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| **Inverkip Primary School & Nursery Class**  **Standards and Quality 2022/23** |  |

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| Context of the Establishment: |
| **Our Establishment:**  Inverkip Primary School and Nursery class is a non-denominational school which serves the village of Inverkip. In session 2022/23 we had 234 pupils over 10 classes. Staff included a Head Teacher, a Depute Head Teacher, one class committed Principal Teacher, 9 full time teachers, one 0.6 teacher and 2 newly qualified teachers (NQTs). Our pupil support assistant (PSAs) staff consisted of 1 full time and 5 part time staff members.  Our Nursery class had 30 children in full time placements. Staffing our nursery we had a DHT EYECO, two EYECOs, two part time EYECOs and one Nursery assistant. We also had additional support from a peripatetic EYECO based at Inverkip Nursery every second week to allow management time for our DHT position. We have two clerical staff plus one janitor.  Our L shaped building has 10 classrooms, 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.  **School Context:**   * Data indicates that 95.7% of pupils reside in SIMD 6 – 10 school with only 1.8% residing in SIMD 1-2. We have no pupils identified in SIMD 3-5. * The school profile shows that approximately over half of the school’s pupil population (54.7%) resides in SIMD 9 & 10. * 5.98% pupils are identified with Free Meal Entitlement (FME). All identified SIMD 1 pupils are in receipt of FME. * We have 21.7% of pupils identified with an additional support need.     **Gender Balance:**   * The school has an overall relatively even split between boys (52.6% - 111 pupils) and girls (47.4% - 123 pupils). However, a slightly uneven balance can be identified at particular stages: * P3 & P5 have an increase in the ratio of boys.  |  |  | | --- | --- | | Year | Attendance % | | 2022 2023 | 94.2% | | 2021 2022 | 92.3% | | 2020 2021 | 97.5% | | 2019 – Feb 2020 | 95.0% | | 2018 2019 | 95.7% |  * P4 has an increase in the ratio of girls.   **Attendance, Absence & Inclusion**   * The attendance data remains a strong picture. With a 1.9% increase from last session. We continue to push and highlight attendance via every newsletter, leaflets and attendance letters but still have an issue with family holidays and this has increased since the pandemic as families haven’t been away on holidays for a few years. * There were no exclusions noted which is a decrease from the previous 4 years.   **Our Attainment Data:**  Our Attainment remains a positive picture and data below indicates where we are on our journey this year. A key focus moving forward will be a continued focus on ‘writing’. We will explore the link between high quality reading and raising attainment in writing.   |  |  |  |  | | --- | --- | --- | --- | | **Inverkip Primary**  **May Data 2022 2023** | | No. Achieving | % Achieving | | **P1 - Early+**  **(23 pupils)** | **Listening & Talking** | 23 | 100.0% | | **Reading** | 22 | 95.8% | | **Writing** | 21 | 91.7% | | **Numeracy** | 22 | 95.8% | | **P4 - Level1+**  **(30 pupils)** | **Listening & Talking** | 28 | 96.6% | | **Reading** | 27 | 93.1% | | **Writing** | 24 | 82.8% | | **Numeracy** | 28 | 96.6% | | **P7 - Level2+**  **(48 pupils)** | **Listening & Talking** | 48 | 100.0% | | **Reading** | 46 | 95.8% | | **Writing** | 42 | 87.5% | | **Numeracy** | 48 | 100.0% | | **All Stages P1,4 & 7** | **Listening & Talking** |  | 97.0% | | **Reading** |  | 94.8% | | **Writing** |  | 85.7% | | **Numeracy** |  | 92.6% |     **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 to 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 and Person Matters and that Every Moment Counts’**  **Values:**  We have had a community wide review of our school values this year. Our new **ROAR** values are:  **Respect, Optimism, Ambition and Resilience**  We will now look to embed these across our school community alongside our Learner Qualities. A Kip Learner is encouraged to: **Connect, Wonder, Reflect, Question, Think and be Determined in their learning.**  An ongoing priority will be to ensure that these values are embedded across the life of our nursery and school community to ensure they reflect the principles on which we base all our decisions and will be used to influence day-to-day practice.  **Our Inverkip Primary & Nursery Class we aim to:**  Provide education and care of the highest quality which:   * Provides a nurturing, happy, motivating environment where all pupils feel safe, healthy, achieving, nurtured, active, respected, responsible and included at the heart of our village community * Fosters creativity and confidence whilst developing every child’s skills, personality and talents * Ensures they can achieve their full potential academically, emotionally and physically cultivating a love of learning   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. |

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| **Establishment priority 1:**  **Improvements in attainment, particularly in literacy and numeracy**  **Placing the human rights and needs of every child and young person at the centre of education** | |
| **NIF Priority**  Improvements in attainment, particularly in literacy and numeracy  Placing the human rights and needs of every child and young person at the centre of education  **NIF Driver**  Performance information  Assessment of children's progress | **HGIOS/ELC QIs**  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  1.1 Self-evaluation for self-improvement  2.3 Learning, teaching and assessment  **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Outcome:**  **1.1 Vision, Values & Curriculum Rationale:**   1. By January 2023, pre/post questionnaires will indicate almost all stakeholders being able to articulate our Vision, Values and Curriculum rationale impacting on a shared understanding of our ethos which will underpin future school improvement priorities bespoke to our school and nursery context.   **1.2 Play Pedagogy & Outdoor Learning:**   1. By June 2023, the number of stages using play pedagogy to increase pupils’ readiness to learn will be extended to Primary 2, making regular use of Outdoor, Block and Loose Parts Play with the Leuven scale used to track engagement. 2. By June 2023, we will increase opportunities for Nursery and Primary 1 staff to collaborate and with Cluster colleagues to moderate the implementation of play pedagogy in Primary 1 through peer visits to share good practice and expertise on our play journey. By October 2022, increase continuity of learning experiences by reviewing our nursery planning procedures with our EYECO staff impacting on appropriate pace, progression and challenge within early level. 3. By June 2023, increase the use of outdoor learning to the provision of 2/3 weekly opportunities for pupils to consolidate learning experiences and ensure appropriate skills development, pace and challenge where engagement will be tracked and monitored through an interaction scale and the creation of an outdoor skills progression planner.   **1.3 Literacy – Writing/Digital Literacy**:   1. By June 2023, increase attainment across Literacy for targeted pupils who are behind expectation in writing with a Stretch Aims of 4.8% improvement in Literacy by reviewing our planning pathways for ‘Spelling and Grammar’ to identify and strategically target common focus areas for pupils who are behind expectation. Digital Literacy interventions will be used to scaffold learning and meet the needs of individual learners.   **PEF used to support closing the gap:**   | **Intervention/Outcomes: PEF funding for 2022-2023: Overall total £9800** | **Timescale** | **Details of spend** | | --- | --- | --- | | * By June 2023, Increase writing attainment with at least 6 months above chronological age spelling assessment improvement noted for identified pupils. This will be achieved through the use of: * Literacy Toolkit – targeted reading support * Sumdog, spelling, grammar and numeracy package | August 2022-  June 2023 | * **Literacy Toolkit: £450** * **Sumdog: £1050** | | * By June 2023, decrease the number of targeted pupils impacted by poverty who are behind expectation in their learning through our Stretch Aims of 4.8% improvement in Literacy and 0.8% improvement in Numeracy through: * Additional Pupil Support Assistant (PSA) to provide targeted support across the school to pupils who are at risk of not attaining the expected levels in Writing. | August 2022-  June 2023 | **Pupil Support Assistant** (11 hours per week): **£6720** | | Total = **£8220** |   **Progress and impact of outcomes for learners:**  **1.1 Vision, Values & Curriculum Rationale:**   1. As a result of consultation across the school and nursery community, we have defined and refreshed our vision, values and aims. Impacting on a shared understanding of our ethos which will underpin future school improvement priorities. The children have indicated that they would like to design a Kip Lion to ‘ROAR’ our new values. Our Learner Qualities will be embedded in our monthly awards and celebrating success assemblies.   **1.2 Play Pedagogy & Outdoor Learning:**   1. Planning, tracking and monitoring systems indicate increased engagement within play pedagogy across P1, P2/1 and P3/2. Consistent, planned opportunities for play are now embedded and staff observations, such as the Leuven scale, note a high level of pupil engagement. Parent feedback from our ‘play and stay sessions’ has been incredibly positive and feedback indicates that parents would like more embedded in our parent calendar next session. 2. Our collegiate calendar has embedded opportunities for Nursery and Primary 1 staff to collaborate and share practice. Staff feedback indicated an increased understanding of prior learning which will impact on future planning to ensure appropriate pace, progression and challenge within early level. Staff were enthusiastic about our joint ‘early’ level play sessions and indicated that they could observe clear progression across our nursery and P1 pupils. 3. Increased outdoor learning opportunities are evident and almost all pupils articulated a greater understanding of our local environment/context. Children indicated that they have loved getting to know all the different local areas such as the beach, forest, Daff Glen and our local hub. Strong partnerships have now been established with ‘Blooming Inverkip’ and our local Sainsbury shop. Our senior pupils indicated that they now have a better understanding about preserving our beach and would like to now campaign against anti-social behaviour within our community.   **1.3 Literacy – Writing/Digital Literacy**:   1. Pupil Equity Funding (PEF) facilitated additional PSA support ensured that interventions were strategic and targeted to specific needs. Impacting on increased attainment of 90.6% for our Literacy stretch aims for targeted pupils who were behind expectation. All targeted learners ‘impacted by poverty’ indicated progress. Attainment in writing increased from 83.3% to 91.6%. 2. Pupil Equity Funding (PEF) facilitated daily targeted intervention using Literacy Toolkit. Assessment data indicates an increase for all targeted learners ‘impacted by poverty’ in reading comprehension and Teacher Professional Judgements note a positive impact on attainment for reading and writing for all targeted pupils. |
| **Next steps:**   1. By January 2024, embed our new vision, values and aims across the Nursery and school community by aligning systems such as newsletters, assemblies and awards. All stakeholder will be able to articulate our vision and values resulting in a shared ethos. 2. By May 2024, refresh and review our curriculum rationale with a clear focus on human rights and the needs of every child at the centre. An increased high profile on the UNCRC rights will be clearly visible across our school and Nursery and almost all pupils will be able to articulate their rights. 3. By May 2024, achieve the Bronze Reading School award. Pre/post questionnaires with indicate an increase in staff confidence through engagement with the authority Literacy Strategy & CLPL opportunities, with a focus on the highly effective teaching of reading across our Nursery and school. A new library area will be developed impacting on a sustained focus on creating a ‘reading culture’ across our nursery and school. 4. By May 2024, further develop tools for P1, P2 and P2/3 staff to support planning, assessment, implementation and sustainability of play impacting on an increased sharing of practice across school and Nursery staff with cluster colleagues. 5. By May 2024, continue to develop and align planning processes and learning journals to ensure feedback is high quality and directly impacting on a shared language of learning with almost all pupils being able to articulate their next steps. 6. By March 2024, continue to develop staff capacity across our Nursery and P1 class in the use of high quality observations which will be evident in our planning processes impacting on improved outcomes that are child centred. Staff will work collegiately on early level Experiences and Outcomes evidenced by moderation of planning documentation and Progression Pathways. |

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| **Establishment priority 2**:  **Closing the attainment gap between the most and least disadvantaged children and young people**  **Placing the human rights and needs of every child and young person at the centre of education** | |
| **NIF Priority**  Closing the attainment gap between the most and least disadvantaged children and young people  Placing the human rights and needs of every child and young person at the centre of education  **NIF Driver**  Assessment of children's progress  School Improvement  Performance information | **HGIOS/ELC QIs**  3.1 Ensuring wellbeing, equality and inclusion  3.2 Securing Children's Progress  1.5 Management of resources to promote equity  2.4 Personalised support  **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |
| **Outcome:**  **2.1 Rigorous management of Data & Targeted Interventions**   1. By June 2023, SLT and all staff will continue to align tracking procedures and refine the use and interrogation of data to impact next steps for targeted learners to eliminate any barriers to learning and monitor the possible impact on families following the pandemic. We will continue to monitor attendance data to increase attainment from ‘behind’ expectation to ‘on track’ for an identified cohort of pupils. 2. By June 2023, continue to develop intervention strategies bespoke to a targeted cohort of pupils identified as SIMD 1/FME who are behind expectation in learning and increase our focus on challenging children who are ‘on track’ to ‘beyond expectation’ in learning through strategic timetabling of PSAs to deliver targeted interventions for attainment in literacy & numeracy. PEF will be used to employ additional PSA support to increase our capacity of support.   **PEF used to support closing the gap:**   | **Intervention (Outcomes) PEF funding for 2022-2023: Overall total £9800** | **Timescale** | **Details of spend** | | --- | --- | --- | | * By June 2023, decrease the number of targeted pupils impacted by poverty who are behind expectation in their learning through our Stretch Aims of 4.8% improvement in Literacy and 0.8% improvement in Numeracy through: * Additional Pupil Support Assistant (PSA) to provide targeted support across the school to pupils who are at risk of not attaining the expected levels in Writing. | August 2022-  June 2023 | **Pupil Support Assistant** (11 hours per week):  **See above Priority 1 above for spend** |   **Progress and impact of outcomes for learners:**   * 1. **Rigorous management of Data & Targeted Interventions**  1. Tracking procedures are aligned and evidence indicates an increased interrogation and understanding of data to indicate next steps for targeted learners. All targeted learners ‘impacted by poverty’ have made appropriate progress at their level. Dialogue between class teachers and our additional support teacher has increased and a planning log introduced to ensure continuity. Stretch Aims of 4.8% improvement in Literacy and 0.8% improvement in Numeracy were achieved for a targeted cohort of pupils. 2. Attendance data remains consistent around an average of 94-95% and above for almost all pupils. Targeted interventions are in place bespoke to the needs for pupils who continue to be impacted by poor attendance. Family holidays continue to impact on our attendance figures. 3. Pupil Equity Funding (PEF) facilitated PSA support to implement Intervention strategies bespoke to a targeted cohort of pupils ‘impacted by poverty’ identified as SIMD 1/FME. An increase in attainment for all targeted pupils ‘impacted by poverty’ can be noted. Data demonstrates that attainment for this cohort of pupils ‘impacted by poverty’ and targeted through PEF funding increased from:   Listening & Talking – 91.6% increasing to 100%, Writing 83.3% increasing to 91.6% and Numeracy 83.3% increasing to 100%. Reading attainment remained at 91.6% with progress noted within the level. | |
| **Next steps:**   1. By June 2024, utilise Pupil Equity funding to employ a class teacher one day a week (O.2FTE) to create a bespoke programme of support for parents with pupils who have additional support needs or barriers to learning. Feedback from parents will indicate the focus and we will then create bespoke parent ASN support groups relevant to our context e.g. Dyslexia, Autism, Trauma etc. This will positively impact on our universal provision and enhance understanding of additional support needs across our nursery and school. 2. By December 2023, continue to embed Speech and Language interventions in our Nursery through by embedding the Word Aware project and introducing the ‘I can’ toolkit to develop a shared language and assessment programme. Assessment data will indicate a positive impact for almost all children against their identified targets for potential speech and language interventions. | |

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| **Establishment priority 3**:  **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 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**  School Improvement  Teacher professionalism  School leadership | **HGIOS/ELC QIs**  3.1 Ensuring wellbeing, equality and inclusion  2.1 Safeguarding and child protection  2.2 Curriculum  **UNCRC**  Article 28: (Right to education):  Article 31 (Leisure, play and culture):  Article 29 (Goals of education): |
| **Outcome:**  **3.1 GIRFEC Pathways/Health and Well-being tracking**   1. By June 2023, SLT and all staff will continue to ensure appropriate universal/enhanced universal plans and targets are in place across nursery and school to record the impact of all interventions for a targeted group of children. 2. By June 2023, pupil voice through pre/post questionnaires will indicate an increased confidence that individual needs are supported in relation to Health and Well-Being. DHT will develop a tracking system that monitors the HWB of all pupils on a termly basis with pupil voice embedded in the process. Children will continue to review their individual ‘What Matters to Me’ passport on a regular basis to positively impact on transitions throughout the year.   **3.2 Nurture**   1. By June 2023, increase awareness across all stakeholder on Nurture Principle 5 ‘All behaviour is communication’ and increase pedagogical understanding on ‘Restorative’ Practices. We aim for a minimum of 40% parent attendance at HWB workshops on both Nurture and Restorative Practices and aim for a noted 10% decrease in low level disruptions noted after break times. 2. By September 2022, increase by 20% the number of pupil, in particular those impacted by poverty, using our Health and Wellbeing zone within the school for pupils to access to regulate emotions impacting on a decrease of low level incidents in the playground.   **PEF used to support closing the gap:**   | **Intervention (Outcomes) PEF funding for 2022-2023: Overall total £9800** | **Timescale** | **Details of spend** | | --- | --- | --- | | * Increase pupil engagement in learning through a targeted approach to HWB and the ability to self-regulate through a play based sensory approach * Development of HWB zone within the school | August 2022 –  June 2023 | **Sensory resources £480** |   **Progress and impact of outcomes for learners:**   * 1. **GIRFEC Pathways/Health and Well-being tracking**  1. Robust tracking data indicates that appropriate enhanced universal plans and targets were in place across our nursery and school. Attainment data and pupil feedback indicates that all interventions have had a positive impact for learners. 2. Pupil questionnaires indicated for almost all pupils’ that individual needs are supported in relation to Health and Well-Being. Termly SLT well-being meetings are embedded to ensure appropriate tracking for HWB. Children continued to review their individual ‘What Matters to Me’ passport on a regular basis which positively impacted on transitions throughout the year.    1. **Nurture** 3. Feedback notes a slight increased awareness across nursery and school staff on Nurture Principle 5 ‘All behaviour is communication’ however slippage can be noted in that we still need to embed this across all stakeholders. Staff nurture peer observations did not take place and will be a prioritised next step next session. There is an increase staff pedagogical understanding on ‘Restorative’ Practices evidenced by a film produced alongside West Partnership which has been identified as good practice at authority level. We continue to note, through the use of restorative tracking folders, a decrease in low level disruptions in P6-7 classes after break times. 4. Our Health and Wellbeing zone was accessed on a regular basis by pupils to regulate emotions impacting on a decrease of low level incidents in the playground. All targeted learners ‘impacted by poverty’ indicated that the space has a positive impact on their wellbeing. Pupil voice indicated that the room is ‘A fun, calming place to be’ and ‘A place where I can enjoy some peace and quiet as the playground is too noisy for me’. 5. Our Nursery DHT has collaborated closely with colleagues in Barnardos to co-ordinate and embed PATHS within the establishment. The principles and practices of the programme have been effectively woven throughout nursery routines and children have been observed applying these through their play. Families and children have commented on enjoying the programme and incidents of conflict requiring staff intervention have decreased since the start of the programme. Children have been naming and discussing their feelings regularly. | |
