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| **Inverkip Primary School & Nursery Class**  **Standards and Quality 2023/24** |  |

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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 2023/24 we had 209 pupils over 9 classes. Staff included a Head Teacher, a Depute Head Teacher, 10 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. Our nursery DHT was on maternity leave so we had an additional 2 EYECOs to allow for management time to be rotated across existing staff. Our core staffing was two EYECOs, two part time EYECOs and one Nursery assistant. 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 1.7% 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%) and girls (47.4%). However, a slightly uneven balance can be identified at particular stages: * P3 & P5 have an increase in the ratio of boys.  |  |  | | --- | --- | | Year | Attendance % | | 2023 2024 | 94.5% (May 2023) | | 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 and has increased from last session for almost all classes and our nursery. We remain above the local and national average. We continue to push and highlight attendance via newsletters, leaflets and attendance letters but still have an issue with family holidays. * There were no exclusions noted over a 4 year period.   **Our Attainment Data:**  The data for overall attainment over time is very positive, with most children making the expected progress in both literacy and numeracy.  Teacher professional judgments from November 2023 indicate:   * Most children in Primary 1 are meeting the benchmarks for listening & talking, reading and numeracy. * The majority of children in Primary 1 are meeting the benchmarks for writing. * All children in Primary 4 are meeting the benchmarks for listening & talking and reading. * Most children in Primary 4 are meeting the benchmarks for writing and numeracy. * Almost all children in Primary 7 are meeting the benchmarks for listening & talking and reading. * Most children in Primary 7 are meeting the benchmarks for numeracy. * The majority of children in Primary 7 are meeting the benchmarks for writing.   According to this data, overall, most children in P1, P4 and P7 are making the expected progress in literacy and almost all are making the expected progress in numeracy.  Data illustrates that predictions for attainment levels in June 2024 show an upward trend in attainment for literacy and numeracy.    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.  **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:**  All outcomes were fully overtaken with the exception of the development of our curriculum rationale and the application for our reading school award both of which are ongoing and will continue in to next year.  **1.1 Vision, Values & Aims:**   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.    1. **Play Pedagogy:** 3. 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. 4. 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. 5. 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.   **1.3 Reading:**   1. 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.   **PEF used to support closing the gap:**   | **Intervention (Outcomes) PEF funding for 2023-2024: Overall total £9000** | **Timescale** | **Details of spend** | | --- | --- | --- | | * By June 2023, Increase reading attainment with at least 6 months above chronological age spelling assessment improvement noted for an identified cohort of pupils. This will be achieved through the use of: * Literacy Toolkit (or Nessy) – targeted reading support | August 2023-  June 2024 | **£500- Nessy** |   **Progress and impact of outcomes for learners:**   * The school received a peer review in March ’24. Learning and teaching at all stages was identified as high quality. * Nursery staff have engaged in many self-evaluation activities in conjunction with the school and within the nursery playroom. The nursery class received a Care Inspection in October 23 and areas for development have been identified through this process. * Almost all children are engaged in their learning throughout all areas of the school. Tasks are well planned, resourced and organised with a very good level of challenge for all children. Almost all children are motivated and fully involved in their learning. All children benefit from well organised, purposeful and motivating learning environments. * All teaching and nursery staff engaged in moderation at stage, school and cluster level. Teaching staff engaged with the authority level moderation, and one teacher engaged in national moderation with the West Partnership. Discussions with staff indicate an increased depth of understanding of the process but more importantly in the analysis and understanding of the planning cycle. Nursery and early years’ staff engaged in rich dialogue which has supported the planning of play in P1, P2 and has supported the transition process for nursery children.   1. **Vision, Values & Curriculum Rationale:**  1. Feedback from across our stakeholders indicated that almost all have a strong understanding of our vision, values and aims. This was further validated during a peer review process in March 2024 which highlighted the following: *‘It is highly evident that the school community is empowered to take ownership of the school values which permeate across the school. A collaborative approach is taken to ensuring a collegiate, deep understanding and ongoing development of the school’s values embedding ‘Respect, Optimism, Ambition and Resilience’ recognised as the ‘ROAR’ values. The aims of Inverkip Primary School are coherent and aspirational for the entire school community’.* Due to an ongoing focus on embedding our values, vision & aims, a collaborative decision was made to revisit our Curriculum Rationale next session instead. 2. An increased focus and understanding of UNCRC rights is evident through children, staff and parent feedback from across our school and nursery community. Questionnaire feedback indicated that almost all parents feel that children are treated fairly and with respect. P5 children are identified UNCRC ambassadors and have created a robust action plan, The P5 ambassadors visit classes to ensure a core understanding. UNCRC rights are embedded in our yearly assembly calendar and celebrated in our monthly newsletters and we continue to maintain GOLD RRSA accreditation through our action plan.   **1.2 Play Pedagogy & Outdoor Learning:**   1. Quality assurance systems indicated that teaching staff have continued to increase their knowledge and understanding of current early level policies and guidance in relation to play pedagogy. P1 & P2 have staff have engaged in professional learning on the implementation of play pedagogy. They have reviewed and adapted the planning cycle to reflect the pedagogy of play. Professional dialogue and learning visits has shown that staff have widened their theoretical and practical knowledge. 2. Staff have visited a number of other establishments to share good practice of play pedagogy impacting on small tests of change within planning processes. Lesson observations indicate that playful approaches are now evident across P3 and P4/3. 3. Changes within our nursery staffing impacted opportunities to collaborate across school and nursery staff and this will be an ongoing action next session. However, despite staffing challenges, a number of sessions were facilitated for our Cluster nursery DHT’s to collaborate. Staff feedback from these sessions indicated an increased confidence in Care Inspectorate guidance and policy specifically with regards to medication, lunches and personal hygiene. 