| NIF Priority Improvement in children and young people's health and wellbeingNIF Driver Performance information  | HGIOS?4 QIs 3.1 Ensuring wellbeing, equality and inclusion2.4 Personalised supportChoose an item. |
| **Strategies**ASD Training for all teaching and support staff by ICOS team. This was set up as drop in twilight sessions and extremely well attended. We decided this was needed more than Nurture CPD at present. Health and Wellbeing Calendar year 2, which gives details of multi-agency support networks and timescales for classroom visits, introduced to support learning & teaching. ASD fire plan developed for high risk pupils.**Progress**All teaching and support staff have received a full day training plus three twilight sessions on supporting ASD pupils from the ICOS Team and have worked together to draw up a school ASD communication plan. All staff and SMT also have individual ASD targets for their personal development. Agency support given through the new Health and Wellbeing Calendar is well organised and allows for good planning in advance.**Impact**ASD training had a huge impact on all staff with staff reporting that they feel more confident in teaching and supporting ASD pupils to ensure maximum impact on their learning. Consistency of approach is evident. Health and Wellbeing topics very well supported by many outside agencies. Very good experiences and opportunities for pupils delivered and good partnerships built. |
| **Next Steps:**ASD Communication plan year 2. This has been agreed by all staff and will be implemented next session. ASD support network café for parents to drop in to once per month. Visual timetables in all classrooms and used consistently throughout the school day. School signage all ASD friendly. Safe spaces to be made available in every classroom. Safe space supported by an adult to be made available, if required, at intervals and lunch breaks.  |

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| **School priority 4**: Improvement in employability skills and sustained positive school leaver destinations for all young people  |
| NIF Priority Improvement in employability skills and sustained positive school leaver destinations for all young peopleNIF Driver Teacher professionalismParental engagement | HGIOS?4 QIs 3.3 Increasing creativity and employability |
| **Strategies**World of Work Week introduced.**Progress** Strong parental support in first World of Work Week. Very good feedback from pupils, parents and staff.**Impact:** Pupils and staff given opportunities to experience a wide variety of presentations on World of Work. |
| **Next Steps:**Develop World of Work week and build on initial success.  Development of Curriculum RationaleFocus on Digital Learning in all classes next session. |

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| **National priority: How we are ensuring Excellence and Equity?** |
| **How PEF Funding has been used:*** Visible Learning training
* ASN Auxiliary 20 hours per week

**Evidence of Impact:**Staff have a clear action plan on how to move forward in developing their skills to enhance learning and teaching. SMT have evidenced the impact of the Visible Learning focus through direct classroom observation and pupil focus groups at all stages.ASN pupils/groups identified and directly supported to be on track with their learning.  |

**Key priorities for improvement planning 2018-19**

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| What is our capacity for continuous improvement?  |
| We consider we have very good capacity to improve.Our dedicated staff team are committed to Career Long Professional Learning. Teaching staff engage in Professional Review and Development meetings with a very clear focus on the school improvement plan. Our Annual Calendar clearly details our collegiate professional learning and gives details of our termly evaluations, clearly linked the HGIOS 4 indicators. Quality Calendar is in place at the beginning of each teaching session.We ensure that all stakeholders are consulted on the work of the school and how we can improve through meetings, curriculum workshops, focus groups, questionnaires and professional dialogue. A range of data is used to identify strengths and areas for support within our classes.Main areas for development next year are as follows:* Digital Learning major focus at all stages
* Accelerated Reading Scheme for Pr3-7
* ASD Communication Plan Year 2
* Mental Health & Wellbeing focus across the school
* Moderation of Planning, Progression Pathways and Number Talks
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**NIF quality indicators**

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| Quality Indicator | School Self Evaluation  | Key priorities for session 2019/20 |
| 1.3 Leadership of change  | Very Good | All staff fully supported in their personal career pathways through good quality CPD.Many CPD courses attended by teaching and support staff throughout the session.SIP implemented.Building school community by building many new community partnerships to strengthen learning and teaching and pupil experiences. |
| 2.3 Learning, teaching and assessment  | Very Good | Staff training in many areas of the curriculum to support high quality Learning & Teaching. Visible Learning:Language of Learning, consistency of LI & SC & Feedback.Progression Pathways supporting pace and challenge of all pupils. |
| 3.1 Ensuring wellbeing, equity and inclusion  | Very Good | Implementation of school ASD Plan Year 1.All school staff, teachers and support staff, now training in many aspects of ASD support strategies.  |
| 3.2 Raising attainment and achievement | Very Good | Close staff collegiate working and moderation activities to support planning, teaching and assessment. Cluster collegiate working focus on Writing. |

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| Key Achievements of the school in session 2018-2019 |
| This is a few of our Inverkip achievements this year.Inverkip was awarded Rights Respecting School Status at Gold Level for the second time, being reaccredited in June 2018.As a whole school, led by our Charities Committee, we raised a total of £2100 this year split between our three chosen charities – Dog’s Trust, UNICEF and Jayden’s Rainbow. We also had a food collection for Inverclyde Foodbank.Over £1000 was raised through our annual Malawi Day celebrations for our partner school, Malavi Primary. Funds raised will be used this year to pay for Solar Lighting. The lights have already been ordered directly and the installation process is now underway. Our Nursery – Pr2 pupils performed their Nativity Play, A Midwife Crisis.Pr3-7 performed in our end of term school show ‘’Rock Bottom’ raising £1439.50 for school funds.Our Eco Committee developed a further partnership with The Chartroom and Co-op, and strengthened their existing partnership with Inverkip Church, RBS and Café Riva. They initiated highly successful Community Beach Cleans each term and their Great Scottish Beach Clean was actually the largest in the whole of the UK. Our whole school Eco day this week was a huge success. The whole school mural competition had three winners whose designs were incorporated into a beautiful and enormous mural for our playground. This was unveiled recently. They also started our campaign to recycle batteries.Class assemblies this year focused on UNICEF Global Goals, thus strengthening our RRS Gold Status. Two pupils from our RRS Committee represented Inverclyde at a national RRS Youth Panel in Edinburgh.JRSOs worked alongside the community police and the local community council to strengthen our ‘traffic watch’, encouraging careful parking outside the school and to try to ease traffic congestion. Regular ‘spot checks’ took place outside the school. Through campaigning and collegiate community working a new crossing is planned outside the school building.‘Walk Once a Week (WOW) continued this year in the month of June.Our Athletics Squad achieved success by winning the Inverclyde Championship for the 11th consecutive year and West of Scotland Championships for the fourth consecutive year.Our Netball Team participated very successfully in the Winter and Spring tournaments Our CrossCountry squad went from strength to strength this year with much success at their events. Four Pr4 pupils won the Inverclyde Tennis tournament and went on to represent Inverclyde at a West of Scotland Tennis event.Our Pupil Council worked very hard this year to ensure our new playground equipment was looked after and monitored.Monthly Fairtrade assemblies with parents has raised a lot of funds and Fairtrade awareness.Primary 6 pupils experienced two days of sport at Inverclyde Centre in Largs.Our Pr7 pupils enjoyed a full week at Ardgour on an outdoor learning holiday.School choir and a few individual pupils performed at Inverclyde Music Festival with great success.We held our second and very successful World of Work Week.We introduced our Uniform Bank to help ‘cut the cost of the school day’ for parents.Our pupils experienced wonderful learning and teaching in their classrooms throughout the year delivered by their class teachers and supported by many fantastic workshops from outside agencies. |