| **Next steps:**   1. By May 2024, nursery and school, pre/post questionnaires will indicate an increased use and understanding of restorative approaches with continued awareness raising of Nurture Principle 5 ‘All behaviour is Communication’. There will be evidence of information sessions, issuing of a restorative conversation guide and relaunching the authority Anti-bullying policy. Staff nurture observations will be prioritised in our Quality Assurance calendar. 2. By May 2024, extend our Restorative Conversation’ tracking system across P1-5 pupils and empower our P6-7 pupils to lead restorative conversations across the school. Tracking will indicate that actions have been addressed and almost all pupils will be articulate in using a shared language of restorative practice. 3. By May 2024, continue to develop the use of our HWB tracking system and ensure that post questionnaires are embedded in the school quality calendar impacting on a more robust system to ensure needs are being met and monitored appropriately. 4. By May 2024, pre/post feedback will indicate increased staff capacity and understanding of trauma informed practice through the provision of CLPL alongside our Educational Phycologist and through the use of NHS Scottish Trauma Informed Leaders Training (STILT) resources. 5. By March 2024, audit our approaches to an inclusive curriculum with a focus on anti-racist education with a key focus on developing a Racial Literacy programme across our nursery and school. 6. By March 2024, continue to improve our nursery outdoor provision and the development of skills such as woodworking. All children access our outdoor area on a daily basis through our free flow approach. Tracking and observation of free flow play should note an increase in children choosing outdoor play and for longer periods of time. 7. By March 2024, facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills by continuing to embed the Paths programme within our nursery class. Children will be able to articulate the Paths child of the week and an increase in the use of emotional literacy vocabulary will be noted for almost all children. | |

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| **Establishment priority 4**:  **Improvement in skills and sustained, positive school-leaver destinations for all young people**  **Placing the human rights and needs of every child and young person at the centre of education** | |
| **NIF Priority**  Improvement in skills and sustained, positive school-leaver destinations for all young people  Placing the human rights and needs of every child and young person at the centre of education  **NIF Driver**  School Improvement  School leadership | **HGIOS/ELC QIs**  3.3 Increasing creativity and employability  1.1 Self-evaluation for self-improvement  2.7 Partnerships  **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |
| **Outcome:**  **4.1 Young Leaders of Learning(YLL)**   1. By June 2023, develop a leadership group (YLL) who will evaluate and engage meaningfully in identified priorities from our School Improvement plan using a RAG system. Feedback to co-construct future improvement priorities alongside the SLT team. The group will then have 2/3 opportunities throughout the year to visit and engage with other schools to collaborate on next steps and share good practice.   **4.2 Cluster DYW priority**   1. By June 2023, all children and young people across the cluster schools will be able to participate in a range of experiences which demonstrate an increased capacity to engage in meaningful discussion about their skills development to assist them in their career journeys.   **Progress and impact of outcomes for learners:**  **4.1 Young Leaders of Learning(YLL)**   1. Our leadership group (YLL) engaged with Moorfoot Primary to evaluate our outdoor learning provision. They engaged in reciprocal visits to share good practice and used feedback co-construct our next improvement priorities alongside the SLT team. The group created the following statement: ‘We worked with the Moorfoot Young Leaders of Learning to improve Loose Parts Play in Inverkip Primary.  First we built up a collection of loose parts by asking parents and local businesses to donate items.  We sorted and organised these then split them up putting them into different zones in the playground.  Some of these zones included: The Crazy Crates, The Tyre Trail and The Creation Station.  Our classes rotated round these zones every 3 weeks so that all pupils had a chance to play with these during free play at lunchtimes. We have loved being part of the YLL group and feel we’ve made a difference’.    1. **Cluster DYW priority** 2. A consistent approach to delivery of shared learning experiences for P6 and P7 across the cluster with a DYW focus delivered weekly by a member of IA staff. Core skills were identified in order to facilitate the planning and implementation of a DYW event (café) in each school. This event was planned, costed and implemented by the P7 cohort. Almost all P7 learners can articulate the skills involved in executing a community event. Feedback from stakeholders was very positive. | |
| **Next steps:**   1. By May 2024, continue to embed pupil participation and the YLL programme within planning processes to identify school improvements and priorities. The YLL group will share their action plan with our Parent Council. The group said, ‘Our first priority for next year is to build up a new collection of loose parts, as many have become lost or broken.  Once we have gathered and sorted these, classes will then have a weekly slot during class time to use the loose parts with their teacher.  This will help the children to take better care of the loose parts’. 2. By May 2024, audit our tracking systems for the Broad general Education (BGE) to ensure that the curriculum Experiences and Outcomes (Es & Os) are being tracked to ensure appropriate skills progression. Pupils will be able to articulate the skills they are learning and this will further be evidenced in our learning Journals. 3. Slippage can be noted in a cluster DYW skills development. This is limited due to staffing requirements across the cluster. By May 2024, HTs to collaborate and produce a DYW standard skills based language across the cluster. | |

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| **Additional PEF Spend – Cost of the School day** | |
| **NIF Priority**  Closing the attainment gap between the most and least disadvantaged children and young people | **HGIOS QIs**  2.4 Personalised support  1.5 Management of resources to promote equity  **UNCRC**  Article 6 (Survival and development):  Article 28: (Right to education): |