4. Parent feedback from our ‘play and stay’ sessions continues to be positive. All parents attended at least one ‘stay and play’ session and a high level of attendance was noted across our nursery and P1-6 classes throughout the year. Parent focus group feedback and questionnaires during our peer review indicated that almost all stakeholder agree that the school and nursery organises activities where children and adults can learn together. Parental engagement with our ‘Inverkip Learns’ workshops was low resulting in adaptations being made during the session. 5. Moderation activities and parent questionnaires highlighted a positive impact regarding our nursery and school learning journals. Feedback questionnaires indicated that almost all parents felt that they receive helpful, regular feedback about how their child is learning and developing e.g. informal feedback, reports and learning profiles. Weekly nursery online journals and fortnightly P1-7 journals are now embedded practice and almost all children are able to articulate and provide assessment evidence of learning to identify next steps in learning. 6. High quality observations are evident in our planning processes across early level, impacting on improved outcomes that are child centred. Staff worked collegiately on early level Experiences and Outcomes evidenced by moderation of planning documentation and Progression Pathways. This was validated by Care Inspectors in October 2023 who stated, ‘Staff were responsive to children and knew their interests…. As a result, children felt happy and confident in the setting.’ 7. Almost all nursery staff have engaged with the Authority ‘Take 30 series’. Staff feedback indicates this has increased capacity and confidence across aspects of professional learning such as: High Quality Learning Environments, Risk assessments, Health and Safety, Learning Journals and Digital Skills    1. **Reading:** 8. Engagement with the Literacy Framework self-evaluation tool, enabled staff to identify gaps in knowledge and build autonomy to engage with CLPL opportunities relevant to their context. Pre/post questionnaires indicate an increase in staff confidence in the teaching of reading. 9. Our literacy committee, led by P6, have developed and resourced a new school and nursery library area. Feedback from across staff and children indicates this is now a cosy, inviting space. Everyone Read In Class (ERIC) time is embedded and daily reading opportunities are evident across all classes and nursery. All P6 children have achieved a Blue Peter reading award. Reading materials were reviewed and new books purchased linked to pupil’s interest and for specific themes e.g. Scottish based stories and books to support diversity. The children’s use of the library has increased this year across both school and nursery. 10. Dialogic teaching is evident in most classrooms, equipping children with the skills to engage in respectful dialogue with peers and staff. This is evident in whole class and group discussion tasks as well as focus group discussions and supports peer and child-teacher feedback. Teachers and children have a good awareness of the use of skilled questioning to support engagement of all. Children show clear understanding and use of higher-order thinking skills to enhance their learning. 11. Digital Literacy strategies to support a targeted cohort of children in reading and writing through the use of ‘Immersive reader’ and C-reading pens was evident. Feedback from pupils and parents indicated that they had increased capacity and engagement with digital technology to support and address barriers to learning. 12. Pupil Equity Funding (PEF) facilitated the use of ‘Nessy’, a digital technology programme, to increase in reading attainment for an identified cohort of children ‘impacted by poverty’. All targeted children demonstrate increased reading attainment as evidenced by our standardised STAR reading assessments. It can be noted that all children ‘impacted by poverty’ are on track for reading. |
| **Next steps:**  **Curriculum Rationale**   1. By December 2024, refresh and review our curriculum rationale with a clear focus on human rights and the needs of every child at the centre. Consideration will be given to ensure a balance cross the four contexts of the curriculum is achieved: Opportunities for personal achievements, Interdisciplinary learning, Ethos & life of the nursery and school and Curriculum areas and subjects. Pre/post questionnaires across all stakeholders will indicate an understanding of our Curriculum Rationale. 2. By October 2024, in line with our rights based approach, our P5 children will develop a, ‘KIP Roars’ child-friendly School Improvement Plan alongside SLT. Almost all stakeholders will be able to articulate our improvement priorities.   **Numeracy**   1. By May 2025, tracking & monitoring data (BGE dashboard) will show numeracy targets are met by almost all children with a specific focus on our P5 cohort. Staff will have increased confidence in the use of assessment data to identify and address any potential gaps in learning. Quality Assurance will evidence a consistent approach to Numeracy pedagogical approaches and assessment such as SEAL and Number Talks.   **Literacy**   1. By May 2025, tracking & monitoring data (BGE dashboard) will show literacy targets are met by almost all children. Quality Assurance will evidence a consistent approach to literacy pedagogical approaches with a focus on Dialogic Teaching and Reciprocal reading strategies. Staff confidence will increase through engagement with the Inverclyde Literacy Framework self-evaluation toolkit and high quality research informed CLPL opportunities, with a focus on the highly effective teaching of reading across our nursery and school. A lending library will be established within our nursery class with continued engagement with the Inverkip Hub library and the Book Bug programme. 2. By May 2025, reading materials will be audited across P1 and P2 and phonic decodable readers introduced. Early/First level staff will engage with the Literacy framework to develop capacity and understanding of the ‘Science of reading’. Professional Review and Development dialogues will indicate increased staff confidence in the teaching of phonics and reading at Early/First level. 3. By May 2025, continue to develop a literacy rich environment within our nursery class. Staff will indicate an increased confidence implementing the Inverclyde Literacy planning pathways. ‘Word Aware’ and the use of the Speech and language ‘I can’ toolkit will be fully embedded within our nursery class and extend to P1. Quality Assurance will evidence a consistent approach to literacy pedagogical approaches and early intervention strategies implemented based on robust assessment, tracking and monitoring systems.   **Play Pedagogy**   1. By May 2025, the number of stages using play pedagogy (indoors and outdoors) to increase pupils’ readiness to learn will be extended through the provision of ‘playful’ experiences and loose parts play to P3-7. Quality Assurance will evidence high quality play learning experiences across the whole school and the introduction of ‘Floor book’ planning will be evident in P1 and P2. 2. By June 2025, all nursery staff, will have engaged in rigorous self-evaluation leading to a more effective improvement cycle in our nursery class.   **Interdisciplinary Learning (IDL)**   1. By December 2024, audit and review Interdisciplinary Learning planning processes with a focus on the totality of the curriculum to ensure a balanced approach across the 4 contexts of curriculum design. Quality assurance and planning processes will indicate the development of rich knowledge and the skills as part of our curriculum offer.   **Early Level Planning & Data**   1. By May 2025, introduce the use of Inverclyde’s ELC ‘Dashboard’ to build capacity in using data within the nursery planning cycle. Staff feedback will note increased confidence in using planning pathways and benchmarks to access attainment within early level. |

