**Inverkip Primary & Nursery Class**

**Standards and Quality 2024-25**

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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 2024/25 we had 191 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 2 full time and 4 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:**   * We have no pupils identified in SIMD 1 or 2. We only have 1.2% residing in SIMD 3 and no pupils residing in SIMD 4. * Data indicates that 98.8% of pupils reside in SIMD 6 – 10. * The school profile shows that approximately over half of the school’s pupil population (71.7%) resides in SIMD 8 & 9. * 4% pupils are identified with Free Meal Entitlement (FME). * We have 38% of pupils identified with an additional support need.     **Gender Balance:**   * The school has an overall relatively even split between boys (52.2%) and girls (47.8%). However, a slightly uneven balance can be identified at particular stages: * P3 & P5 have an increase in the ratio of boys. * P6 has an increase in the ratio of girls.      |  |  | | --- | --- | | Year | Attendance % | | 2024 2025 | 94.5% | | 2022 2023 | 94.2% | | 2021 2022 | 92.3% | | 2020 2021 | 97.5% |   **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.   **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):* |
| **Outcome:**  **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 and 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.   **PEF used to support closing the gap:**   |  |  | | --- | --- | | **Intervention: Plan B** | **Detail of Spend** | | By June 2025, embed the use of digital technology to support targeted interventions in literacy and numeracy for pupils identified as belonging to the Scottish Government’s priority family types most at risk of poverty. This includes the continued rollout of iPads, Nessy, SumDog, and high quality decodable readers (Oxford University Press) to ensure pupils have equitable access to digital and structured support. Progress will be tracked through ongoing assessment, including CfE benchmarks, programme data, and teacher judgement. Pupils will demonstrate increased confidence, engagement, and attainment in core literacy and numeracy skills, with qualitative and quantitative data evidencing the impact of intervention for almost all targeted learners. | iPads: £4,500.96 Amazon iPad Cases: £319.84 Sumdog Subscription: £553 Nessy Subscription: £512 Oxford University Press Decodable Readers: £1,704.81 Total: £7,591.61 |   **Progress and impact of outcomes for learners:**  **Curriculum Rationale**  December 2024, our school successfully refreshed and reviewed the curriculum rationale, placing human rights and the individual needs of every child at its core. This comprehensive update ensured a balanced integration across the four contexts of the curriculum: opportunities for personal achievements, interdisciplinary learning, ethos and life of the school, and curriculum areas and subjects. To gauge the effectiveness of these changes, pre- and post-implementation questionnaires were administered to stakeholders, including pupils and staff. The results indicated a substantial increase in understanding and support for the new curriculum rationale, reflecting a shared commitment to our educational vision – Every child and person matters, every moment counts.  **Child-Friendly School Improvement Plan**  In October 2024, aligning with our rights-based approach, Primary 5 pupils collaborated with the Senior Leadership Team to develop our 'KIP Roar’ values and a child-friendly School Improvement Plan (SIP). This initiative empowered pupils to actively participate in the school's development process, fostering a sense of ownership and responsibility. Subsequent feedback from stakeholders demonstrated that almost all could clearly articulate our improvement priorities, indicating the effectiveness of this inclusive approach. Our values are fully embedded across all aspects of school and nursery life and the success of this underscores our commitment to involving pupils in meaningful decision-making processes.  **Numeracy**  Our numeracy attainment has shown an upward trend, increasing from 91.3% in 2023-24 to 94% this year, demonstrating sustained progress towards our target of ensuring that almost all children achieve expected levels. Targeted interventions and a consistent pedagogical approach have contributed to this improvement, with Number Talks, SEAL, and Blueprint Boards now fully embedded across all stages. Pupil Equity Funding was used effectively to enhance numeracy learning through the purchase of Sum Dog (£553), which has had a measurable impact on pupils in P3-7. Data from the Sum Dog dashboard indicates increased engagement, response rates, and accuracy in mental arithmetic for almost all learners, particularly benefiting those who required additional support in numeracy fluency. Quality assurance processes, including lesson observations, professional dialogue, and assessment moderation, indicate a consistent and evidence-based approach to numeracy teaching and assessment. Staff confidence in using assessment data to identify and close gaps in learning has improved, ensuring that interventions are timely and targeted. These improvements position us well to meet our May 2025 target and maintain a high standard of numeracy attainment across all stages, with a continued focus on raising attainment within the P5 cohort.  **Literacy:**  **Attainment in Literacy:**  Our attainment data for 2024-2025 indicates strong performance in literacy. Listening and talking remain consistently high at 96.7%, reading has been sustained at 94%, and writing has seen a notable increase from 82% to 90.2%. This reflects the effectiveness of our targeted approaches, particularly in embedding high-quality literacy pedagogical strategies. Attainment data indicates a positive impact of Pupil Equity Funding for identified pupils who have poverty related barriers to learning. All learners targeted have an increase in attainment linked to the bespoke intervention. Using targeted Digital literacy supports has increased pupil engagement in reading and initial feedback for our new resources is positive across all stakeholders.  **Pedagogical Approaches & Staff Confidence:**  Staff engagement with the Inverclyde Literacy Framework has strengthened professional confidence in the science of reading, particularly in Early and First level. Professional dialogue and quality assurance processes indicate an increasing consistency in the application of dialogic teaching and reciprocal reading strategies across the school. P6 pupils have played a key role in fostering a reading culture, continuing to develop our library space and supporting book recommendations. The library is now well utilised from nursery through to P7, reinforcing a whole-school commitment to literacy.  **Reading Resources & Phonics Development:**  A comprehensive audit of reading materials has been undertaken, leading to the introduction of new resources aligned with the Science of Reading. ORT decodable readers have been implemented in P1 and P2, with Big Cat books for P3-6 and new novels for P7. Staff have engaged in professional learning to familiarise themselves with these resources and have developed bespoke materials to align with CfE outcomes and meet the diverse needs of their learners. Pupil Equity Funding was used to buy early level decodable materials as we noted a poverty related barrier linked to speech and language within our nursery cohort. Early indications show these resources are supporting pupil progress in decoding and comprehension skills.  **Nursery Literacy Environment & Early Intervention:**  A literacy-rich environment is now embedded within our nursery, as evidenced through environmental audits. ‘Word Aware’ and the Speech and Language ‘I Can’ toolkit are fully embedded and have had a positive impact on early language acquisition. Book Bug parental engagement sessions have been introduced, supporting family involvement in literacy. Tracking and monitoring systems within the nursery are now fully embedded, with evidence of progress in early literacy milestones recorded through learning journals and termly literacy targets shared with parents. Despite progress, staffing barriers have impacted the full implementation of the nursery lending library, and this remains an area for continued development. Moving forward, we will focus on further embedding early intervention strategies, ensuring sustained improvements in phonics teaching and fostering deeper parental engagement in early literacy.  **Play Pedagogy:**  Progress has been made in embedding play pedagogy across the Early Level, with emerging developments at First and Second Level. Staff across P1-3 have engaged with professional learning opportunities, including visits to other establishments, to deepen their understanding of high-quality play-based approaches. This has supported the delivery of playful experiences both indoors and outdoors, enhancing pupils' readiness to learn and supporting key developmental skills. Staff have proactively sought informal advice and input through professional networks, reflecting their commitment to driving this agenda forward. While there was an aspiration to create a dedicated playroom for P1-3, this has been delayed due to a revised timeline for the refurbishment of nursery furniture. Plans are in place to repurpose existing furniture once the nursery refurbishment is complete, creating a bespoke play space to further enhance opportunities for high-quality play experiences.  Quality assurance evidence highlights a growing provision of play-based learning across P1-3, with staff becoming increasingly confident in incorporating loose parts play and child-led experiences. However, the use of Floor Book planning is still at the emerging stage and requires further development. Similarly, playful pedagogy across P4-7 is in its infancy, with early informal approaches beginning to be explored. Moving forward, the introduction of floor books and the consistent use of playful learning approaches across the whole school will be a key priority. The creation of a dedicated P1-3 playroom will be a significant step in supporting the delivery of high-quality play experiences, alongside continued professional learning for staff to ensure consistent practice across all stages.  **Interdisciplinary Learning:**  Significant progress has been made in reviewing and adapting our Interdisciplinary Learning (IDL) planning processes, ensuring a more structured and balanced approach across the four contexts of learning. In Terms 3 and 4, staff piloted a newly developed IDL planning format, providing valuable insights into how to streamline and enhance our curriculum offer. An initial audit of current IDL planning has highlighted strengths in the delivery of rich, meaningful learning experiences across all stages. Evidence from pupil feedback and professional dialogue confirms that engaging and relevant IDL projects are taking place. A key example of this is our collaboration with the Watt Institute, which is supporting the development of an innovative project linked to Racial Literacy - offering pupils a deeper, real-world learning experience. However, the audit has also identified areas requiring further refinement. The previous bundling of Experiences and Outcomes (E&Os) needs to be revisited to ensure a more cohesive and progressive approach across levels. Additionally, planning needs to become more efficient and time-bound, with a clearer structure to ensure that IDL projects are purposeful and completed within a maximum of six weeks. The focus moving forward will be on refining our IDL frameworks, ensuring a balanced and progressive curriculum that effectively develops both knowledge and skills. Further professional learning opportunities will support staff in making IDL planning more streamlined and impactful, ensuring consistency in approach across all stages.  **Early Level Planning & Data:**  Progress has been made in strengthening the use of data within the nursery planning cycle, despite delays in the full launch of Inverclyde’s ELC Dashboard due to SEEMIS. In response, staff have fully engaged with the new ELC planning and tracking tool through learning journals, which has significantly enhanced their ability to articulate attainment targets tailored to individual pupils. This has led to more bespoke and targeted interventions, ensuring that support is both meaningful and responsive to the needs of learners. Staff confidence in using data to inform practice has increased, with a notable improvement in their ability to identify and write evaluative targets. Furthermore, quality assurance processes within the nursery have been strengthened, with the introduction of a 12-week quality calendar ensuring a relentless focus on planning, data analysis, and the development of learning environments. This structured approach is fostering greater consistency and accountability, contributing to an improved nursery learning experience. Ongoing professional dialogue and quality assurance activities ensure sustained staff confidence in using data effectively to support attainment and progression at Early Level. | |
| **Next steps:**   1. By May 2026, develop and implement a Progressive Spelling and Grammar Pathway from Early to Second Level, ensuring a consistent approach to the teaching of ‘Tools for Writing’. This will result in an increase in attainment in writing, evidenced through tracking and monitoring data, with a particular focus on the accuracy of spelling and use of grammar. Pupil dialogue and quality assurance will evidence improved confidence in applying these skills across a range of writing genres. The introduction of the pathway will ensure appropriate challenge for pupils working beyond expected levels. 2. By May 2026, all staff will engage with the newly launched Inverclyde Numeracy Framework to develop confidence in the delivery of key concepts, including number structures, fractions, and mathematical talk. CLPL records, professional dialogue and questionnaire feedback will evidence increased staff confidence, with attainment data showing rising attainment in numeracy from 91.3% in 2023/24 to a predicted 94% in 2024/25. A particular focus will be placed on more rigorous challenge for pupils working beyond expectations, with planning and assessment processes adapted to better meet the needs of these learners. 3. By June 2026, continue to embed our new IDL planning processes to ensure that all planning grids include meta-skills, a Big Question/Little Question approach and a balance across curriculum areas. A whole-school IDL Context Overview will be developed to ensure clear progression, pace, and challenge with identified gaps addressed. Quality assurance will evidence consistency in planning approaches and pupil feedback will reflect increased ownership of their learning. 4. By March 2026, co-create a visual ‘Kip Learner Sketch Note’ to outline the characteristics of a Kip Learner, using language accessible to pupils and families. This will be accompanied by the launch of ‘KIP Principles’ (Knowledge, Involvement, Progress), which will outline what a high-quality Kip lesson looks like across the school. Pupil voice groups will contribute to the design, and quality assurance processes will measure the impact on learning conversations and classroom consistency. 5. By May 2026, continue to embed the new tracking documentation within the nursery class, ensuring that staff use the system to record, monitor, and track individual children's progress across all areas of the curriculum. This will support targeted interventions and planning for progression, with quality assurance processes evidencing consistent and effective use. 6. By June 2026, establish a Quality Calendar for the nursery linked to the new Quality Framework launched by Education Scotland and the Care Inspectorate in February 2025. This will ensure a systematic approach to self-evaluation, quality assurance, and continuous improvement. 7. By May 2026, develop nursery staff capacity in the use of Early SEAL arithmetic strategies and Inverclyde's Numeracy Pathways through engagement with the Inverclyde Numeracy Framework. Staff confidence will be measured through professional dialogue, with observations and tracking data evidencing the impact on children's numeracy development. 8. By May 2025, further enhance the nursery environment to ensure it is rich in literacy and numeracy opportunities, both indoors and outdoors. Quality assurance observations will evidence a wide range of purposeful play opportunities that promote early literacy and numeracy skills. | |

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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  Performance information  Assessment of children's progress  School Improvement | 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 3 (Best interests of the child):  *Article 28: (Right to education):*  *Article 2 (Non-discrimination):* |