| **Spend:**  **Cost of the school Day £1100**   1. By June 2023, we will use 10% of our Pupil Equity Funding to support a continued focus on reducing the cost of the school day for any families impacted by financial barriers and poverty. ‘Participatory budgeting’ (PB) gained the views of our school community to decide how PEF funds should be spent. The decision was taken to assist with funding the P7 Ardmay trip for targeted pupils and to buy equipment to support our outdoor learning provision.  |  |  |  | | --- | --- | --- | | **Intervention (Outcomes) PEF funding for 2022-2023:** | **Timescale** | **Details of spend** | | * Increase support to targeted families to reduce the ‘Cost of the school day’ taking into account the views of our stakeholders through participatory budgeting to decide the how to spend the funding. Feedback indicated that: * £500 be used to reduce costs for targeted pupils toward school visits * £600 to increase opportunities in outdoor learning. | August 2022 –  June 2023 | **£1100 (10% of PEF allocation)** |   **Progress and impact of outcomes for learners:**  **Cost of the school Day**   1. Pupil Equity Funding (PEF) support was offered to targeted pupils to support school visits and our residential trip. This funding was not needed and a decision was then made to increase funding for outdoor learning equipment instead. 2. Equipment and loose parts play resources were purchased to improve our outdoor learning provision. Feedback from pupils indicated that they enjoy break times more and staff reported a reduction in low level behaviours. | |
| **Next Steps:**   1. By August 2023, Parents and pupils will continue to determine cost of the school day allocations next session. | |

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| **Data** |
| **Key Strengths:**  For session 2021/22 our attainment data shows very good progress. This is evidenced from a variety of assessment tools such a Stages of Early Arithmetical Learning (SEAL), Curriculum Staging posts/Active Literacy assessments/Accelerated Reading STAR assessments and National Standardised Assessments for Scotland (NSAs).  **This year we can note increased attainment levels for:**   * **Listening & Talking:** P7, P6, P5 and P4 with all cohorts’ attainment above the Inverclyde average. * **Reading:** P7, P6, P3 and P2 with all cohorts’ above the Inverclyde average * **Writing:** P7. The following classes despite showing a dip are still above the Inverclyde average – P6, P5 and P4. * **Numeracy:** P7, P6, P5, P4, and P2 with all cohorts’ attainment above the Inverclyde average.   **Nursery:** Transition data, Personal Learning Plans and Learning Journals indicated that all 30 children remained on track for Literacy and Numeracy.  The table below highlights the areas where we have made attainment **increases** and **decreases.**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **2021 2022** | **2022 2023** | **Listening & Talking** | **Reading** | **Writing** | **Numeracy** | **Identified Priority for each cohort from the data % increase and decrease** | | **P7** | **S1** | **0.1 -** | **4.9 +** | **0.8 -** | **13.5 +** | * Slight dip noted in **Writing and L&T** * Implications of challenge needed in S1 numeracy. | | **P6** | **P7** | **0.3 +** | **2.4 +** | **15.7 +** | **15.5 +** | * Strong picture of attainment in P7 this year | | **P5** | **P6** | **0.1 +** | **0.1 +** | **8.7 -** | **0.1 +** | * Identified focus on **Writing** | | **P4** | **P5** | **8.8 +** | **0** | **2.9 -** | **8.8 +** | * Identified focus on **Writing** | | **P3** | **P4** | **13 +** | **6.8 +** | **2.1 -** | **16.3 +** | * Identified focus on **Writing** | | **P2** | **P3** | **0** | **16.1 +** | **0** | **3.3 -** | * Identified focus on **Numeracy** | | **P1** | **P2** | **97.2%** | **94.4%** | **80.6%** | **97.2%** | * No comparable data but a strong picture for all areas except **Writing.** |  * Recovery support was used to release experienced class teachers to build capacity and support using digital literacy for pupils and teaching staff on targeted interventions such as immersive reader and talk-dictate. Data indicates that all targeted pupils made appropriate progress at their level. Staff capacity has increased and the use of digital technology to support is more consistent across classes. * Adaptations were made to the timetabling of our Pupil Support Assistants (PSA). Individual gaps were identified through assessment procedures and PSA support was targeted in short bursts. Almost all pupils made progress against their targets. * Staff collaborated to identify key gaps in writing across early, first and second level. Staff then identified a key focus using a ‘Learning Sprint’ approach. Interventions were then put in place and tracked to ensure impact. * Systems were aligned for our Additional Support teacher. Interventions were based on a robust interrogation of data and were triangulated with class and PSA supports. * Nursery staff have been effectively supported in engaging in professional dialogue to explore practice and theory. This has resulted in staff developing a beautiful and engaging environment of Continuous Provision & Provocations ensuring equity in accessibility for all ages & stages at all times. This allowed all practitioners to respond straight away to learner’s needs and interests, ensuring children remain well engaged and motivated throughout their time in our nursery class. * Nursery keyworker and parents meet regularly to fully discuss and agree the needs of the individual child using Personal Learning Plans which inform the direction for individual learning targets for all children.   **Key Priorities:**   * Statistically, attainment remains strong in comparison to the Inverclyde average. However, a key focus for School Improvement Planning will be to continue aligning and developing robust targeted intervention support both behind and beyond expectations pupils. * Writing remains a key area to target alongside moderation to ensure a robust use of the benchmarks to validate Teacher Professional Judgements (TPJs). Moving forward, evaluation processes have indicated a need to re-visit our writing assessment processes to ensure ‘Big Write’ targets are used by pupils to identify their next steps in writing. * Attainment in Reading remains strong, however research indicates a direct link between reading and writing attainment. Next session we will focus on developing staff capacity and understanding, through the authority Literacy Strategy, on the highly effective teaching of reading across our Nursery and school. The decrease in school role will see a reduction in classes next session from 10 to 9. The additional classroom space will allow us to develop a library space for our nursery and school to access impacting on a renewed focus on developing a reading culture. * Nursery staff have had a key focus on Literacy and Numeracy terminology by interrogating the early level pathways for Literacy and Numeracy. We will continue to ensure embedded opportunities to develop their Literacy and Numeracy skills. Continue to embed our new Nursery planning systems with a focus on the use of high quality observations to impact next steps and appropriate provocations and schema. |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of change Nursery: Good School: Good** |