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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:**   * 1. **Family Support Hubs:**  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.    1. **Early level Speech & Language interventions:** 2. By December 2023, continue to embed Speech and Language interventions in our Nursery 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.    1. **Rigorous management of Data & Targeted Interventions** 3. By June 2023, continue to ensure system are in place to ensure data interrogation and interventions and robustly tracked and monitored to ensure impact and specifically address barriers for any child ‘impacted by poverty’.   **PEF used to support closing the gap:**   | **Intervention (Outcomes) PEF funding for 2022-2023: Overall total £9800** | **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:   * £90 to increase opportunities in outdoor learning. | August 2023 –  June 2024 | **£90 (1% of allocation)** | | The PEF allocation will be used to fund a 0.2 FTE teacher to develop parent partnerships on the use of targeted intervention to raise attainment. The teacher will lead the Parental Engagement Strategy. The focus will be to support a group of parents/children through a range of curriculum parent/child workshops. The targeted cohort groups will be:   * 1.8% residing in SIMD 1-2 * 5.98% pupils are identified with Free Meal Entitlement (FME). * 21.7% of pupils identified with an additional support need.   Aim: By June 2023, decrease the number of targeted pupils impacted by poverty who are behind expectation in their learning through our Stretch Aims of 3.9% improvement in Literacy and 0.6% improvement in Numeracy through:   * There will be a review of interventions/support every 4-6 weeks. | August 2023-  March 2024 | **£8500** Class Teacher (O.2FTE) |   **Progress and impact of outcomes for learners:**   * 1. **Family Support Hubs:**  1. There are a few children living in SIMD 1 & 2, all of whom are meeting the benchmarks so there was no ‘poverty’ related attainment gap. We continue to monitor barriers and cohorts of children ‘impacted by poverty’ to ensure we are aware of any changes to family circumstances that could impact on children’s progress. 2. Pupil Equity Funding (PEF) facilitated an additional class teacher for 0.2 (one day) to provide a number of ‘Kip Learns’ parent workshops alongside P7 children. The peer review team (March 23) acknowledged ‘Kip Learns’ as an area of good practice for developing parent partnerships and workshops. However, attendance engagement with workshops was low despite parents’ feedback indicating a need for workshops to build capacity through additional guidance and support to help support their child at home with literacy and numeracy. A fortnightly ‘Bun and a blether’ was introduced and despite low attendance feedback from a number of attendees indicated that, *‘the informal opportunity to discuss strategies to help my understanding of how to support at home has been incredibly useful’.* 3. Regular audit and review of the impact of our Pupil Equity Funding (PEF) for ‘children ‘impacted by poverty’ was responsive to the lack of attendance for our ‘Inverkip Learns’ workshops. Adaptions were made to create online content that parents can access at home through an online Padlet containing recorded content/learning suggestions for a variety of strategies such as SEAL and Active Literacy. Our peer review report (March 23) stated that children’s needs are met very effectively using robust systems and practices, ‘*Responsive and recently adapted approach confirms the impact and effectiveness of leadership at all levels within the school’.*    1. **Early level Speech & Language interventions:** 4. Feedback across our nursery staff indicated an increased confidence and understanding of the ‘Word Aware’ project. Quality assurance processes indicates a more robust focus on developing vocabulary and the use of the ‘I can’ Toolkit was used to identify potential speech and language barriers to learning. Single agency planning indicates robust interventions in place for identified children with speech and language barriers.    1. **Rigorous management of Data & Targeted Interventions** 5. Regular data meetings allowed all staff to monitor pace and progression. Professional dialogue during data meetings was rigorous and has impacted directly on more effective planning for learning. Staff report that these conversations are purposeful and have led to an increased capacity with data interrogation within the planning cycle. 6. Quality assurance indicates an increased use of data to identify universal and targeted interventions to support improved attainment for children. As a result, most children are making good progress in learning. Identified ‘dips’ in attainment at transition points between CfE Levels can be noted and therefore we will continue to monitor data to plan appropriate targeted interventions. 7. Targeted intervention procedures are aligned and evidence indicates an increased interrogation and understanding of data to identify and address barriers to learning. All targeted children ‘impacted by poverty’ have made appropriate progress at their level. Our Stretch Aims of 3.9% improvement in Literacy and 0.6% improvement in Numeracy have been achieved. 8. Our stretch aims for the next 3 years predict a steady increase in attainment, excluding a marginal dip for numeracy in 2024-2025 to 87.9%, however this in then predicted to increase to 95% the following year. 9. Dialogue between class teachers and our additional support teacher has increased and a planning log embedded to ensure continuity. Assessment data was used as a baseline to identify gaps in learning. Interventions lasted between 4-6 weeks. At the end of the time period, understanding was assessed and if successful, the child moved on in their learning. If not successful, the intervention was evaluated and revised. Targeted interventions was impacted at periods during the year due to multiple staff absence. 10. The demographic of our school within SIMD 1 + 2 indicates no identified gap in attainment for session 2023 2024. We have no pupils identified in SIMD 3-5 therefore targeted interventions for our Free Meal Entitlement (FME) of children ‘impacted by poverty’ and our SIMD 6 cohort of children who are ‘behind expectation’ was prioritised. Targeted interventions using additional staffing funded through our Pupil Equity Funding (PEF) for this cohort was bespoke to individual need and evidence showed improvement in attainment for targeted children behind expectation with 50% now on track for writing and numeracy. | |
| **Next steps:**  **Targeted Support**   1. By June 2025, utilise Pupil Equity Funding to employ a class teacher one day a week (O.2FTE for 3 terms) to continue to create a bespoke programme of support for parents with children who have additional support needs or barriers to learning. A key focus will be on bereavement, loss and change in response to contextualised information indicating a need for a focus on bereavement support. Feedback from parents will be used to create a 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. Dyslexia friendly signage and strategies will be developed across our nursery and school. 2. By June 2025, continue to address barrier to learning with a specific focus on those ‘impacted by poverty through quality assurance processes to address those impacted by the ‘cost of the school’ day.   **Digital Literacy**   1. By June 2025, continue to develop the use of digital technology to support targeted interventions for identified cohorts of children behind expectation impacting on increased attainment within reading and numeracy with a specific focus on:  * Reading (Accelerated reading programme) for all P3-7 children * Nessy (dyslexia programme) for an identified cohort of children * Numeracy (Sumdog) for all P1-7 children | |