| **Outcome:**  **Targeted Support: Digital Equity**  1. By June 2025, embed the use of digital technology to support targeted interventions in literacy and numeracy for pupils identified as the priority family types identified by the Scottish Government as being at highest risk of experiencing child poverty. Tracking of pupil progress will demonstrate improved attainment and confidence, with formative assessment and pupil feedback used to measure impact. Regular assessment and monitoring will evidence improved reading fluency, spelling accuracy, and learner confidence in class-based tasks.  **Targeted support: Seasons for growth**  **2. By June 2025,** deliver the Seasons for Growth programme to support pupils affected by bereavement, loss or change, including those from priority family types identified as being at greater risk of poverty - such as lone parent families following bereavement. Wellbeing assessments, pupil voice, and staff observations will evidence increased emotional resilience, improved coping strategies, and enhanced readiness to learn.  **Cost of the school day**  **3. By June 2025,** reduce the cost of the school day for pupils from families most at risk of poverty - such as larger families, lone parent households, and families with a child under one - through targeted resourcing and participatory budgeting. Feedback from families and pupils will evidence increased inclusion, reduced financial pressure, and greater access to learning opportunities, particularly through enhanced participation in sporting events.  **PEF used to support closing the gap:**     |  |  | | --- | --- | | **Intervention: Plan B** | **Detail of Spend** | | 1. By June 2025, embed the use of digital technology to support targeted interventions in literacy and numeracy for pupils identified as the priority family types identified by the Scottish Government as being at highest risk of experiencing child poverty. Tracking of pupil progress will demonstrate improved attainment and confidence, with formative assessment and pupil feedback used to measure impact. Regular assessment and monitoring will evidence improved reading fluency, spelling accuracy, and learner confidence in class-based tasks. | |  |  | | --- | --- | | 16 Ipads | £4,500.96 | | 16 Ipad cases | £319.84 | | Sumdog | £553 | | Nessy | £512 | | Ipads | £4,500.96 | | Oxford Uni Press | £1,704.81 | | | **2. By June 2025,** deliver the Seasons for Growth programme to support pupils affected by bereavement, loss or change, including those from priority family types identified as being at greater risk of poverty - such as lone parent families following bereavement. Wellbeing assessments, pupil voice, and staff observations will evidence increased emotional resilience, improved coping strategies, and enhanced readiness to learn. | |  |  | | --- | --- | | Seasons For Growth | £625 | | | **3. By June 2025,** reduce the cost of the school day for pupils from families most at risk of poverty - such as larger families, lone parent households, and families with a child under one - through targeted resourcing and participatory budgeting. Feedback from families and pupils will evidence increased inclusion, reduced financial pressure, and greater access to learning opportunities, particularly through enhanced participation in sporting events. | |  |  | | --- | --- | | **Clothes/school supplies** | £198.50 | |   **Progress and impact of outcomes for learners:**  Inverkip Primary & Nursery Class continues to have a small percentage of pupils identified as experiencing poverty-related barriers to learning, with only 4% of pupils registered for Free Meal Entitlement (FME) and 1.2% of pupils residing in SIMD 3. The majority of our pupils (71.7%) reside within SIMD 8 and 9, with 98.8% of pupils residing in SIMD 6 – 10. This presents unique challenges in addressing the poverty-related attainment gap, as the needs of our pupils often relate to hidden poverty, additional support needs, and the cost of the school day. We utilised the ‘Adopt, Adapt, Abandon’ model to ensure that Pupil Equity Funding (PEF) was allocated to interventions that were evidence-based and contextually relevant. This model allowed us to assess the impact of previous interventions, adapt where necessary, and discontinue those that were not yielding the desired outcomes. Careful consideration was given to the priority family types identified by the Scottish Government as being at highest risk of experiencing child poverty. This ensured that our interventions were targeted to support those who may be impacted by hidden poverty within our school community. Plan B and the allocated spend is outlined above.  **Targeted Support: Seasons for growth**  The amendment to our initial plan of employing a class teacher has enabled us to better meet the needs of our learners by directing funding towards targeted support bespoke to individual needs. Through participatory feedback and contextual data, the need for enhanced bereavement and loss support was identified using the priority family types, resulting in the implementation of the ‘Seasons for Growth’ programme. This intervention supported 100% of identified pupils impacted by recent bereavement, with pupil wellbeing data demonstrating increased emotional resilience.  **Targeted Support: Digital Literacy**  Investment in digital tools and subscriptions has supported targeted cohorts of children, particularly those identified as being impacted by poverty-related barriers. All pupils in P3-7 engaged with the Accelerated Reader programme, with 75% of participating pupils demonstrating an increase in reading age by more than 6 months. The Nessy dyslexia programme was accessed by 100% of identified pupils, with 80% showing improvements in phonological awareness. Numeracy interventions through Sumdog were rolled out across P1-7, with 60% of targeted pupils making accelerated progress in numeracy. Staff capacity to deliver digital interventions has been enhanced through targeted CLPL. The use of the GL assessment tool to identify dyslexia has made a significant impact on both parental and staff knowledge. Feedback from parents and pupils indicates that the detailed reports and bespoke guidance on strategies, tailored to individual children's needs rather than generic advice, have positively upskilled parents and staff. This has resulted in more targeted and effective support for identified pupils.  **Cost of the School Day**  Participatory budgeting ensured that families directly influenced how funds were allocated to address the cost of the school day. Feedback indicated a desire to prioritise outdoor learning opportunities, resulting in funds being allocated to this area with a focus on participation in active schools events. All pupils benefited from increased access to sporting learning experiences, with targeted families receiving additional support to remove financial barriers. Bespoke materials were provided to 100% of identified families to support individual needs, reducing the impact of poverty-related barriers. | |
| **Next steps:**  1. By June 2026, further embed digital technologies as a key intervention to support pupils affected by poverty-related barriers by expanding our bank of iPads and developing staff expertise through a targeted CLPL programme. This will focus on the effective delivery of bespoke digital interventions for literacy and numeracy. Interrogation of pre and post-intervention data (including standardised assessments and CfE tracking) will demonstrate measurable improvements in attainment and engagement for almost all identified learners, with pupil voice evidencing increased confidence and independence in learning  2.By June 2026, deepen our participatory budgeting approach by continuing to involve families, particularly those from Scottish Government identified priority groups, in deciding how funding can enhance access to wider achievement opportunities and outdoor learning. Increased participation rates and feedback from stakeholders will evidence improved inclusion, strengthened school family partnerships, and greater equity of access to enrichment activities.  3.By June 2026, continue to address poverty related barriers to participation and learning through bespoke financial support for an identified cohort of pupils, including those from lone parent families, families with a child under one, and households with additional support needs. Monitoring of pupil attendance, wellbeing, and engagement will show improved access to learning and greater consistency in participation across the school day, with qualitative feedback highlighting the value and dignity of the support provided. | |