| **Key Strengths: School and Nursery class**  **Developing a shared vision, values and aims relevant to the school and its community:**   * We have carried out a robust consultation with all stakeholders to renew our Nursery and School Vision and Values. As a GOLD Rights respecting School the UNCRC rights continue to be at the heart of decision making across our setting. Through Termly data/tracking meetings, staff have a clear understanding of the social, economic and cultural context of our nursery and school. All Nursery and school staff have collaborated to provide learning opportunities that utilise our local environment. Strong partnerships have been developed within our local community such as Blooming Inverkip and Warm Spaces. We have strong relationship with our Parent Council who fully collaborate and share our vision, values and aims.   **Strategic planning for continuous improvement:**   * Strategic planning this session has taken a ‘learning sprint’ approach using the Simon Breakspear approach. This is allowing us to drill down deep into a number of aspects outlined in our Improvement priorities to ensure change is sustainable and embedded. A self-evaluation calendar has helped align and embed processes. Improvement Planning has been adapted and is becoming more evaluative which will impact on a clearer agenda of improvement. Building relationships continues to be key and Nursery and school staff have an appetite for change. Staff feel empowered to take on additional responsibly such as’ Improving our Classroom’ mentorship, Leadership pathways, Digital Leader, QUAMSO and Young Leaders of Learning. Staff are increasingly confident with the Interrogation of data to look at pace and challenge and strive to encourage high expectations for all learners. We have completed the first year of the Young Leaders of learning programme leading to increased involvement of pupils in our improvement planning.   **Implementing improvement and change:**   * Feedback across all staff indicates a sense of trust in the leadership team and all decisions are made collaboratively. Coaching wheels are embedded during the Professional Development and Review (PRD) process and staff encouraged to reflect on the GTSC standards. Staff are encouraged to take on leadership roles across aspects of the curriculum through committee groups. Engagement in the Young Leaders of Learning (YLL) process has increased pupil participation in school improvement and within the sharing of practice. Staff appraisals are embedded and termly a HWB check-in has been introduced with our nursery staff. We have refined our Nursery quality assurance calendar and staff meet regularly to engage with research, policy and key documents to develop pedagogy and understanding.   **Key Priorities: School and Nursery class**   * Align systems and procedures to embed our refreshed Vision and Values to turn them in to a sustainable reality across our Nursery and School. We will also now consult and refresh our Curriculum Rationale bespoke to our context. * Encourage a culture of practitioner enquiry through the creation of a staff library with focussed professional reading collegiate sessions. * Build on our Young Leaders of Learning programme to increase pupil voice and participation. Review Committee groups to ensure that each group has an opportunity to make meaningful change. We will shape committee groups around the 5 key themes from wee HGIOS. |

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| **2.3 Learning, teaching and assessment Nursery: Good School: Good** |
| **Key Strengths: School and Nursery class**  **Learning and engagement**   * Across our setting there is an encouraging and supportive ethos. All children are treated respectfully, with patience and understanding. Relationships are positive across our Nursery and school and pupils understand the purpose of their learning. Children are happy and settled in the playroom and school. Staff have a strong commitment to children’s rights and encourage children to make choices about their learning and play. All children are interested and enthusiastic as they explore the range of developmentally appropriate experiences. Across the nursery, children are very familiar with daily routines.   **Quality of teaching**   * Formal lesson observations have been reintroduced this year and took place in November and March. Regular focus groups and jotter monitoring are used to triangulate learning and teaching. The use of high quality observations across our nursery is emerging practice. Children are engaged in their learning and achievements in and out of school and nursery are celebrated. Almost all staff use questioning and commentary well to support children in thinking about their learning and talking about their experiences. Staff use an effective balance of group, paired and independent tasks to support learning well. In almost all lessons, staff use digital tools and resources well to consolidate and enhance children’s learning. Teachers at early level are at the early stages of introducing a play-based approach to support children’s learning. Children are eager and engaged when given opportunities to learn through play.   **Effective use of assessment**   * Nursery and school data and tracking meetings ensure staff have a strong understanding pupil needs. Staff have detailed information about children who may be experiencing barriers to learning. They promptly identify children who require additional help in their learning. Staff are confident at analysing data for impact supported by our termly data meetings and GIRFEC meetings. Learner conversations and feedback continue to be an identified priority. Our fortnightly school learning journals continue to make a positive impact and staff are now confident in their use and impact. Our nursery children are enthusiastic in recording their learning journey through personal learning plans, floor books and our digital learning journals. Accelerated reading STAR assessments and Literacy Toolkit assessments continue to be used effectively from P4-7. SEAL and AL assessments are used well to identify and target gaps in learning across P1-3.   **Planning, tracking and monitoring**   * Reviewed planning with staff has reduced bureaucracy in long term planning folders allowing for more focus on evaluating learning and identifying next steps. Termly planning and tracking meeting demonstrate that staff know their children well and this is evident from rich professional dialogue. Our Staff quality calendar highlights high expectations across the year. We now need to look at embedding pupil voice in the planning processes and upskill staff in the use of observations to impact learning and teaching. Nursery planning and monitoring has been reviewed and a more robust tracking system is now in place.   **Key Priorities: School and Nursery class**   * Renewed focus on absence management as this continues to be impacted by family holidays which have increased significantly since the pandemic. * Staff are committed and hardworking however we strive to ensure consistency of high quality learning and teaching across all classes with appropriate challenge and responsibility. Focus on the use of quality feedback both written and verbal on a day to day basis across all classes with a renewed focus on the skills agenda. * Review of planning process will be ongoing to ensure evaluation is embedded and linked to next steps. Continue to review the use of writing assessments to ensure they inform next steps and identify gaps in learning. * Review tracking systems across our Broad General Education and ensure planning is tightly focussed on CfE outcomes. * Continue to review the use of Nursery and early level observations to inform planning. * Continue to introduce opportunities for staff to share practice through Nurture peer observations. |

