

**Context of the school:**

**Our School**

Inverkip Primary School and Nursery class is a non-denominational school which serves the village of Inverkip. In session 2020/21 we had 246 pupils over 10 classes and 31 children in our nursery class. Our total roll across school & nursery was 277. Staff included a Head Teacher, a newly appointed Depute Head Teacher, one class committed Principal Teacher, 8 full time teachers, two 0.8 teachers, one 0.6 teacher, a 0.6 recovery teacher and one newly qualified teacher (NQT). Our support staff consisted of 2 full time and 6 part time staff members with additional ASN hours allocated through PEF funding. We also had an additional full time member of support staff from recovery funding.

Our Nursery class had 29 children in full time placements and 2 children on a shared am/pm placement. Staffing our nursery we had one Senior EYECCO, two EYECCO's, two part time EYECCO's, a modern apprentice and one Nursery assistant. We also had additional support from a peripatetic EYECCO based at Inverkip Nursery due to the pandemic and the authority's commitment to staffing working in the one establishment where possible. 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). A virtual tour & 360 degree map can be found on our school website. We are delighted with a newly installed 'Trim Trail' in our playground thanks to the dedication and commitment of our Parent Council who have worked tirelessly to facilitate this.



**Vision**

In Inverkip Primary & Nursery Class, 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 citizens of the 21st century. 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. We believe that 'Every Child Matters and Every Moment Counts'.

**Values**

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 CHEER Values are:				
C	H	E	E	R
<b>Commitment</b>	<b>Honesty</b>	<b>Endeavour</b>	<b>Equality</b>	<b>Respect</b>

## Aims

- To ensure that continued 'Recovery' planning and priorities are values based and needs led where Recognition, Empathy, Safety, Trauma, Opportunity, Relationships and Engagement are at the heart of strategic approaches. (RESTORE).
- To highlight the importance of relationships for emotional wellbeing, resolving conflict, preventing harm and building resilient communities.
- To provide a nurturing, happy environment where all pupils feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
- To develop positive relationships built on the 6 principles of nurture and respect for the rights of others.
- To provide high quality teaching & learning experiences, cultivating a love of learning and a sense of achievement in all our pupils by working together with parents and partners to build capacity for all pupils to achieve and attain.
- To ensure that there is equity of provision and resources across the school community so that learners are not disadvantaged against their peers, by providing opportunity and exploration alongside expectations.
- To develop a restorative perspective as we continue to develop consistent approaches that to develop capacity and pedagogy in the use of digital technology to support and enhance learning and teaching.
- To provide a broad, balanced and transparent curriculum which is challenging, has breadth, depth, relevance coherence and is fun and enjoyable where each pupil has the opportunity to thrive emotionally, socially and physically.
- To address any gaps through explicit teaching of metacognitive strategies in conjunction with specific subject content, consulting and co-constructing of learning experiences. Empowering learners to review and reflect when developing an understanding of their individual learning styles.
- To encourage effective learners to achieve their fullest potential within and outwith school who can self-regulate, display resilience, enterprising attitudes, independence, skills for learning, skills for life and skills for work to positively impacting on the community in which they live.
- To foster high quality leadership at all levels through valuing and empowering all members of the school and nursery community. Children consistently feel that their voice, opinions and ideas are listened to and acted upon.

Whilst you will read about our improvement journey, this report also outlines some of our key priorities for the coming year. Inverkip Primary School & Nursery Class is committed to delivering on its core business of 'learning' and is thrilled with the achievement gains to date.

Our children and families are at the heart of all core decision making to ensure we Get It Right for Every Child. We are committed to building the necessary knowledge and competencies for pupils to thrive and succeed in learning and life. We have a supportive and active staff, community and partnerships who are open, committed and willing to do whatever it takes to ensure that each learner is stretched and experiences fulfilment in learning.



## Our attainment: achievement of a Level data

There are many ways that we validate teacher professional judgements (TPJ's). A variety of formative and summative assessments are used to inform next steps in learning to ensure that planning is responsive to the needs of our pupils.

- Interrogation of data including – SEAL, Active Literacy, SNSA, Accelerated Reading Assessments, SWST, staging posts and Literacy Toolbox data.
- Professional dialogue at planning and data meetings
- GIRFEC Review meetings
- Learning conversations with pupils

Our school attendance is on average 97.7% which is above the local (94.2%) and national (94.5%) average. We had a consistently high level of engagement during remote learning with an average of 97.6% of pupils completing recommended tasks and engaging with staff on a daily basis.

Interrogation of government statistics, indicated that Inverkip Primary & Nursery Class was performing above our comparatives of pupils achieving the CfE level relevant to their stage across Scotland and Inverclyde in 2018/19. This positive picture of attainment continues to be the case in 2020/21 with the exception of Writing where a slight dip can be noted. However, an average percentage rise can be noted in Listening and Talking, Reading and Numeracy.

Comparison with Achievement of CfE levels with the National statistics: 2018 - 2019								
	Listening & Talking %		Reading %		Writing %		Numeracy %	
	Inverkip PS	National	Inverkip PS	National	Inverkip PS	National	Inverkip PS	National
<b>P1</b>	94%	87%	89%	82%	80%	79%	94%	85%
<b>P4</b>	81%	85%	88%	78%	85%	73%	83%	77%
<b>P7</b>	100%	86%	100%	80%	86%	74%	100%	76%
<b>Combined Average</b>	91.6%	86%	92.3%	80%	83.6%	75.3%	92.3%	79.3%

From the summary results below you can see that 'Writing' is an area for school improvement.