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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  School leadership | HGIOS/ELC QIs  2.1 Safeguarding and child protection  2.2 Curriculum  3.1 Ensuring wellbeing, equality and inclusion  UNCRC  *Article 29 (Goals of education):*  Article 28: (Right to education):  *Article 31 (Leisure, play and culture):* | |
| **Outcome:**  **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 our 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 module. 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.   **Progress and impact of outcomes for learners:**  **Restorative Approaches**  Restorative conversations are now embedded practice and evidenced through P4-7 tracking folders, pupil dialogue, and SLT observation. There has been a notable reduction in the number of pupils requiring SLT intervention following breaks, with incidents being resolved more independently through restorative conversations led by class teachers. This indicates a positive impact on pupil relationships and emotional regulation. P6 pupils have undergone training as ‘Restorative Playground Leaders’ in Term 4, equipping them with the skills to mediate minor disputes and promote positive play experiences. This will be fully implemented next session with ongoing support and monitoring.  **Anti-Bullying Policy**  P5 pupils engaged with the Rights Respecting Authority lead to provide feedback on the ‘Anti-Bullying Policy,’ ensuring pupil voice was central to the process. While there has been an increased awareness of the anti-bullying charter across the school and nursery community, slippage has been identified due to the revised Respect Me policy not yet being launched. Class discussions, pupil surveys, and displays highlight that most pupils can articulate the importance of kindness, respect, and inclusion, laying a strong foundation for the forthcoming policy implementation.  **GIRFEC Planning and Targeted Support**  GIRFEC processes are embedded across the school, with robust quality assurance measures in place. Targeted interventions are highly bespoke to individual needs, evidenced through regular tracking and monitoring meetings, pastoral notes, and pupil support plans. Partnerships with external agencies such as Educational Psychology, Social Work, and Action for Children and ICOS have been strengthened to ensure a collaborative approach. Pupil voice and parental feedback highlight that bespoke support plans have improved wellbeing and engagement for identified learners.  **Early Protective Measures (EPM)**  All nursery staff have engaged in CLPL on Early Protective Measures, resulting in a consistent approach to identifying and addressing wellbeing concerns. Adaptations to planning, tracking, and monitoring systems ensure that protective measures are embedded in daily practice. Staff feedback highlights increased confidence in recognising early indicators of need and accessing appropriate support. Communication with Parents through newsletters/workshops and informal discussions have further supported families in understanding the importance of protective measures and how they are applied.  **Trauma-Informed Practice: The Promise**  All staff have completed the e-learning modules for ‘The Promise,’ enhancing their understanding of the needs of Care Experienced Young People (CEYP). Targeted interventions, including 1:1 support and nurture groups, are in place for identified pupils. Robust tracking processes ensure that interventions are monitored and adjusted to maximise impact. Pupil and parent feedback highlight that children feel supported and included, with increased attendance and engagement evident. The ‘Pinkie Promise’ Cluster Charter will be launched in August 2025, further strengthening the whole-school approach to supporting CEYP through pupil-led assemblies and ongoing awareness campaigns.  **Global Citizenship & Cultural Diversity**  The BRL reading framework is embedded across all stages, with staff engaging meaningfully with the recommended literature for their level. The P6 library committee has played a key role in promoting diverse texts, ensuring that all pupils can see themselves represented in reading materials. While the Equal Skins magazine was not developed, P4 pupils instead collaborated with the Watt Institute on a high-profile animation/stop motion project. This innovative project will be showcased at both authority and national levels, raising awareness of cultural diversity and pupil voice. Staff and pupil dialogue indicates a growing confidence in discussing race, identity, and inclusion. The HT has now completed cohort 6 of the BRL education Scotland programme and an action plan has been developed to ensure that, moving forward, we are proactive towards anti-racist education. One member of staff has an extensive expertise in this area and several member of staff have also undertaken BRL training at Authority level and we have piloted literacy resources from WOSDEC across several classes. We will utilise the skills and expertise to develop staff CLPL sessions next session.  **RME Curriculum Pathway**  Following a comprehensive audit, the RME curriculum pathway has been fully revamped to ensure greater coverage of different cultures, beliefs, and practices. Staff CLPL has increased confidence in delivering the new pathway, and pupil dialogue highlights a greater understanding of the beliefs and traditions of Christianity and World Religions. As this was a significant development, full embedding of the new pathway will continue into next session, with quality assurance processes monitoring its impact on learning and teaching.  **No PEF used to support closing the gap within this priority.** | | |
| **Next steps**  1. By May 2026, further embed restorative practices across the school by training PSA staff in the use of the Restorative Conversation Toolkit, reducing the number of incidents escalated to teaching staff and promoting relational repair at the point of need. Introduce and support a cohort of Primary 6 pupils as Restorative Ambassadors, enabling peer-led de-escalation and resolution strategies in the playground. Impact will be measured through incident tracking, pupil feedback, and staff confidence evaluations.  2. By May 2026, embed the revised Anti-Bullying Policy through the whole-school launch of the Respect Me framework, ensuring consistent understanding and implementation across all stakeholders. Pupil-led assemblies, displays, and classroom activities will reinforce anti-bullying messages and promote a respectful, inclusive school culture. Evaluative evidence will include reductions in reported incidents, stakeholder surveys, and classroom climate observations.  3. By May 2026, ensure all legislative safeguarding duties are consistently met by strengthening the strategic use of pastoral notes, chronologies, and attendance data to proactively identify patterns of concern. Targeted and universal supports will be shaped to meet identified need, with impact demonstrated through improved pupil outcomes, early intervention case studies, and quality assurance of wellbeing processes.  4. By May 2026, nursery and school staff will engage in a rigorous Peer Review Child Protection Audit, identifying areas of strength and addressing any actions for improvement in line with local and national safeguarding guidance. Outcomes will be monitored through action tracking, staff reflection, and updated documentation of safe practice.  **5. By May 2026,** deepen trauma-informed practice by embedding the Six Principles of Nurture, enhancing the diagnostic use of Boxall Profile assessments, and integrating Tree of Knowledge resources to support staff in delivering high quality class based lessons on trauma, equity, and inclusion. This holistic approach will build emotional literacy, resilience, and understanding across the school. community. Impact will be evidenced through increased staff confidence, more responsive and targeted support planning, and improved wellbeing outcomes for pupils experiencing adversity  6. By June 2026, continue to embed racial literacy across the curriculum through the use of a progressive reading framework and the development of a pupil led Cultural Diversity Committee. This will support representation, inclusion, and equity across learning contexts. Impact will be measured through pupil engagement, classroom audits, and stakeholder feedback.  