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| **3.1 Ensuring wellbeing, equity and inclusion** **Nursery: Good School: Good** |
| **Key Strengths: School and Nursery class**  **Wellbeing**   * Health and Well-Being continues to be a key priority. The introduction of the Glasgow tracking tool has allowed us to begin tracking in this area. We now have a dedicated HWB zone that pupils can access throughout the week to target pupils who need to self-regulate. Use of this room has dipped and we need to promote its use especially across our senior pupils. Partnership agencies are utilised well across our Nursery and school to support children who have identified needs. Children with additional support needs have interventions aligned to ensure that needs are met strategically with bespoke action plans now in place alongside well-being assessments. We continue to build staff capacity on restorative and de-escalation strategies with the introduction of a tracking system for restorative conversations across P6-7. The PATHS programme is embedded in our Nursery and children are now more articulate in their emotional literacy. Nursery transition home visits have been introduced and feedback indicates this has had a positive impact. * **Fulfilment of statutory duties** * All staff aware of statutory duties and In-service day used to highlight key aspects of this. All staff complete the mandatory online courses and time has now built in time to Pupil Support Assistant’s timetables to access these. The SLT team are proactive in sharing updates to keep staff abreast of current issues and highlight reminders. Our nursery regularly keep abreast of Care Inspectorate policy guidance and an audit of policy review is built in to the Nursery quality calendar. Child protection procedures are in place across our Nursery and school and pastoral notes used effectively to record chronology of events as appropriate. * **Inclusion and equality** * We achieved reaccreditation for Gold RRS status (March 2022) and now have a detailed action plan for the next 3 years. Learners regularly exploring their understanding of children’s rights through school assemblies and creating classroom charters. Our RRS committee group have created our ‘Anti-bullying’ charter which is now ready to be launched across the Nursery and school. Our Committee groups are back up and running with a key focus on encouraging pupil participation. GIRFEC pathways processes have been reviewed and aligned across our Nursery and school which has led to tracking being more robust and focussed on impact. Children understand and are able to articulate the wellbeing indicators and their rights. Our outdoor space continues to be developed and classes have outdoor community visits embedded in their planning. Our Assembly planner exploring diversity and multi-faith celebrations and nurturing practices.   **Key Priorities: School and Nursery class**   1. Continue to develop and refine our Health and Wellbeing tracking system to ensure that the assessment is used to inform interventions and reviewed appropriately on a regular basis. 2. Although we achieved Gold again, the new action plan highlights that we have an area for growth to ensure the UNCRC rights remain a priority and that we encourage children to be activists of change across our local community and beyond. 3. Continue to embed restorative practice to ensure a consistent approach across our Nursery and school community. 4. Audit our approaches to an inclusive curriculum with a focus on anti-racist education with a key focus on developing a Racial Literacy programme across our nursery and school. 5. Increased staff capacity and understanding of trauma informed practice through the provision of CLPL alongside our Educational Phycologist and engagement with the NHS Scottish Trauma Informed Leaders Training (STILT) resources. |

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| **3.2 Raising attainment and achievement/Securing children’s progress** **Nursery: Good School: Good** |
| **Key Strengths: School and Nursery class**  **Attainment in literacy and numeracy**   * Learners continue to make very good progress from prior levels of attainment in literacy and numeracy. We have raised attainment in literacy and numeracy for almost all learners. Staff are now more able to articulate potential ‘Gaps’ in attainment and targeted support is aligned to data. All areas of our Nursery have been adapted to ensure an environment that is rich with literacy and numeracy opportunities and a shared vocabulary encouraged.   **Attainment over time**   * Data indicates that almost all learners make good progress from prior levels of attainment. We can note a decrease in our stretch aims which indicates that teacher Professional Judgements are more accurate. Staff encouraged regularly through data meetings on considering how to raise expectations for a number of pupils who are ‘beyond expectation’. We have a robust tracking system is in place to ensure that support is targeted, tracked and monitored and resources then adapted and allocated accordingly. Moderation of writing particularly at second level, has ensured teacher professional judgements are more robust. We continue to note a slight decrease in writing attainment and are focused on raising attainment in writing for targeted learners. School data shows most children requiring additional support are making good progress from their individual prior levels of learning and a few children are achieving nationally expected levels.   **Overall quality of learners’ achievements**   * Staff nominate children for ‘Above & Beyond’ awards to celebrate successful learning and positive attributes. Regular assemblies and awards ceremonies ensure children feel valued for their achievements. A number of children are involved in leadership roles or committees which help them to develop communication and decision-making skills. For example, our literacy committee give monthly book recommendations and have written and designed a magazine. Across the school, all children regularly take part in a wide range of sports activities, outdoor learning, and special events such as ‘world of work week’. These experiences are supporting children to become successful learners and confident individuals.   **Equity for all learners**   * We effectively track the progress and attainment of groups of children with potential barriers to their learning. Staff identify poverty-related attainment gaps using a range of appropriate data. They use this information well when planning targeted support for individuals. Across the school, staff have been successful in narrowing and closing gaps in learning. They can evidence the positive impact interventions have on children’s progress in reading, numeracy and wellbeing. The nursery and school communities work on ensuring equity and reducing the cost of the school day. We have well-considered arrangements in place to ensure that financial constraints do not prevent any children from taking part in opportunities for learning and achievement. Staff ensure uniform, outdoor clothing and costumes for events such as Halloween are available free of charge. We facilitate breakfast and a variety of after school clubs at no cost to families.   **Key Priorities: School and Nursery class**   1. Continue to utilise Pupil Equity funding to employ a class teacher one day a week (O.2FTE) to create a bespoke programme of support for parents with pupils who have additional support needs or barriers to learning. Feedback from parents will indicate the focus and we will then create bespoke parent ASN support groups relevant to our context e.g. Dyslexia, Autism, Trauma etc. This will positively impact on our universal provision and enhance understanding of additional support needs across our nursery and school. 2. Continue to closely monitor and track attainment of individuals, cohorts and groups of children to inform and evaluate planned school improvement |

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| **Other quality indictors evaluated from 3 year plan:** | |
| **2.7 Partnerships**  **3.3 Increasing creativity and employability** | |
| **Key Strengths: School and Nursery class**  **2.7: partnerships - Impact on learners – parental engagement**   * Parents appreciate the very caring and supportive approach and feel comfortable approaching senior leaders across our Nursery and school with questions or suggestions. Families benefit from the range of strategies used to maintain communication, such our yearly parent calendar, twitter and monthly newsletters. Parents welcomed opportunities to engage with the school, such as, celebration assemblies and play and stay drop-in sessions. We have an open door policy and are very responsive to parent questions/enquiries. Parents are encouraged to share their views through a number of feedback opportunities including a working group to develop or school and nursery handbook. We work closely with the Parent Council to share the progress the school is making with improvement priorities. Many parents feel encouraged to be involved with the Parent Council and that they are informed regularly of their work. The Parent Council leads a range of fundraising activities, and all children benefit from funded experiences, such as our Trim Trail. Parents are currently fundraising for a projector and sound system in our hall. Our Parent council are also working to improve road safety around the school.   **3.3: Increasing creativity and employability**   * Our Cluster have a shared improvement priority of developing a skills progression planner and work on this area is ongoing. Our DHT has delivered a focused CLPL session to staff on developing the young work force (DYW). We had a high level of parental involvement in our ‘world of work’ week and feedback was positive from learners, parents and staff. Our Digital leader has developed staff confidence and capacity in the use of digital solutions to support targeted interventions for learners. Children are showing an increased understanding at how to stay safe online and we note a decrease in the number of ‘online’ incidents out with school. Our ‘digital leaders’ regularly share and recommend games to support learning and feedback from our coding club was positive. We engaged with partners from Edinburgh University to upskill our P4 & 5 pupils in the use of Microbits/coding.   **Key Priorities: School and Nursery class**   1. Continue to offer innovative, creative opportunities to encourage parents to be further involved in school improvement priorities. 2. Develop Parent support groups in relation to Additional Support Needs and share pedagogy on the use of restorative practices. 3. Continue to develop a shared language of skills across our nursery and school community and build on parent partnerships to further explore ‘world of work’ throughout the year rather than just a focus week. 4. Continue to develop the use of digital innovations and literacy to develop capacity across our nursery and school community. |

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| **Key Achievements of the Establishment** |
| **Opportunity to celebrate activities, awards, events, partnerships:**   * Monthly award Assemblies to celebrate attainment and achievement both in and out of school and nursery. Active class and Nursery twitter pages to celebrate and share learning on a regular basis. * We maintained our GOLD Rights Respecting school accreditation and continue to be a Green Flag Eco school with ongoing work to develop our gardening skills with our newly installed poly-tunnel. * Collaboration with West Partnership to create a resource that will be shared as good practice for ‘Restorative Approaches’. The film and SWAY will now be used as training for staff across various authorities. * Continued community partnership such as Blooming Inverkip, Sainsburys and the annual Kip Fest event with regular outdoor visits across our Nursery and school into the local area. * Regular attendance at Inverkip’s ‘Warm Spaces’ events to build relationships across our local community. * Successful winners when representing Inverclyde at the West of Scotland Sport hall finals for the 6th consecutive year. We participated in 3 cross-country running vents and pupils recognised by winning a variety of team medals. * Regular features in the Greenock Telegraph to celebrate learning such as: Children in Need Day, our Nursery outdoor provision and our school Spring Fair. Participation in the annual Inverclyde Euro Quiz. * Staff Leadership opportunities include: Mentor for ‘Improving Our Classrooms’ programme, two staff QUAMSO leads, Digital leader and lead for the Young Leaders of learning programme across the authority. * Nursery and school P1-2 ‘Nativity’ performances and a P3-7 ‘Rock Bottom’ school show were very well attended and footage of each shared across our parent community. * All classes and our Nursery participated in a variety of outdoor visits and our P7 pupils enjoyed a residential trip to Ardmay. * The school and Nursery plays a strong role in the life of the Local Community usually by participating in a variety of events. This year we sent pictures, letters and cards to our local care home and contributed cards through Compassionate Inverclyde to boxes for patients in hospital * We continue to build partnerships to support our learners. These include: Barnardos, Active Schools, SSPCA, and Childsmile and P7 Children benefited from workshops delivered by Action for Children which were very well received. * P5 have continued working with Youth Music Initiative to develop their music skills and performed a concert to our parent community.   **Nursery**   * Relationships continue to be developed with new families during enrolment and have been further enhanced by our ‘home visit’ programme. * Stay and play sessions have been well attended and our outdoor area enhanced by working in partnership with our parent helpers. * Parents are active in their feedback in our online Learning Journals and feedback across our setting is mostly positive. * A variety of themed weeks have been celebrated such as: World of work, World book day, Chinese New Year and the King’s Coronation. |