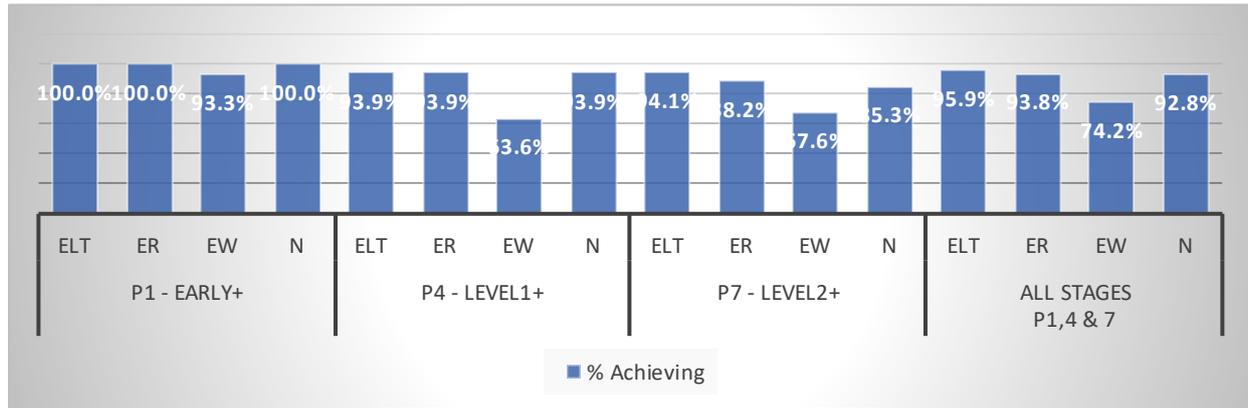
	Numeracy: P1,4,7	L & T: P1,4,7	Reading: P1,4,7	Writing: P1,4,7
2018/19	88.2%	91.2%	91.2%	83.3%
2021/2022	92.8%	95.9%	93.8%	74.2%
% change	+ 4.5%	+ 4.7%	+2.6%	-9.1%

For session August 2020 – June 2021 our attainment data for Teachers Professional Judgement of achievement of CfE levels shows an increase in the following areas since 2018 -2019:

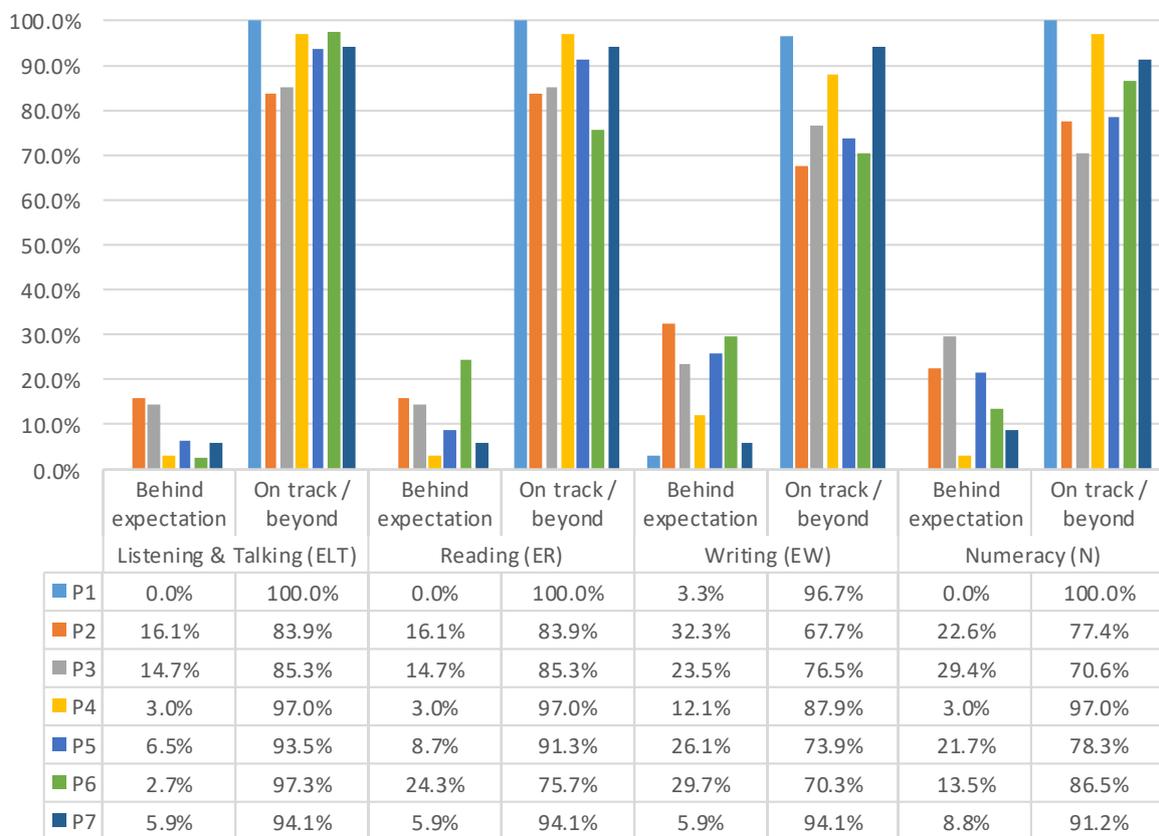
- Listening & Talking: P1
- Reading: P1 and P4
- Writing: P1
- Numeracy: P1 and P4

The graph below highlights our overall % of children achieving from August 2020 – June 2021. Our school priority is to maintain a strong performance across all elements and monitor any variation between Reading, Listening and Talking, Writing and Numeracy. Data interrogation shows that the majority of pupils are on track for learning despite the Covid pandemic and we will continue to gather evidence to ensure that any gaps in learning are addressed appropriately through our recovery interventions. Initial evidence indicates that writing

has been impacted and our school improvement priority next session will be to focus on writing/spelling interventions.