7. By June 2026, fully embed the school’s progressive RME pathway across all stages, ensuring consistent delivery of diverse religious and cultural contexts. Quality assurance processes will include planning moderation, pupil voice, and classroom observations to ensure relevance, inclusivity, and progression.  8. By June 2026, develop and implement a school Equalities Policy aligned with Inverclyde Council guidance and the Equality Act (2010). This will ensure a strategic and coherent approach to promoting equity, diversity, and inclusion. The policy will be co-constructed with stakeholders, and impact will be evidenced through staff confidence data, pupil feedback, and improved alignment between values, policy, and practice.  9. By June 2026, strengthen the school’s trauma-informed and safeguarding approaches by training senior leaders in the Signs of Safety framework. This will enhance staff confidence in assessing and responding to risk, improve the quality of child planning processes, and foster more effective multi-agency collaboration. Evaluative evidence will include staff reflection, planning documentation, and case audit outcomes. | | |

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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  1.1 Self-evaluation for self-improvement  2.7 Partnerships  3.3 Increasing creativity and employability  UNCRC  *Article 3 (Best interests of the child):*  Article 28: (Right to education):  *Article 29 (Goals of education):* |
| **Outcome:**  **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.   **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.   **Progress and impact of outcomes for learners:**  **Outdoor Learning Skills Pathway** Some progress was made in developing outdoor learning and the use of Loose Parts play across nursery and school. This is more evident in our nursery class where data indicates that children are choosing the outdoor setting for the majority of their nursery day. Improvements in the outdoor provision is evident. The Young Leaders of Learning (YLL) group has been impacted by staffing changes. Despite the slow start, the team has completed a thorough evaluation and audit of current outdoor learning provision. As a result, the concept of outdoor education has now been integrated into the revised IDL planning. The pre/post questionnaires indicate that staff confidence in planning outdoor learning is low, indicating further support is still needed for embedding these skills more consistently across all settings. The YLL group’s engagement with our partner school has stalled due to staffing issues across both settings however we remain focussed in improving this engagement next session.  **Cluster Pupil Leadership Group** The Cluster Leadership Group has been successfully established and has met regularly. Notably, the group has developed the Cluster Pinkie Promise, which will be launched across the cluster in the upcoming academic year. This group’s work has enhanced pupil leadership opportunities and strengthened relationships across schools. The Pinkie Promise has created a unified language across the cluster, with positive impacts on racial literacy and the Promise framework. Pre/post questionnaires show a noticeable increase in pupils' understanding of these themes. The ongoing development of leadership skills is evident, and relationships between pupils in various schools have improved, though further opportunities for skill-building in this area are needed.  **MetaSkills Development (Spotlight Skills)**  The use of spotlight skills is now well embedded across nursery and school, and pupils can articulate these skills more clearly, as evidenced in learning journals and planning processes. The pre/post questionnaires show that there has been an increase in the understanding of MetaSkills among both staff and pupils. However, some teachers still require additional support in fully embedding these skills into daily teaching practices.  **Tracking Systems Developed: Wider Achievement and Successes** The tracking system for wider achievements and successes has been fully developed and is now in use to identify pupils who do not participate in extracurricular activities. Targeted support has been provided to encourage these pupils to get involved, with a noticeable increase in participation. Social media, newsletters, and assemblies have been used effectively to celebrate achievements, contributing to a more inclusive school culture. The impact of the wider achievements tracking has been positive, though continued efforts are needed to extend opportunities beyond sports and appeal to a broader range of pupils.  **STEM Planning Pathways***:* The introduction of the new STEM planning pathways has seen some delays, the new STEM pathways were shared in January 2025. However, there has been a notable increase in STEM activities across the school, with workshops like ‘Women in STEM’, Royal Navy workshops and ‘Indi Sphero Coding’ being well received by pupils. Primary 4 have also been involved in a MathsBurst project alongside Glasgow University. Staff are becoming more familiar with the STEM pathways, though further support is needed to ensure full implementation. The world of work week and external workshops have contributed positively to pupils’ awareness and engagement with STEM careers. The overall impact of STEM activities has been positive, but the new planning pathways still require full integration into everyday teaching.  **Digital Technology** Digital technology continues to be developed across the school, with staff increasingly using it to support learning. The implementation of iPads in each class has been particularly beneficial in supporting pupils who are behind in their learning. The use of digital tools like Teams and OneNote has been variable, with some classes using them more effectively than others. CLPL sessions have been well received, and staff feedback suggests that their capacity to use digital tools has increased, though there are still inconsistencies in how these tools are used across the setting.  **No PEF used to support closing the gap within this priority.** | |
| **Next steps**   1. By May 2026, further embed Metaskills across all areas of teaching by upskilling staff knowledge and ensuring consistent integration of Metaskills in lesson planning, learning journals, and displays. Metaskills will be adapted to the Inverkip context, with character names created to engage pupils and make the skills more relatable. The impact will be measured through pupil reflections and assessments on Metaskills, teacher surveys on integration in planning, and evidence in learning journals and displays. Pupil surveys will also evaluate how well Metaskills are understood and applied in their daily learning. 2. By May 2026, continue tracking wider achievements, targeting specific cohorts of pupils who are underrepresented in extracurricular activities. Expand the range of after-school and lunchtime clubs to appeal to a broader audience, incorporating pupil voice into the development of awards and recognition systems that reflect the school’s values and the UNCRC articles. Success will be evaluated through participation data in extracurricular activities, feedback from pupils on the variety of clubs offered, and the impact of awards and recognition systems as evidenced through pupil satisfaction surveys and attendance records. 3. May 2026, ensure that digital tools are consistently and effectively used across all classes, with staff maximising the use of recorded content and platforms such as Teams and OneNote. Additional CLPL sessions will be provided to address specific areas of need, ensuring digital technology continues to positively impact pupil attainment and learning outcomes. Success will be evaluated through classroom observations, teacher surveys on digital tool usage, pupil feedback on the effectiveness of digital tools in supporting their learning, and tracking progress in attainment data linked to digital intervention strategies. 