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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 Nurture Principle 5: All Behaviour is Communication**   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 P4-5 children and empower our P6-7 children to lead restorative conversations across the school. Tracking will indicate that actions have been addressed and almost all children will be articulate in using a shared language of restorative practice.    1. **HWB tracking** 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. Using the principles of GIRFEC and the legislative framework surrounding it, children will receive bespoke single or multi agency support for all their universal and targeted wellbeing needs    1. **Trauma Informed Practices** 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.    1. **Racial Literacy** 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.   **3.5 Emotional Literacy (Nursery)**   1. 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. The human rights and needs of every child will be evident at the centre of school and nursery planning and impact positively on their day to day experience in the school and nursery.   **Progress and impact of outcomes for learners:**  **3.1 Nurture Principle 5: All Behaviour is Communication**   1. Pre/post questionnaires indicate an increased use and understanding of restorative approaches with continued awareness raising of Nurture Principle 5 ‘All behaviour is Communication’. P5 children have developed a robust action plan to embed ‘restorative’ practices and P5 ‘restorative ambassadors’ are highly visible in our playground. Staff nurture observations are embedded within our Quality Assurance calendar and staff feedback indicates a positive impact from the visits. This was further validated during our peer review (March 2024) with the report stating, *‘Restorative practice is embedded across the school and staff have a deep understanding of the nurture principles’.* 2. ‘Restorative Conversation’ tracking systems are in place across P4-5 children and empower our P6-7 children to lead restorative conversations across the school. Tracking indicates that actions have been addressed and almost all pupils are articulate in using a shared language of restorative practice. Questionnaire feedback indicated that almost all children feel safe at school.    1. **Health and Well-Being (HWB)** 3. A newly developed HWB tracking system was introduced using the Glasgow Motivation and Wellbeing Profile (GMWP) alongside an adapted daily wellbeing check-in system across the nursery and all classes resulting in robust data on HWB which enabled bespoke interventions to meet individual needs. Using the principles of GIRFEC and the legislative framework surrounding it, children received bespoke single or multi agency support for all their universal and targeted wellbeing needs. This was highlighted as an area of good practice during the peer review process with, *‘the innovative and meticulous tracking and monitoring of children’s health and wellbeing allows for targeted, bespoke plans’* identified as a key strength. 4. All nursery children access our outdoor area on a daily basis through our free flow approach. Tracking and observation data of free flow play notes an increase in children choosing outdoor play and for longer periods of time. Staff absence impacted on the development woodworking skills and this will continue next session.   **3.3 Trauma Informed Practices**   1. Staff feedback across our nursery and school indicates increased staff capacity and understanding of trauma informed practice. All staff have completed the NHS Scottish ’trauma Informed’ and ‘trauma skilled’ modules. GIRFEC planning processes have been adapted to track individual children who have been impacted by Adverse Childhood Experiences (ACES). Questionnaire feedback indicates that almost all children feel safe and have someone they can speak to if upset or worried about something. 2. A number of children have been impacted by unexpected close family bereavements this session, therefore a staff training session from Ardgowan Hospice was organised on strategies to support childhood bereavement, lose and change. Staff feedback from this session was positive with almost all indicating an increased understanding of the appropriate language to use. Bespoke plans are evident for impacted children and families have stated that, *‘the support we have received has been above and beyond our expectations and has helped us to navigate this difficult time’.*    1. **Racial Literacy** 3. All classes have had an anti-racist focus evidenced through curriculum planning. P4 children led a racial literacy professional enquiry with lessons developed and shared across all classes based on the 6 Building racial literacy (BRL) components: Interruption, Archaeology of Self, Historical Perspectives, Critical Humility, Critical Reflection and Critical Love. Primary 4 children shared key messages across all stakeholders through the development of a Racial Literacy magazine (Equal Skins), an assembly and parent workshops. Pre/post questionnaires across all classes indicate an increased confidence in the use of language and terminology to ensure an inclusive environment for all.    1. **Emotional Literacy (Nursery)** 4. The PATHs programme is fully embedded within our nursery class and planning processes. Almost all children are able articulate the PATHs child of the week and staff feedback indicates an increase in the use of emotional literacy vocabulary for almost all children. This is further evidenced through individual planning profiles targets which have been met by almost all children. 5. The human rights and needs of every child is evident and at the core of school and nursery planning. This impacts positively on the day to day experience across the school and nursery. The peer review team noted a key strength across the nursery and school, ‘*Inclusivity of the school is immediately evident; this has resulted in an environment where children feel safe and secure’*. Children articulated through questionnaires that almost all feel listened to and valued. This is also evidenced through the use of personal passports across the school. | |
| **Next steps:**  **Restorative Approaches**   1. By May 2025, continue to increase knowledge and understanding of the nurture principles and restorative approaches, children will experience appropriate interventions in response to wellbeing needs. Ongoing approaches to restorative will make a positive impact to playground experiences and incidents requiring restorative conferences will be reduced. Increased engagement in activities will be evident. 2. By May 2025, Raise awareness of the Anti-Bullying Policy - Respect Me (revised policy November 2023). Children will be able to articulate key messages from our ‘Anti-bullying’ charter which will be visible across our nursery and school community.   **GIRFEC Planning and targeted support**   1. By May 2025, using the principles of GIRFEC and the legislative framework surrounding it, children will receive bespoke single or multi agency support for all their universal and targeted wellbeing needs. 2. By October 2024, planning dialogue and processes will indicate increased staff confidence in all nursery class to ensure that Early Protective Measures (EPM) are embedded.   **Trauma Informed Practice: The Promise**   1. By June 2025, planning processes will have a specific focus on Care Experienced Young People (CEYP). All staff will engage with ‘The Promise’ and the associated e-learning modules. Feedback will indicate an increased capacity to ensure that pupils and parents understand ‘care experience’ as part of their communities and as another type of family. Teachers and school staff will be able to articulate an awareness of the issues facing care experienced pupils so they can best engage and encourage**.** Targeted interventions will ensure that we are ambitious for care experienced children recognising that they may experience difficulties associated with their life story.   **Global Citizenship & Cultural Diversity:**   1. By June 2025, Quality assurances processes will evidence an increased focus on the teaching of racial literacy through the development of a reading framework and planning contexts for Interdisciplinary Learning. We will continue to share, across all stakeholders, our ‘Equal skins’ magazine impacting on an inclusive ethos where all pupils can ‘see’ themselves in our curriculum offer. Children and staff across the school will continue to develop the knowledge, skills and awareness needed to talk thoughtfully about race and racism. 2. By June 2025, undertake an audit and review of our Religious and Moral Education (RME) curriculum pathway. Planning processes, staff and children feedback will indicate an increased understanding of different cultures, beliefs, values, issues, practices and traditions through the context of Christianity and other World Religions. | |