An improvement priority for session 2021 -2022 is to ensure that robust tracking, monitoring and alignment of systems is in place to identify and target cohorts of pupils who are behind expectation in learning. The graph below illustrated the % of children who are behind expectation for each year group.



Inverkip Primary & Nursery Class still has a very strong picture of attainment despite two periods of remote learning. The school will continue to have high aspirations for our pupils and will interrogate data to ensure that pace and challenge is appropriate. Specifically we will focus on nudging/pushing children from on track with learning to beyond expectation.

## Review of progress for session 2017-18

School priority 1: Improvements in attainment, particularly in literacy and numeracy	
<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> Teacher professionalism Assessment of children's progress Performance information</p>	<p><u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Proactive in providing a range of texts and genres to motivate and promote a reading culture across the school &amp; nursery using a variety of online libraries for pupils to access during remote learning.</li> <li>• Develop our remote learning offer and create a policy highlighting the use of digital technology to support pupils and families.</li> <li>• Develop staff knowledge (school/nursery) and awareness of online/recorded content/flipped learning approaches.</li> <li>• Develop all staff (school/nursery) capacity in the use of Digital Literacy/IT to support learning.</li> <li>• Develop robust tracking procedures to monitor engagement with remote learning and ensure relevant targeted support. (school/nursery)</li> <li>• Interrogate attainment data to identify pupils who require targeted support to ensure impact from remote learning on pace/progress of attainment is addressed.</li> <li>• Moderation of remote learning provision to ensure consistency of offer.</li> <li>• Professional learning for all staff in the use of digital literacy to support in person &amp; remote learning.</li> <li>• Consolidate SEAL numeracy in P1 and P2 and extend to P3.</li> <li>• Consolidate Active Literacy in P1 and P2 and extend to P3.</li> <li>• Consolidate the use of 'Number Talks' across all stages.</li> <li>• Professional learning for all teachers on Metacognition strategies.</li> <li>• Professional learning for all teaching &amp; support staff using Blue Print Numeracy boards.</li> <li>• Consolidate the use of Visible Learning strategies.</li> <li>• Consolidate the use of reciprocal and dialogic teaching approaches.</li> </ul> <p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>• Strong partnership with local library has encouraged a positive reading culture across numerous stages. Especially our P5 pupils who are participating in the 'Library of Kindness' project.</li> <li>• Remote Learning policy developed and shared with the school community highlighting remote learning offer and roles and responsibilities.</li> <li>• Engagement tracker used to highlight pupils requiring additional support through the 'Hub' provision during lockdown and follow up SLT calls to all pupils not engaging for 2 or more days.</li> <li>• Increased staff capacity, confidence and familiarity in the use of recorded content (ClickView/National Oak Academy/BBC Bitesize/E-sgoil) to support the delivery of literacy/numeracy/HWB pathways.</li> <li>• 50.5% of families collected a physical copy of the remote learning pack on a weekly basis across school/nursery.</li> <li>• Additional recovery support staffing used to support an audit of digital literacy and develop the provision of professional learning opportunities for staff on digital literacy/IT.</li> <li>• Increased staff delivery of 'live' online lessons and pre-recorded lessons to support remote learning.</li> <li>• All staff timetabled to support the 'Hub' during remote learning which allowed for moderation of remote learning plans. Regular opportunity to share good practice, ideas and resources using our Microsoft staff Team group.</li> </ul>	

- SLT and teachers made effective use of a range of data from standardised assessments and teacher judgements to analyse children's progress and identify 'gaps' in learning from remote learning.
- SEAL and Active literacy embedded in P1 and P2 with a positive attainment impact.
- Increased confidence in staff facilitation of 'Number Talks' across all stages. Number talks planned and delivered weekly in all classes.
- Numeracy Blue Print boards embedded at P3 & P4.
- Professional learning opportunity delivered by Educational Psychologist on the use of metacognition to support learning.
- Leadership opportunities highlighted to staff. Facilitation of 3 teaching staff & 2 nursery staff 'Digital Champions' involved in regular authority meetings.
- Visible learning strategies evident in all classes. Teachers routinely share clear learning intentions and success criteria with the children. In best practice, the success criteria is co-created with the children. LI/SC shared in remote learning plans and through a class termly newsletter to parents.
- Staff training on the use of Learning Journals in the nursery.

#### **Impact:**

- A robust tracking system is in place where data is collected 3 times per year showing children's progress through levels. This data is interrogated and assessment information used to identify next steps for individual learners which build upon prior levels of attainment and ensures continuous progress for children.
- Planning/Data dialogue meetings show that staff pedagogical expertise has been strengthened and there has been an early start to adopting digital learning strategies.
- Professional dialogue shows that high quality literacy and numeracy learning and teaching strategies are regularly used in classrooms. This is supported through SEAL, Active Literacy and Talking and listening for learning, and these have been implemented to support children's attainment.
- Staff are showing increased confidence through moderation activities in using national benchmarks to confirm and challenge professional judgements and to ensure appropriate pace and challenge for all children.
- Parents are becoming more active participants in their child's learning through the delivery of remote learning and the use of recorded content, resources and live lessons to support during lockdown.
- Data indicates an average engagement of 97.6% of engagement during remote learning across nursery & school. (100% engagement noted across our nursery).
- Positive feedback from parents, pupils and staff indicated an improvement in the quality of our remote learning offer. 100% of responses from parents indicated that they felt supported during lockdown and 85.7% felt that the balance of activities was appropriate and manageable.
- Increased uptake in 'Hub' provision during lockdown with an average of 22% of children targeted.
- Increased staff confidence in the use of IT/Digital literacies to support learning.
- Attainment data indicates that almost all pupils remain on track with learning despite a second period of remote learning.
- Staff display increased knowledge and understanding of SEAL and Active Literacy strategies with an impact on P1 and P2 attainment noted through phased assessments, SNSA and ongoing assessment evidence.
- Staff planning highlights a proactive approach in teaching 'metacognition' strategies to pupils relevant to age/stage.
- Learner conversations indicate increased pupil confidence in 'Number talk' participation. Children are now more confident in attempting to solve problems and are able to share 'thinking' with peers.
- Children display an increased confidence when sharing their learning with others and identifying next steps in their learning.
- Evidence of Visible learning approaches are evident and pupil focus groups indicated that feedback was helpful in allowing pupils to reflect purposefully on their learning. Children across the school routinely self-and peer-assess their work.