4. **By May 2026, the language related to SIMOA (Safe, Inspect, Monitor, Observe, Act) will be imbedded by practitioners and children i.e. “SIMOA says” when discussing and measuring risks or guidance in keeping safe in our environment and surroundings.** As part of this work, the nursery will also begin to develop community links within the village to extend outdoor learning beyond the nursery gates and into the wider environment**. Visuals and shared community work will have commenced with SIMOA building a visual representation in the local community in a meaningful way for the children.**   **Shared Cluster Outcomes:**   1. By May 2026, the Cluster Pupil Leadership Group will design and deliver a series of pupil-led assemblies across all cluster establishments, embedding key messages from The Promise and developing pupil understanding of care experience and inclusion. The impact of this work will be measured through pre and post pupil and staff questionnaires (November 2025 and June 2026), evidencing increased pupil confidence in leadership roles and greater understanding of care experience across the cluster. 2. By May 2026, the Cluster Nursery Depute Network will fully engage with the National Quality Framework, developing shared approaches to observation, assessment and planning. All cluster nurseries will participate in collaborative moderation and professional dialogue, with pre and post self-evaluation audits evidencing improved consistency and confidence in delivering high-quality Early Learning and Childcare. 3. By May 2026, all schools within the cluster will have implemented the Inverclyde Science Planners, with joint moderation taking place during the February 2026 In-Service Day. Staff confidence in delivering skills-based science will increase, with planning, learning visits, and pupil feedback evidencing more consistent and engaging science experiences that promote Metaskills and Developing the Young Workforce. 4. By June 2026, Cluster Head Teachers will continue to engage in one full protected development day per term, providing time for professional dialogue, moderation of improvement priorities, and shared leadership learning. Evaluation of HT sessions will evidence the impact on leadership capacity, shared self-evaluation and alignment of practice across the cluster. | |

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| **Data** |
| **Overview:**   * Overall attainment across all four aspects is strong. The strategic and rigorous process for managing attainment in school underpins this. * Staff use tracking systems effectively to monitor progress and identify gaps in learning.   **Key Strengths: School/Nursery Class**   * Almost all learners (90-99%) in Primary 1, Primary 4, and Primary 7 are achieving expected levels in Listening & Talking, demonstrating consistently high attainment across these stages. * Most learners (75-89%) in Primary 1 and Primary 7 are achieving expected levels in Numeracy, with particularly strong performance in upper stages. * The majority of learners (50-74%) across all stages are attaining expected levels in Reading   **Patterns of Growth:**   * Data shows an improving trend in Numeracy from Primary 1 to Primary 4, with a 10% increase in the percentage of learners achieving expected levels. * Listening & Talking attainment remains consistently high across all stages, with no significant gaps between cohorts. * Writing attainment shows a slight improvement from Primary 1 to Primary 7, though this remains an area for targeted intervention.   **Primary 7**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year** | **SIMD** | **Number of Pupils** | **Listening & Talking** | **Reading** | **Writing** | **Numeracy** | | 2023-2024 | All | 32 | 93.8% | 90.6% | 81.3% | 78.1% | | GAP |  |  | 0% | 0% | 0% | 0% |   **Evaluative Comments**   * The data shows a strong performance across Listening & Talking, with almost all children achieving the expected level. * Reading and Writing attainment are high with consistent performance. * Numeracy shows a slightly lower attainment rate compared to other aspects.   **Primary 4**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year** | **SIMD** | **Number of Pupils** | **Listening & Talking** | **Reading** | **Writing** | **Numeracy** | | 2023-2024 | All | 31 | 96.8% | 90.3% | 87.1% | 83.9% | | GAP |  |  | 0% | 0% | 0% | 0% |   **Evaluative Comments**   * Attainment is consistently high across all aspects. * Writing shows a slight decrease compared to Reading but remains strong. * Numeracy attainment is slightly lower than literacy aspects.   **Primary 1**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year** | **SIMD** | **Number of Pupils** | **Listening & Talking** | **Reading** | **Writing** | **Numeracy** | | 2023-2024 | All | 25 | 100% | 96.0% | 92.0% | 92.0% | | GAP |  |  | 0% | 0% | 0% | 0% |   **Evaluative Comments**   * Primary 1 data presents a very strong attainment picture across all aspects. * Almost all children are achieving early level.   **Key priorities: School/Nursery Class**   * Writing attainment is lower compared to other literacy areas, with the majority of learners (50-74%) achieving expected levels, particularly in Primary 4. * Further challenge is required for learners who are capable of exceeding expectations, especially in upper stages. * There is scope to further develop digital literacy and extend opportunities for learners to apply writing skills across interdisciplinary contexts. * Primary 2 and Primary 5 cohorts have a higher proportion of learners working below expectation in Writing and Reading.  ****Next Steps****  * Targeted intervention programmes for Writing at Primary 2, Primary 4, and Primary 5 stages. * Continued professional learning on providing stretch and challenge for high-attaining learners. * Regular tracking and monitoring to ensure equity of progress across all SIMD groups.   **Data Charts 2023 2024:** |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of change School: Very Good Nursery Class: Very Good** |
| **Key Strengths: School/ Nursery class**   * The school and nursery have a clear and shared vision, values, and aims that are regularly reviewed and embedded in daily practices. This alignment ensures a unified approach to improvement and change management. * The shared vision, values and aims which are intrinsic to the life of the school and nursery. The SLT are highly visible within the school and guide and manage the direction of change effectively. * The school’s improvement journey is clearly documented through the robust School Improvement Plan (SIP), the evaluative Standards and Quality Report and detailed Quality Calendar. * Staff at all levels, including nursery, are empowered to take on leadership roles, fostering a culture of collaboration and shared responsibility. This approach has led to innovative practices and a strong sense of ownership among staff. * Children are valued and empowered to take on leadership roles, playing a vital part in driving forward change. Children’s rights and voices are clearly recognised and shared, giving true ownership. * Parents are active participants in the life of the school and nursery, creating a very strong sense of community. * The improvement planning process is data-informed and responsive to the needs of learners. Regular self-evaluation activities involve all stakeholders, including nursery staff and parents, ensuring that planned changes are relevant and impactful.   **Key Priorities: School/Nursery class**   * Develop more structured opportunities within the wider community to contribute to the schools and nursery's vision and improvement planning. * Continue to develop professional learning opportunities within the school and nursery to share best practices, support innovation, and drive continuous improvement. * Continue to encourage and support all staff to take on leadership roles both within and beyond the school and nursery. * Further develop the leadership opportunities for children across the school and nursery. * Develop a Clear Vision and Rationale for Outdoor Learning * Fully Embed the Cluster Pinkie Promise and the development of our Cluster Pupil leadership group. |

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| **2.3 Learning, teaching and assessment School: Very Good Nursery Class: Very Good** |