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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 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.   **4.2 Cluster DYW priority**   1. By May 2024, HTs to collaborate and produce a DYW standard skills based language across the cluster. Slippage can be noted in a cluster DYW skills development. This is limited due to staffing requirements across the cluster. 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.   **Progress and impact of outcomes for learners:**   * 1. **Young Leaders of Learning(YLL)**  1. Our leadership group (YLL) engaged with Moorfoot Primary to evaluate our ‘Celebrating successes and wider achievements’. Tracking and monitoring systems are emerging through monthly awards, SWAY newsletters, proactive Twitter (X) posts and a termly talent show. Moorfoot Primary visited to validated and give feedback. However, due to staff changes at our partner school, a reciprocal visit to Moorfoot has been postponed to next session. Our YLL group also created a video clip to highlight the skills, purpose and process of being a Young Leader of Learning. This has received positive feedback from all stakeholders with one parent stating, *‘I’m blown away by the confidence and invaluable skills and experience all the kids have gained through their involvement that will last them a lifetime. The Inverkip young leaders are little professionals, putting most of us adults to shame with their presentation skills, and I'm sure the other parents are as proud as we are’*. Questionnaire feedback highlighted that almost all pupils agree that our school offers opportunities to take part in activities in school beyond the classroom and timetabled day and pupils have the opportunity to discuss achievements out with school with an adult in school who knows them well.    1. **Cluster DYW priority** 2. Primary Head teachers across the cluster collaborated to develop a ‘Skills’ reference document (SWAY) to bring national policy documentation together which included Skills Development Scotland’s MetaSkills framework and the Quality Indicators from How Good is our School 4th Edition (2016). This professional development has begun to have an impact on learners, as the skills profile has been raised in each establishment, with all schools reporting increasingly intentional integration of skills. An agreement and commitment to referencing and using this paper next session will continue to underpin future school based skills work, with Quality assurance processes indicating consistent common knowledge and understanding of skills development and language across the cluster schools. 3. All primary schools within our cluster have nursery classes. Our commitment to the provision of high quality learning in early level led to the development of a Cluster Early Years Network. Our nursery class Deputes met throughout the year as part of our ongoing cluster plans to share learning and professional insights. Staff feedback indicates increased confidence within nursery quality assurance processes and Care Inspectorate policy and guidance. Nursery deputes will now join all future Cluster meetings and an action plan developed early next session. 4. Establishing a pupil group to progress skills development was identified; however, due to staffing challenges the formation of this group was delayed. It has been agreed that the pupil leaders from all schools in the cluster will meet in October 2024. | |
| **Next steps:**  **Outdoor Learning Skills Pathway**   1. By June 2025, continue to develop outdoor learning and the use of Loose Parts play across nursery and school. Our Young Leaders of Learning will develop an ‘Outdoor Learning’ skills progression pathway and launch this across nursery and all classes in term 3/4. The YLL group will engage with other school and nursery establishments with a similar environment/context to gain expertise and knowledge on planning pathways for outdoor skills. Pre/post questionnaires will indicate an increase in the confidence of all nursery and school staff to plan high quality outdoor learning experiences.   **Child Friendly School Improvement plan**   1. By October 2024, in line with our rights based approach, our P5 children will develop a, ‘KIP Roars’ child-friendly School Improvement Plan alongside SLT. Almost all stakeholders and be able to articulate our improvement priorities.   **Cluster Pupil Leadership group**   1. By May 2025, a Cluster leadership group will be established. This group will have responsibility for developing aspects of Racial Literacy and The Promise over next session, providing further opportunities for skills development in meaningful and relevant contexts. The impact of this group will be measured using pre and post questionnaires, scheduled for October 2024 and June 2025.   **MetaSkills development (Spotlight Skills)**   1. By May 2025, continue to develop a shared language of skills across nursery and school. Pupils will be able to articulate ‘spotlight’ skills and this will be evidenced through planning processes and learning journals. Post/pre questionnaires will indicate an increased knowledge and capacity of ‘MetaSkills’ impacting on skills more embedded in planning processes.   **Tracking systems developed: Wider Achievement and Successes**   1. By May 2025, Quality assurance processes will continue to be developed to track ‘successes and achievements’. Data will be used to target children who do not attend any after school activity/clubs. Partnership with Active Schools and the development of P6 and P7 lunchtime leadership clubs will indicate an increased participation for specific cohort groups.   **STEM planning pathways**   1. By May 2025, Pre/post questionnaires will indicate an increased confidence in the use and implementation of Inverclyde’s new STEM planners (to be launched June 2024). The new planning pathways will be embedded early next session and quality assurance will evidence an increased engagement in STEM activities across school and nursery.   **Digital Technology**   1. By June 2025, quality assurance and planning will continue to ensure that digital technology is used appropriately in all classes with evidence of good use of ‘flipped learning’. Digital methods will also be used to support children who are behind expectation for aspects of learning with attainment data and pupil feedback indicating a positive impact. | |