- Observation in the nursery playroom shows that practice reflects early level literacy and numeracy development with a strong focus on early attainment. Professional dialogue between early level colleagues is providing rich opportunities to develop a shared understanding of attainment within early level.
- Increased staff confidence and capacity in the use of Learning Journals and this platform will be introduced to parents at the start of next session.

#### **Next Steps:**

- Continue to develop and embed digital literacy to support learner pathways. Begin the process of auditing current practice and developing an action plan to facilitate the application process for the 'Digital Schools Award' across the school and nursery.
- Audit existing family learning activities and establish a calendar of opportunities for parents/carers to develop parental engagement opportunities (school/nursery) – using of digital technology to share pedagogy on SEAL/AL/Recorded content/flipped learning approaches building on positive outcomes and skills developed during remote learning.
- Continue to develop AIFL strategies – focus on feedback/next steps – learner conversation and the introductions of pupil journals P1-7.
- Revisit 'Learner Dispositions' and create a shared language across school and nursery.
- Pedagogical development of Play in Nursery/P1.
- Review and audit nursery planning procedures taking into 'Realising the Ambition' guidance to ensure that play is child-led based on observations.
- SEAL/AL embed Nursery, P1-3 and introduce to P4.
- Continue to develop Number Talks from P1-7 and link to dialogic teaching. Introduce Number talks to Nursery.
- Introduce numeracy Blue Print Boards at P5-7.
- Revisit and moderate Dialogic Teaching strategies to ensure consistency of Listening & talking across nursery and all classes.
- Establish quality calendar which includes a moderation programme including cluster priorities with a focus on learning and teaching across the whole school and thus ensure consistency in practice with a focus on pace and challenge.
- Review Spelling progression pathways.
- Review writing assessments and the use of marking criteria to identify next steps in learning.
- Review BGE – establish focus group to audit existing pathways/planning processes bespoke to school context.
- Review reporting format to parents and increase use of social media/Twitter to share learning across the school community.
- Learning Journals platform introduced to nursery parents to share learning and collaboratively plan next steps.
- DHT to attend QAMSO training and feedback to staff for moderation of writing expectations.
- Continue to Identify and share good practice across the school through pupil leadership committees and pupil focus groups.
- Continue to track and monitor differentiation, pace and challenge of learning and teaching to ensure consistency across all classes that promotes children's thinking and independence.
- As staff embrace pedagogical practices such as visible learning, staff should ensure that they take better account of the range of learning styles of all children and differentiate appropriately.
- Continue to ensure appropriate universal/enhanced universal plans and targets are in place to record the impact of interventions. Develop strategies to ensure pupils/parent voice is embedded throughout GIRFEC pathways process.

## 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 children

### NIF Driver

Performance information

Teacher professionalism

### HGIOS?4 QIs

2.4 Personalised support

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

1.5 Management of resources to promote equity

### **Strategies:**

- Robust interrogation of data to identify pupils who require additional support to ensure appropriate pace and progression in learning.
- Align tracking procedures to ensure targeted supports are tracked and monitored using a variety of attainment data to focus on different cohorts of children with a renewed focus on attendance data.
- Additional recovery staffing used to facilitate targeted supports for numeracy/literacy & HWB.
- Remote learning engagement tracked and Hub provision offered to targeted pupils of SIMD 1 & 2 and pupils with additional support needs.
- Digital learning platforms used to support and enhance numeracy and literacy progression of learning with programmes such as: ClickView/National Oak Academy/E-sgoil/BBC Bitesize/Sum dog/Education City/ Bug Club used to support delivery.
- Accelerated reading programme P3-7 and Literacy Toolbox P5-7 used to support literacy.
- Targeted support to scaffold learning for identified cohorts of pupils in literacy/numeracy/HWB - utilising support and recovery staff dependent on need.
- Continued development of reciprocal reading strategies and dialogic teaching to increase listening and talking opportunities.
- Staff to develop use of assessment approaches and data to inform planning and next steps in learning. Termly tracking meetings with the senior leadership in which progress, staging posts and assessment information, is analysed.
- Additional support staff employed through the pupil equity fund PEF to target early numeracy and literacy intervention strategies.

### **Progress:**

- Attainment Challenge approaches have continued to be used to support children's literacy and numeracy linked to SIMD 1 + 2 with an emphasis on SEAL/Active literacy and Number talks.
- Evaluations by parents and carers from remote learning have indicated that they feel more engaged in, and, more able to support their children's learning and wellbeing in school/nursery. We will continue to build on the use of recorded content to support and increase parental capacity in strategies to support learning.
- We have increased the number of targeted interventions across the school to meet the needs of identified pupils.
- Increased staff knowledge of data through termly tracking and GIRFEC meetings focussed on pupils who are behind/beyond expectation with an emphasis on moderation of learning against the national benchmarks rather than comparatives between pupils.
- Increased staff knowledge of children who may face barriers to learning, including social and economic disadvantage. Staff (nursery/school) use this information well to provide appropriate interventions and support for children.
- Effective approaches in place to share information at key transition times with planned meetings between class teachers to discuss progression and attainment, to ensure continuity in learning as children move stages at the end of the school year to build on prior learning.
- Develop online 'transition' tools to support Nursery to P1 transition E.g. video & interactive map.