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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.   **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. Funding helped to facilitate the provision of clothing and school equipment, as well as school visits for a targeted group of children. 2. We funded and organised a number of ‘Community’ fruit larders. This was very successful and the larder empty at the end of each day. Feedback from stakeholders indicated that this made a positive impact, with one parent stating, *‘this is great to see as it’s something that happens in the more deprived areas of Inverclyde but not always everywhere, where there is a more hidden need. I’ll definitely bring a bag to get some’.* 3. Not all Participatory budget’ funding was not needed and a decision was then made to increase funding for library books to develop a ‘race, diversity and inclusion’ section. Pupil feedback is positive and staff note an uptake in engagement during visits to the library area. | |
| **Next Steps:**   1. By August 2024, Parents and pupils will continue to determine cost of the school day allocations next session. | |

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| **Data** |
| **Key Strengths:**  For session 2022/23 our attainment data shows very good progress. Identified Key strengths are:   * Sustained high attainment and attendance levels * Effective partnerships to support the children’s attainment * No identified Gaps in attainment can be noted for pupils identified as SIMD 1/2 * Recognition of the children’s achievements in school, at home and out in the community * Wide range of opportunities provided to enhance the children’s experience and meet the needs of learners * Children’s well developed capacity to articulate their skills development and progress * 40.4% of children are ‘beyond expectation’ in one or more aspect of attainment  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **2022-2023** | **Listening & Talking** | **Reading** | **Writing** | **Numeracy** | | **Overall Attainment** | **0.6%** | **3.2%** | **7%** | **-1.4%** | | **P7** | **2.8%** | **15.2%** | **18.1%** | **100%** | | **P6** | **3.1%** | **3.1%** | **7.3%** | **-3.1%** | | **P5** | **3%** | **2.9%** | **0.6%** | **5.8%** | | **P4** | **2.5%** | **7.8%** | **9.3%** | **17.2%** | | **P3** | **3.8%** | **9.4%** | **20.6%** | **7.6%** | | **P2** | **8.6%** | **11.4%** | **12.9%** | **11%** | | **P1** | **2.8%** | **1.4%** | **11.1%** | **1.4%** |   **Key Priorities:**   * Continue to sustain the high attainment and attendance level trend * Continue to develop tracking of children’s attainment and achievement across the whole curriculum with the development of Interdisciplinary Learning * Continue the strong focus on rigorous tracking of data to meet learner needs * Overall attainment remain strong with a slight dip noted in overall numeracy but attainment still remained higher than 2021 for numeracy. * Small percentage dips can be noted for numeracy in P6, P5, P3, P2 and P1. Cohort data impacts on this and bespoke plans are in place to support individual children. * Primary 2 data indicated a bespoke package of support to meet needs. Class sizes/staffing was considered for this session and predictive data indicates a more positive attainment gains. * Nursery staff have begun to use the Progress and Achievement aspect of the learning journals which will transfer neatly to P1 data. They have had a greater focus on not just children’s progress in learning but in their attainment.   **This year we can note increased attainment levels for:**   * **Listening & Talking:** P7, P6, P5, P4 and P1 with all cohorts’ attainment above the Inverclyde average. * **Reading:** P7, P6, P4, P3 and P1 with all cohorts’ above the Inverclyde average * **Writing:** All stages except P2 are maintaining attainment alongside the Inverclyde average * **Numeracy:** P7 and P4 are maintaining attainment alongside the Inverclyde average   **Nursery:** Transition data, Personal Learning Plans and Learning Journals indicated that all 30 children remained on track for Literacy and Numeracy.  We are ambitious for our learners and the stretch aims can be noted below. The projection for 2025/26 would be above the national and local attainment predictions.   |  |  |  | | --- | --- | --- | | **Stretch Aims** | **Literacy Overall** | **Numeracy Overall** | | **2023/24** | **83.9%** | **91.0%** | | **2024/25** | **87.8%** | **87.9%** | | **2025/26** | **88.0%** | **95.0%** | |

**National Improvement Framework Quality Indicators**

The strengths and Key priorities below have been validated during our recent Peer Review (March 2024) and Care Inspectorate in (October 2023). The review team found the following key strengths in the school:

* The strategic leadership of the Head Teacher who is extremely well respected by staff, parents, children and the wider community. She provides clear strategic direction, has high expectations and promotes empowerment and strong collaboration.
* The highly efficient Depute Head Teacher, who coordinates robust tracking, planning and monitoring of targeted support to creatively meet the needs of learners, addressing barriers to learning. Her contribution to school development is greatly valued by all across the whole school community.
* The hard-working, nurturing staff who are fully committed to on-going improvement through strong collaborative working and a commitment to career long professional learning in order to ensure the best possible outcomes for their children.
* Exceptionally confident, polite children who are clearly able to articulate their learning and demonstrate an eagerness to learn, recognising that ‘Every moment counts’. They are extremely proud of their school and feel empowered to lead change.
* School leaders, staff and children model and celebrate the school’s recently reviewed values of respect, optimism, ambition and resilience. These values underpin highly positive relationships, supported by the ongoing focus on restorative conversations which empower children to problem solve.
* The school’s approaches to tracking, celebrating and sharing wider achievements in an ethos of fun and ambition.
* The blended approach to staff and children’s leadership, linking directly to the School Improvement Plan (SIP), which is impacting positively on the school. This is authentic leadership where all children have a voice
* The school’s approaches and reactive responses to daily tracking of wellbeing, ensuring children feel fully supported, listened to, valued and cared for.

The following areas for improvement were identified and discussed with the senior leadership team:

Continue to embed the school’s vision, values and aims, feeding into the creation of a curriculum rationale.

* Further develop curriculum design to include meta-skills progression and tracking across all stages.
* Share the school’s work on restorative conversations across the authority.

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| **1.3 Leadership of change Nursery: Good School: Very Good** |
| **Key Strengths: School and Nursery class**   * There is a very strong sense of community within the school; relationships lie at the heart of this with all stakeholders feeling valued and respected. * The SLT are highly visible to all, with feedback reinforcing that their pace of change is respected and understood, showing a sense of excitement and enthusiasm on the journey ahead. * Both staff and children’s leadership skills are valued and developed across the school, with a collaborative approach being taken to enhancing the curriculum. * The Young Leaders of Learning are impacting positively on school improvement, working in partnership with another local school as well as a range of partners.   **Key Priorities: School and Nursery class**   * Develop a curriculum rationale that underpins and celebrates the school’s journey of change and innovation. * The school should now consider how the children could be involved in creating an improvement plan that is pupil friendly, as well as giving all pupils the opportunity to report progress in the annual Standards and Quality report. |

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| **2.3 Learning, teaching and assessment Nursery: Very Good School: Very Good** |
| **Key Strengths: School and Nursery class**   * A warm welcoming, nurturing ethos which permeates the school where polite, enthusiastic children are keen to learn. * Positive, respectful relationships between staff and children which reflects a Rights Respecting culture. * A cohesive staff team who work collaboratively to deliver engaging teaching and learning experiences where expectations are high for all. * Children feel valued and respected and there is a strong sense of belonging to the ‘Kip’ family. * Empowered teachers who work collegiately to lead curricular areas.   **Key Priorities: School and Nursery class**   * Continue to develop play pedagogy across early level and beyond. * Further develop collaborative early level planning from nursery to primary one. * Develop of meta-skills across all levels. * Develop assessment and tracking of progress within the wider curriculum. |

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| **3.1 Ensuring wellbeing, equity and inclusion** **Nursery: Good School: Very Good** |
| **Key Strengths: School and Nursery class**   * Inclusivity of the school is immediately evident; this has resulted in an environment where children feel safe and secure. * Highly effective leadership by the Depute Head Teacher ensures that children’s needs are met, following robust systems and policies. This is further enhanced through successful use of partners to meet children’s needs. * Children know that they are listened to and valued. This is also evidenced through the use of personal passports across the school. * Restorative practice is embedded across the school and staff have a deep understanding of the nurture principles. * The innovative and meticulous tracking and monitoring of children’s health and wellbeing allows for targeted, bespoke plans.   **Key Priorities: School and Nursery class**   * Continue to develop trauma informed practices across the school. * Continue the racial literacy journey in order to further develop the school’s work relating to equalities, diversity and inclusion. * Further develop staff’s understanding of additional support needs, e.g. dyslexia friendly approaches. |