**Impact:**

- Feedback from dialogue with children, parents & staff, indicates that interventions are well planned to meet the universal and individual needs of children.
- Data from the Accelerated Reading Programme indicates an average of 93% of pupils improved by 18 months or more from their baseline score.
- Data of engagement with GLOW increased significantly this year especially during remote learning indicating the impact of IT/Digital Literacy to support learning.
- SLT and staff are able to articulate through professional dialogue, a clear understanding of the barriers faced by children in the community, including social and economic disadvantage,
- Pupils received targeted support bespoke to individual needs following SMT tracking meetings which helped to identify children who require support and specific literacy, numeracy and HWB interventions.
- Moderation has supported staff in making robust and reliable professional judgements on progress within, and achievement of, a level and this is evident in increased teacher confidence when using the SEEMIS BGE toolkit.
- Parental feedback indicated that they felt supported in the transition process from nursery to P1 despite Covid 19 restrictions.

**Next Steps:**

- Continue to align tracking procedures for targeted support to eliminate any barriers to learning and monitor the possible impact on families from the Covid 19 pandemic.
- Continue to develop the use of IT/Digital learning to support families.
- Continued focus on reducing the cost of the school day for families and support any families impacted by financial barriers.
- Continue to develop intervention strategies bespoke to individual children who are behind expectation in learning.
- Utilise and build capacity of support staff to deliver targeted interventions for attainment in literacy & numeracy.
- Refine the use and interrogation of data to impact next steps for all learners.
- Implement year 3 of the Accelerated reading programme.

**School priority 3: Improvement in children and young people's health and wellbeing**NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Teacher professionalism  
Performance information

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion  
2.7 Partnerships  
2.4 Personalised support  
1.2 Leadership of learning

**Strategies:**

- Collaborate with staff to ensure robust risk assessment procedures are in place and ensure all staff and children are practised in Health & Safety procedures linked to the Covid 19 pandemic and associated Government/Care Commission guidelines.
- Revisit the curriculum rationale in order to ensure that it reflected accurately the current context for the children in Inverkip, capturing the hopes and aspirations of our community.
- Continued use of the SEEMIS wellbeing application to support targeted interventions.
- Professional learning opportunities to build staff (nursery/school) capacity and understanding of Health and Well-Being principles to support the recovery process: Nurture Principles/ Play for recovery/Coping with Adversity (3 pillars of trauma) and Bereavement (change/loss).

- Develop an increased focus on a sense of belonging and reconnection across school/nursery by focusing on the RESTORE rational (Recognition/Empathy/Safety/Trauma/Opportunity/Relationships & Engagement).
- Increased planning focus on 'Outdoor' education to support learning across the curriculum across school/nursery.
- Renewed focus on the development of resilience through a whole school HWB programme 'Bounce back'.
- Develop a range of techniques used to develop clear and open communication with parents/community such as regular newsletters/SWAY/Doodles and feedback questionnaires.

**Progress:**

- Risk Assessment procedures shared and updated regularly across the school community with regular communication encouraged via email/newsletters/Twitter & website.
- Review of curriculum rationale disrupted by pandemic and this will be an ongoing process over next session.
- Whole staff engagement with professional learning opportunities on Nurture Principles and several staff engaging with Bereavement training from our Educational Psychology team.
- All children (nursery/school) with additional support needs were offered a place at the 'Hub' during remote learning.
- Engagement with community partners through 'Clyde Conversations' meetings to identify joint priorities and strengthen community links.
- Regular liaison and engagement with the Parent Council and materials to support parents from a variety of sources such as Connect/education Scotland Parentzone shared during remote learning.
- Introduction of 'Above and Beyond' awards with positive phone calls home from the SLT team.
- Staff well-being calls home introduced for each term to provide parents with an opportunity to engage in 1:1 dialogue with staff on aspects of attainment and well-being (nursery/school).
- Regular engagement with staff facilitated during remote learning both at class and small group level.
- Remote learning plans highlighted weekly HWB activities for children and families (nursery/school).
- 'What Matters to Me' pupil passport developed, implemented and reviewed termly to ensure pupil voice is valued.
- 'Soft start' to the day introduced and playground zones created to increase space and opportunities to play.
- Health and Well-Being pathways reviewed and updated to include a focus on Outdoor Education.
- Successful application of 'Climate fund' grant application which allowed the school to purchase a variety of resources such as a poly tunnel/outdoor clothing/gardening materials to facilitate outdoor learning opportunities for the school & nursery.
- Trim Trail is now fully installed and children are maximising use of this throughout the day.
- Increased focus on 'Loose parts' play and free flow from inside to outside in the nursery.
- Increased focus on STEM activities embedded in play provision across the nursery.
- The use of 'Bounce Back' embed in all classes. Children talk enthusiastically about strategies to help them overcome challenges in their emotions, learning and relationships and relate to techniques taught through 'Bounce back'.
- The school continues to use a range of approaches across all aspects of health and wellbeing to ensure children have a thorough understanding of areas such as healthy eating, keeping safe online, sexual health and developing resilience.
- The school website updated to provide a wide range of information as well as celebrating children's achievements and the achievements of the school. The school utilises a range of digital approaches as well as leaflets and newsletters to ensure all parents can access news about school life and their children's learning.
- Virtual School/nursery pre-recorded assemblies shared across school/nursery with focussed themes embedded on aspects of our recovery plan.

- Engagement with Action for Children for bespoke targeted support for individual pupils. Delivery of a transitions workshop for all P7 pupils.
- Engagement with Barnardo's to facilitate 1:1 support for individual pupils that is needs led.

#### **Impact:**

- Children have returned to school/nursery and appear happy and settled. Feedback indicates that parents and children feel supported by the school in all aspects of Health and Well-being.
- The school has achieved Level 2 Rights Respecting Schools Award and continues to highlight the importance of the UNCRC which is embed across the school and nursery community.
- Children regularly demonstrate, during a restorative discussion, a very good understanding of what they need to do to be resilient and they are now better equipped to overcome challenges in their learning and in their wellbeing
- Parents' evenings/meetings have been disrupted this year due to the pandemic. However, the school & nursery have been proactive in regular phone calls/virtual meetings to support. Parents indicate that they are well informed of their child's learning, progress and achievement.

#### **Next Steps:**

- Develop a shared language and agreement on learning dispositions and promote across the school/nursery community.
- Audit whole school nurturing approaches within the nursery/class environment.
- Develop a Health and Wellbeing zone within the school for pupils to access to regulate emotions.
- Introduce Nurture Peer observations for all staff to share good practice on environmental factors to support wellbeing within the class/nursery environment.
- Develop Outdoor learning provision with a focus on loose parts play.
- Revisit restorative conversations/approaches with all staff and pupils.
- Review current systems and procedures surrounding wellbeing assessments and management of personal files and ensure end to end impact.
- Develop staff capacity in the use of Boxall assessments and Beyond the Boxall classroom strategies.
- Continue to develop our Cluster ASD friendly school action plan.
- Update our HWB policy and pathways to celebrate 'Diversity' and to embed Inverclyde Positive Relationships policy/GIRFEC/Nurture principles.
- Continue to utilise a range of digital approaches to ensure all parents can access news about school life and their children's learning.
- Develop parental engagement calendar (nursery/school), outlining events and activities across each term. Increase opportunities for parents to engage in family Learning activities through digital platforms.
- Develop tracking folder/log to encourage pupil ownership of actions from restorative discussions from P4-7.
- Develop use of a pupil leadership groups to ensure pupil voice is impacting on school priorities and improvements. Develop a user friendly version of HGIOS 4 to promote pupil voice with challenge questions embedded into weekly pupil focus group sessions.

**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 people

NIF Driver  
 Parental engagement  
 Teacher professionalism  
 Assessment of children's progress

HGIOS?4 QIs  
 3.2 Raising attainment and achievement  
 3.3 Increasing creativity and employability  
 2.7 Partnerships

**Strategies:**

- The school benefits from an active and supportive Parent Council who are well informed. Members work closely with the school to discuss priorities for improvement.
- Increased focus on the teaching of IT skills to support remote learning (nursery/school).
- Increased focus on the use of Digital Literacy and the impact across curricular areas.
- Skills Agenda highlighted through regular use of 4 key skills questions in all classes.
- Pupils encouraged to take on leadership roles through a number of opportunities such as Committee responsibilities/Buddies.
- Continued focus on 'financial education' to increase money sense.

**Progress:**

- Increased capacity across the school community in the use of Microsoft Teams with all pupils accessing this facility during remote learning.
- Staff and pupils were very focussed on the development of 'skills' during remote learning. Pupils were able to articulate the wide variety of transferable skills they had developed.
- Pupil leadership roles were impacted due to Covid as we were unable to mix pupil bubbles. However SLT did meet with pupil focus groups from each class to gain feedback and ensure pupil voice was valued and acted upon.
- World of work focus week was disrupted this year due to Covid 19 but individual classes still had a class focus.

**Impact:**

- High level of engagement during remote learning and pupils and staff display an increased confidence in the use of digital literacy to support learning.
- Families demonstrated creativity and were proactive in sharing photos and evidence of skills development (tweets/Teams) throughout lockdown. Many of our families made excellent use of our local area to participate in outdoor education suggestions and baking/cooking skills were also popular.

**Next Steps:**

- Begin the audit/action plan for Digital schools Awards.
- Develop a robust programme of IT training needs for all staff/parents that is adaptable and flexible to need and changing technologies.
- Develop and increased focus on Digital/cyber security (CHRIS) and embed this in our whole school/nursery action plan.
- Revisit the skills agenda with an increased focus on metacognition/learning to learn/independence.
- Revisit pupil leadership groups to increase pupil participation/voice. Develop a pupil friendly quality calendar and develop the use of HGIOS 4 to evaluate improvement priorities with pupils.
- Increase opportunities for STEM activities with all pupils (nursery/school) and especially with an industry focus for senior pupils.

- Develop a clear understanding of play pedagogy/active learning to ensure that play is used at early/first level to reinforce skills.
- Staff continue to plan opportunities through the curriculum to involve partners / parents in Learning
- Continue to explore how the career education standards can add to our current approaches
- Harness the skills of parents and partners to enhance the learning experiences offered to children at all stages across school/nursery.
- DHT working collaboratively with cluster school to moderate and develop a cluster action plan highlighting the skills agenda
- Staff to highlight and identify links between learning dispositions and the skills agenda
- Use of high quality assessments to create opportunities to assess learning in a real-life context

### Key priorities for improvement planning August 2021-June 2022

#### What is our capacity for continuous improvement?

We consider we have very good capacity to improve and we will:

- Continue to target and close the poverty related attainment gap for all SIMD 1 & 2 pupils.
- Be proactive and responsive in our approach to ensure that families who have been impacted by the Covid 19 pandemic are identified and support put in place where necessary.
- Work closely with families to support them in ensuring high levels of attendance of all pupils.
- Continue to develop ourselves professionally and develop our skills in delivering learning and teaching by continuing to engage in a wide range of professional development activities which will lead to improved outcomes for children.
- Continue to ensure self-evaluation procedures lead to effective school improvement.
- Continue to ensure our staff team are committed to Career Long Professional Learning with a clear focus on our School Improvement Plan Priorities.
- Continue to ensure that all stakeholders are consulted on the work of the school and how to improve, through questionnaires, professional dialogue, meetings and focus groups with increased opportunities for engagement and involvement.
- Interrogate a range of data to identify strengths and areas for support within our classes and make to support, develop and improve outcomes for our learners.

### NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session August 2021 – June 2022
1.3 Leadership of change	<b>Very Good</b>	<ul style="list-style-type: none"> <li>• Develop our Digital Literacy strategy/policy</li> <li>• Develop skills progression with a clear focus on DYWF</li> <li>• Moderation and review of planning/reporting procedures</li> </ul>
2.3 Learning, teaching and assessment	<b>Very Good</b>	<ul style="list-style-type: none"> <li>• Develop pupil voice/participation through the use of feedback and Assessment for Learning (AiFL) techniques to impact on next steps</li> <li>• Revisit 'Learner Dispositions' and create a shared language across nursery &amp; school</li> <li>• Focus on skills development through mental maths agility/master learning in numeracy</li> <li>• Pedagogical development of Play in Nursery/P1</li> <li>• Development of outdoor learning from nursery to P7</li> <li>• Revisit Dialogic Teaching strategies from nursery to P7</li> <li>• Review BGE – establish focus group to audit existing pathways/planning processes bespoke to school context</li> </ul>

3.1 Ensuring wellbeing, equity and inclusion	<b>Very Good</b>	<ul style="list-style-type: none"> <li>• Whole school Nurturing/Health &amp; Well-being strategies to support recovery approaches</li> <li>• Align tracking and monitoring procedures/policies for targeted support</li> <li>• Develop and build staff capacity in the use of intervention strategies that are needs led and bespoke to individuals</li> <li>• Develop staff capacity in the interrogation of data to impact next steps in learning</li> <li>• Accelerated reading programme Year 3</li> <li>• Revisit restorative conversations/approaches</li> <li>• Cluster – ASD friendly school action plan</li> </ul>
3.2 Raising attainment and achievement	<b>Very Good</b>	<ul style="list-style-type: none"> <li>• Audit writing and spelling pathways &amp; strategies</li> <li>• Develop Mental maths agility/master learning building on established intervention strategies such as SEAL/AL</li> <li>• Develop assessment capable learners</li> <li>• Review targeted support/tracking</li> <li>• Develop the use of Digital literacy/IT to engage parents/pupils using a flipped learning approach</li> <li>• Renewed focus on a positive reading culture</li> </ul>

### Key Achievements of the school

Our school values of Commitment, Honesty, Endeavour, Equity and Respect (CHEER) underpinned our response to the COVID pandemic and resulting school closures. These are unprecedented times and we endeavoured to understand and empathise with the challenges and impact that the school closures have had across our families and school community. Inverkip Primary will continue to be adaptable and responsive to the diverse needs of individual learners during the Recovery Phase.

Whilst schools remained closed to pupils again this session during term 3, staff continued to work tirelessly behind the scenes to support and react to an ever changing landscape to ensure that we met the needs of our pupils and families. Key achievements have been impacted by the Covid 19 pandemic and subsequent restrictions. The school & nursery have been limited in being able to engage physically with community partners and with local events:

- The school had another change to the SLT team with the retirement of the DHT Mrs Crossan and the successful appointment of our new Depute Head Teacher, Mrs Bradley.
- Mrs Nicolson represented Inverclyde in 'Evolving System Leader' programme. This has had a positive impact on developing network links across the West Partnership.
- We were delighted to be successful in our bid for a 'Community Climate Action Fund'. The funds allowed us to purchase a variety of fabulous resources such as a poly tunnel and outdoor clothing.
- Partnership development with Inverclyde Shed to develop our outdoor education with the addition of whiskey barrel planters to our playground area and ongoing engagement to upskill staff on gardening skills.
- Participation in the 'Improving Our Classrooms' programme. Our staff engaged in this professional learning opportunity which led to a number of small action research projects based around literacy intervention.
- Our Trim trail was finally complete and the children are having great fun exploring and playing on it.
- Continued partnership with Compassionate Inverclyde to write letters and cards to people coming out of hospital.
- Our children were delighted to share their views on the easing of lockdown restrictions on BBC Newsround and we also shared our experiences over the last year on Radio Clyde. Photographs of

our pupils featured in many tabloids to highlight the delight at having pupils return to school in March.

- We enjoyed a sponsored walk to the Ardgowan estate and had lots of fun jumping in the puddles. It was lovely to make the most of our local context and environment despite restrictions in place this year.
- Despite restrictions we managed to celebrate events across the school & nursery such as Children in Need Day/Crazy Hair day. Our calendar of events was scaled back this year but we are looking forward to lots of fun days ahead as restrictions ease.
- Our Nursery and P1 children created a fabulous Christmas celebration video that was shared with family and friends. A very different Nativity this year but still as special.
- The Primary 7 pupils have worked within guideline to produce a Covid friendly school show. The show was filmed in segments and pieced together. The finished footage was fabulous and we are incredibly proud of the children and staff for their creative skills. We know the children and their families will treasure the show for many years to come.
- The Primary 7 pupils have also created a yearbook and although the residential trip has not been allowed to happen, the school has planned a number of events to celebrate with the children as they transition to High school.
- The school has developed a number of transition materials to support our children and families as we have been unable to arrange our usual visits. These include a video/interactive map of the school and information leaflets.
- The Parent Council chair and SLT team have participated in a 'Clyde Conversation' webinar. This was a useful event to feedback and connect with community partners.
- Our P5 pupils have been engaging with virtual music lessons with 'YMI' and the children enjoyed a 'body percussion' workshop as a celebration of their musical engagement throughout the year.
- The nursery have developed their outside area with the addition of a new mud kitchen area and a new performance stage area.
- The school has enjoyed continued links with Inverclyde Library services and have accessed a number of their online resources. Our P5 pupils have piloted the use of the 'Empathy Box' of resources which is part of an ongoing project to promote the 'Library of Kindness' response to the recovery process this year.