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| **3.2 Raising attainment and achievement**  **Securing children’s progress** **Nursery: Good School: Very Good** |
| **Key Strengths: School and Nursery class**   * All pupils living in SIMD 1 & 2 are on track with learning. * Attendance has increased at almost all stages this session, with an overall attendance of 94.2%. It is predicted to increase to 94.74% by June ‘24 which is above the predicted Inverclyde average of 93.08%. * Children’s achievements within and out with school are celebrated regularly with the whole school community. * The Head Teacher undertakes a highly effective consultation process which includes all stakeholders to create a plan for PEF to make best use of the allocation annually.   **Key Priorities: School and Nursery class**   * Develop tracking and progression of skills for learning, work and life which are being developed through pupil leadership roles and wider achievements. * Continue the systematic focus on rigorous tracking of data to meet all children’s needs including across other curricular areas. |

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| **Other quality indictors evaluated from 3 year plan:** | |
| **2.1 Safeguarding and child protection**  **2.4 Personalised support** | |
| **Key Strengths: School and Nursery class**  **2.1 Safeguarding and child protection**   * Arrangements for safeguarding, including child protection * Arrangements to ensure wellbeing National guidance and legislation * A self-audit was carried out by the school prior to the peer review and the Head Teacher Rep from the Child Protection Committee met with the school to discuss the outcome. The audit was extremely positive with 1 minor areas for action noted for the establishment to take forward. The minor action was to add to staff CLPL on the In-service day using additional ‘Prevent’ training. * We have clear, appropriate and up-to-date policies and procedures in place to ensure the safeguarding of children and young people including child protection. All staff take part in regular professional learning and are confident in responding to any child protection or safeguarding issue, including e-safeguarding. * Our record keeping for all safeguarding matters is maintained to a high standards. All child protection records are stored safely and securely ensuring all sensitive information is only accessible to relevant staff members. * Questionnaire feedback indicates that almost all children have been able to build up positive relationships with consistent adults whom they trust enough to talk to when they need help * We have well-embedded systems in place to promote wellbeing across all aspects of the life of the school. This was highlighted as a key strength during our peer review. * Children are safe and feedback indicates that almost all children feel safe in school   **Key Priorities: School and Nursery class**   1. Engage with the peer review cycle and Inverclyde’s audit processes/documentation 2. Add to the Inverclyde Child Protection PPT to include ‘prevent’ training (August 2024)   **2.4 Personalised support**   * Universal support * Targeted support * Removal of potential barriers to learning * All children and young people are benefitting from high-quality universal support as validated by our peer review report (March 23). There are high expectations for all learners across the nursery and school. We have an effective strategies in place to securing positive relationships and behaviour which all staff and partners take responsibility for implementing. * Our children across nursery and school have frequent opportunities to discuss their learning with a key adult who knows them well, helping them to set appropriate next steps. This is evidenced through learning journals and our individual pupil passports. * All staff know and respond very well to the individual needs of children and promote and support their wellbeing. Our tracking systems have been recognised as good practice during the peer review. * Tasks, activities and resources are effectively differentiated to ensure appropriate pace and challenge for all learners. * Our targeted support builds on robust, embedded universal support. Learners’ needs are identified early through reliable and valid assessment information and appropriate, proportionate and timely support including specialist input where required. * The school works with key partners to remove barriers to learning and provide an inclusive learning environment. Feedback from partner agencies indicates strong working relationships are established. * Children, parents and partners are fully involved in decisions about learning and support. Evidenced by regular, timely review meeting that are solution focussed. * Staff take positive and proactive steps to ensure that barriers to learning are minimised and are responsive to the circumstances   **Key Priorities: School and Nursery class**   1. Continue to develop capacity across Pupil Support Assistants (PSA) to ensure involvement in planning and reviewing support for individuals and groups of children. 2. Continue to ensure through Quality assurance that tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for all children. |

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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. Very proactive class and nursery twitter (X) pages to celebrate and share learning on a regular basis. The introduction of a termly talent show has received positive feedback across the nursery and school community. * 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 in partnership with Bloomin Inverkip. * Increased offer of after-school/lunch time clubs. All classes participated in an offer in partnership with Active Schools. A lunchtime reading and chess club was introduced and plans are in place for P7 to lead a number of additional interest led clubs next session. * Racial literacy event organised by our P4 class included: assemblies, workshop and the launch of our ‘Equal Skins’ termly magazine. * Continued community partnership such as Inverkip parish church, Blooming Inverkip, Sainsbury’s 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 7th 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, World Book day (Wonka challenge) and our school Spring Fair. Participation in the annual Inverclyde Euro Quiz. * Staff Leadership opportunities include: two staff participating in ‘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 ‘Oliva’ 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 Abernethy. * 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 at Christmas. Our Primary 3 organised and led a community foodbank which received positive feedback from our community partners. * 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. * P5, P6 and P7 children have engaged in a variety of transition events and activities alongside our Cluster secondary school (Inverclyde Academy). * All children across school and nursery benefited from a Christmas Panto (Robin Hood).   **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 very 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 and Chinese New Year. * Our children make regular visits across our local community and have engaged with a number of local partners. |