We are incredibly proud of our children, families and staff who have worked in partnership throughout the year to ensure that the children have been supported during these challenging times. The school has been proactive with communications to ensure that strong home links have remained.

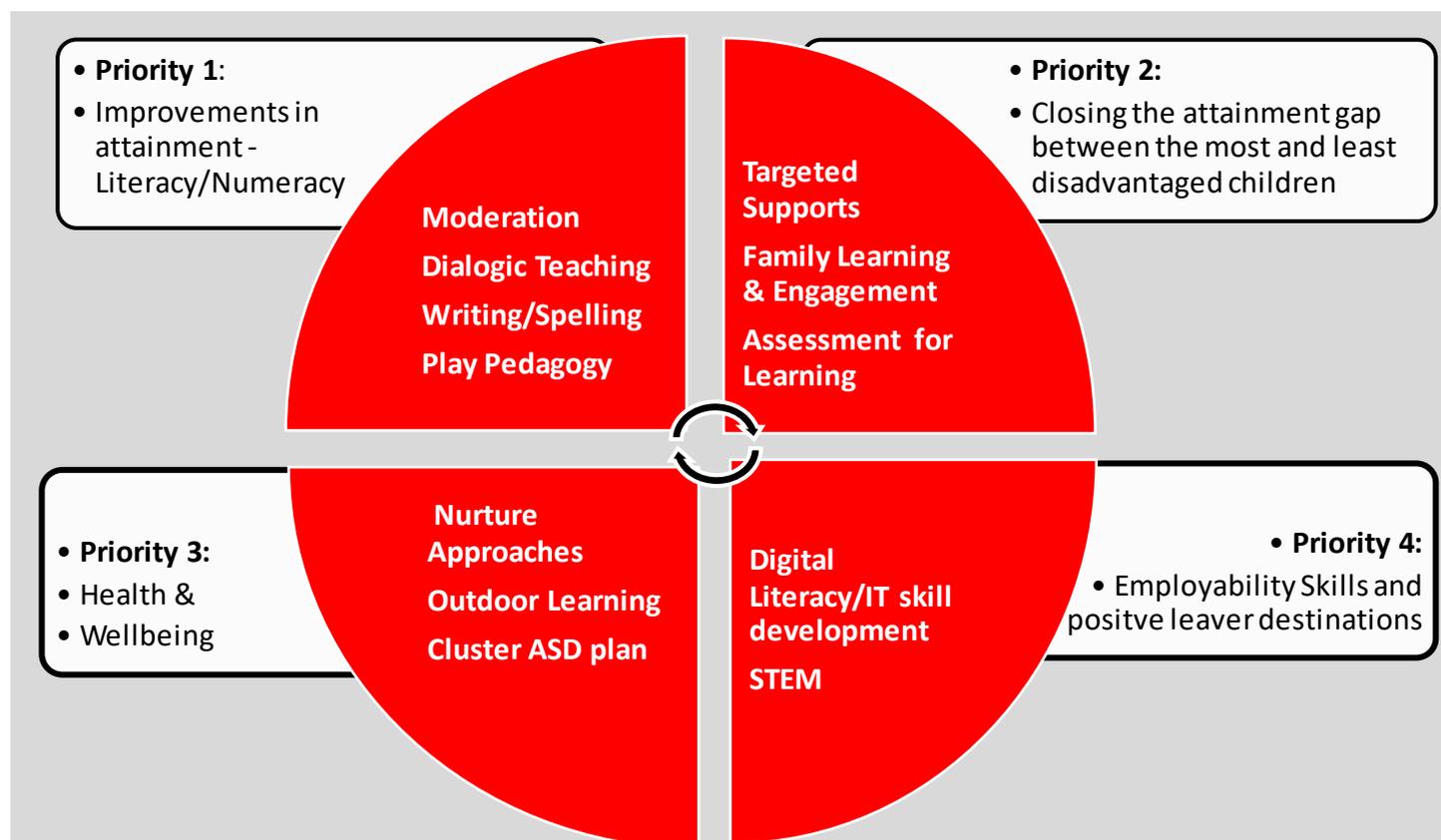


## #Every Child Matters, Every Moment Counts

In Inverkip Primary School & Nursery Class, 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 citizens of the 21st century. We aim to help our pupils become independent learners, be creative, healthy and develop a positive attitude to life. The School's learning philosophy rests on the key vision principles of Building Learning Capacity, Collaborating and Making Meaning.

Developing each learner holistically is critical in creating curious individuals who think and relate well to others. Therefore to deliver excellence in learning and teaching within the challenges of the 21st century, Curriculum for Excellence is at the centre of everything we do.

### The four strategic priorities and key messages from our school improvement plan are:



Inverkip Primary School & Nursery Class is committed to delivering on its core business of 'learning' and is thrilled with the achievement gains to date. We are committed to building the necessary knowledge and competencies for pupils to thrive and succeed in learning and life.

Attainment Challenge Funding has focussed on raising attainment in literacy and numeracy across the school including those pupils who may be disadvantaged as a result of the poverty related attainment gap.