| **Key Strengths: School/ Nursery class**  A thematic inspection carried out in May 2025 with a focus on literacy identified a number of key strengths across the school. Inspectors commended the consistency, quality, and strategic development of literacy practice. Key findings included:   * **Progression in Literacy:** Clear progression across all stages, aligned with Inverclyde’s literacy pathways, was evident through classroom observations, jotter scrutiny, and pupil focus groups. This ensured continuity in learning and high expectations across the school. * **Listening and Talking:** Strong dialogic and reciprocal strategies were observed across all classes. Listening and talking were highlighted as particular strengths, with pupils confident and articulate when discussing their learning. The use of Y-charts was consistently evident and effective. * **Consistency and Quality of Teaching:** High-quality learning and teaching were observed across the school, with P6 highlighted as a model of exemplary practice. Inspectors noted a consistent approach to pedagogy and classroom environment. * **Use of Digital Technology:** Inspectors praised the purposeful use of digital tools to support learning and close gaps, particularly for pupils impacted by poverty-related barriers. Resources such as C-Pens, immersive reader, Clicker 6, and iPads were effectively integrated into learning. The school’s strategic focus on expanding digital resources was noted as a strength. * **Scottish Contexts in Literacy:** A clear focus on the Scottish dimension was evident across literacy lessons. Evidence from classroom visits and pupil discussions confirmed purposeful integration of Scottish culture and contexts. * **Reading Culture:** The school was recognised for its strong reading culture. The library plays a central role in promoting reading for enjoyment, and ERIC (Everyone Reading in Class) time is embedded across all classes. Pupils described reading as a valued and enjoyable part of their day. * **Pupil Leadership in Literacy:** The P6 Literacy Committee was identified as highly effective practice. Pupils demonstrated leadership, ownership, and pride in promoting literacy, supported by a literacy rich classroom culture fostered by their teacher. * **Contextualised Literacy Learning:** The P4B Watt Institute project was commended as a strong example of interdisciplinary learning, offering pupils the opportunity to develop literacy skills in a meaningful, creative, and real-world context. * Learners in both the school and nursery benefit from engaging and relevant learning experiences that are well-planned and differentiated to meet diverse needs. The use of digital technologies enhances learning and teaching across the curriculum. * A range of formative and summative assessment strategies are employed to monitor learner progress. Nursery staff effectively use **Learning Journals** to record and track children's progress and next steps. * Staff in both the school and nursery engage in ongoing professional development to enhance their teaching practices. Collaborative planning and peer observations contribute to a culture of continuous improvement. * Positive, nurturing relationships form the foundation of the school and nursery community. The ethos and culture promote mutual respect and inclusivity, with the ROAR values embedded in all interactions. Both children and parents express that they feel valued, respected, and that individuality is celebrated. * Children actively engage in all aspects of school life, demonstrating motivation and enthusiasm. They take ownership of their learning and are encouraged to adopt leadership roles across the school and nursery. * Nursery practitioners are highly responsive to children's needs, fostering an environment where children can lead their own learning. Outdoor play experiences provide rich opportunities to develop independence and social skills. * Consistent core pedagogical approaches, informed by current research, are applied by class teachers and nursery practitioners, contributing to ongoing improvements in learning and teaching. * Staff utilise manageable and effective assessment data to plan for learning and track children's progress. Regular discussions between class teachers and the SLT ensure that data is analysed to support continuous improvement. * Learning Journals in the nursery are used effectively to monitor, track, and record children's progress. Next steps are identified through progression pathways, and parents are encouraged to engage with the journals by providing comments on their child's learning. * Warm, responsive interactions are evident within the nursery, where practitioners use skilled questioning to seek children's views. Playroom displays demonstrate a clear commitment to children's rights, aligning with the school’s shared vision. * Regular professional dialogue between SLT and class teachers supports planning, tracks progress, and identifies individual needs, ensuring a holistic approach to each child's development.   **Key Priorities: School/Nursery class**   * Develop and implement a progressive spelling and grammar pathway from early to second level. * Engage all staff with the Inverclyde numeracy framework to enhance delivery of key concepts. * Embed new IDL planning processes to enhance curriculum progression, pace, and challenge. * Co-create a visual ‘kip learner sketch note’ and launch kip principles ((**K**nowledge, **I**nvolvement, **P**rogress) to define high-quality lessons. * Embed the new tracking documentation in the nursery to monitor and support individual progress. * Develop a quality calendar for the nursery linked to the new quality framework. * Develop nursery staff capacity in numeracy using early seal strategies and Inverclyde numeracy pathways. * further embed MetaSkills across all areas of teaching in the nursery and school * Maximise the use of digital tools across classes |

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| **3.1 Ensuring wellbeing, equity and inclusion School: Very Good Nursery Class: Very Good** |
| **Key Strengths: School/ Nursery class**   * The culture and ethos of Inverkip Primary and Nursery are centered on positive relationships where almost all children, staff, and parents feel safe, valued, and respected. * A consistent approach to Getting It Right For Every Child (GIRFEC) is in place across both the school and nursery, with clear policies and processes for all staff. Wellbeing indicators are effectively used to support children's needs. * The school’s ASN procedures are thorough, ensuring that all children benefit from a range of creative approaches to overcome learning barriers and maximize positive outcomes. * Team Around the Child meetings are regularly scheduled, involving parents, staff and the child. These meetings focus on evaluating needs, with action plans written in a child- and parent-friendly way to ensure all voices are included. * Staff are responsive to the diverse needs of learners, with a strong focus on reducing barriers to learning. The Depute Head Teacher, as ASN leader, collaborates closely and effectively with Support for Learning. * Plans and strategies are regularly monitored and evaluated, with tailored interventions, every child with an additional support need, whether diagnosed or not, receives the necessary support to address learning barriers and reach their potential. * Partnerships with external agencies enrich and support the provision for children and families, ensuring equality and inclusion across the school. * Inverkip Primary and Nursery complies with statutory requirements and codes of practice, with the Senior Leadership Team (SLT) ensuring that the updated authority Additional Support for Learning policy is being followed. Staff, children, parents, and partners are all engaged in fulfilling these duties to improve outcomes for children. * Staff are building their understanding of the impact of trauma on education. All staff have undertaken professional learning on attachment, with the Depute Head Teacher a PSA having participated in ‘Seasons for growth’ training. * The Depute Head Teacher works alongside Inverclyde’s Virtual Head Teacher to ensure effective support for CEYP learners, with individual targets and interventions to track and improve their attainment over time. * Nursery practitioners are responsive to children’s needs, using established policies and practices to guide decisions and ensure children receive the right support at the right time. Families are treated with respect and dignity, with parents actively involved from the start of their child's nursery journey. * The school and nursery promote a nurturing and inclusive environment where all learners feel valued and supported. Wellbeing is central to the ethos, with a strong focus on building positive relationships. * Effective systems are in place to identify and support learners with additional needs. Nursery practitioners work closely with families and external agencies to provide targeted interventions that promote equity and inclusion. * The PATHS programme is embedded across the school and nursery. Daily emotional check-ins using an adapted form of the Glasgow Wellbeing Tool GWBT are used across school to support children's emotional regulation.   **Key Priorities: School/Nursery class**   * Provide ongoing professional development to staff on recognising and responding to signs of abuse and neglect, ensuring all adults are equipped to protect children effectively. Ensure that there is a particular focus on PREVENT training and awareness. * Continue training for PSA staff on restorative approaches to ensure staff are equipped to handle restorative conversations, reducing teacher workload after breaks. * Launch the ‘Respect Me’ Anti-Bullying Policy school-wide, including the nursery community. Reinforce messages through pupil-led assemblies and displays. * Ensure Legislative Duties for Provision Review and strengthen provision for both universal and targeted pupil needs, ensuring it is strategic and bespoke. Develop use of pastoral notes and chronologies to identify and track patterns for specific pupil cohorts. * Nursery and school engagement in peer review child protection audit and address any identified actions. Continue embedding trauma-informed practices, introducing cluster-wide initiatives linked to the Pinkie Promise. * Embed racial literacy through our reading framework. Continue developing racial literacy within the reading framework and introduce a pupil-led cultural diversity committee. Embed RME curriculum pathway across all stages to ensure consistent delivery across all stages and quality assurance processes. |

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| **3.2 Raising attainment and achievement School: Very Good Nursery Class: Very Good** |
| **Key Strengths: School/ Nursery class**   * Attainment data highlights that children across all stages at Inverkip Primary and Nursery are making very good progress in their learning. * The school uses an effective tracking system to closely monitor children’s progress, ensuring that staff can identify and address learning needs quickly and effectively. * The Senior Leadership Team (SLT) at Inverkip have a clear understanding of pupil attainment, which enables productive discussions during tracking meetings with class teachers and Support for Learning staff. This ensures targeted support for those who need it most. * The school has a variety of high-quality interventions in place to support pupils in achieving their best, helping raise overall attainment levels. * Inverkip Primary and Nursery provide a wide range of opportunities for children to succeed, including leadership roles and opportunities for self-reflection, both in school and within the nursery. * Children at Inverkip are actively involved in leadership activities and contribute meaningfully to the life of the school and wider community. Pupils speak confidently about their roles in pupil-led groups and the benefits they experience in these leadership roles. * The school effectively uses PEF to support their strategy for raising attainment, ensuring targeted resources and support are available to meet the needs of all learners. * There is a clear focus on maintaining high expectations for all learners, motivating students to reach their full potential. * Pupils at Inverkip benefit from regular outdoor learning opportunities, including loose parts play, helping them develop key life skills while enhancing their education. * Children’s rights are central to the school’s planning, with Inverkip Primary and Nursery earning recognition as a Gold Rights Respecting School Award, Eco Green Flag Awards, and Fairtrade School status. The school also partners with external organisations like Active Schools to support overall pupil wellbeing. * Staff at Inverkip Primary and Nursery have a strong understanding of the socio-economic backgrounds of their students, ensuring that planning is centred on reducing the cost of the school day and supporting all families. * The school and nursery fosters a safe, welcoming, and inclusive environment for all children, providing tailored support ensuring all feel part of the Kip community. * Inverkip Primary and Nursery works effectively with external support services such as Speech and Language, Home Link and Inverclyde Communication Outreach Support (ICOS), ensuring that all children receive the appropriate support they need to succeed. * Inverkip makes very good use of the limited Pupil Equity Funding (PEF) to provide a range of resources that help close the attainment gap and raise overall achievement. We have a growing sense of hidden poverty and try our upmost to meet the needs across our community. * Practitioners in the nursery at Inverkip use professional judgment and the Inverclyde Progression Pathways to monitor children’s development, ensuring early learning progress. Blended approaches like Word Aware, Paths, and SEAL are used to support children’s attainment as they transition into Primary 1.   **Key Priorities: School/Nursery class**   * Offer additional support for the Primary 3 and Primary 6 cohorts, where there is a higher proportion of learners working below expectation in Writing and Reading. * Develop strategies to provide further stretch and challenge for learners who are capable of exceeding expectations, especially in the upper stages. * Increase opportunities for learners to apply their writing skills across interdisciplinary contexts, integrating digital tools to support writing development. * Continue regular tracking and monitoring of pupil progress, ensuring that all learners, especially those from different SIMD groups, have equitable access to learning opportunities. * Continue to build on work already started to capture and track achievements beyond the formal curriculum, ensuring a holistic approach to measuring pupil success. * Maintain a focus on the gaps in learning identified through data analysis to further reduce the poverty-related attainment gap. SLT will give careful consideration to the six priority family types identified by the Scottish Government as being at highest risk of experiencing child poverty. Continue to implement targeted strategies and interventions to support disadvantaged learners. |

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| **Other quality indictors evaluated from 3 year plan 2.5 Family learning** | |
| **Key Strengths: School/ Nursery class**   * Inverkip Primary and Nursery Class have established a rich variety of activities to foster family learning and involvement. These include: * Parent Calendar: Issued annually in August, detailing events and workshops throughout the year. * Termly Workshops: Focused on topics such as literacy, numeracy, and Relationships, Sexual Health, and Parenthood (RSHP). * Class Assemblies: Parents are invited to attend, followed by informal gatherings with refreshments. * Monthly Newsletters: Providing updates on school activities and learning opportunities. * Active Parent Group: Encouraging parental participation in school events and decision-making processes. * Nursery Home Visits: Facilitating personalised engagement with families. * Parent Resource Padlet: An online platform offering resources to support learning at home. * These initiatives correspond with Inverclyde Council's Parental Engagement Strategy, which emphasizes building relationships and informing parents about methods to support their children's learning at home. * Parents have expressed satisfaction with the opportunities provided for involvement, as indicated in questionnaires.   **Key Priorities: School/Nursery class**   * Identify strengths and areas for improvement through feedback from parents to ensure that workshops for the next academic year are adapted to meet the diverse needs of all families. * Continue to develop additional online resources and virtual workshops to support parents in assisting with literacy, numeracy, and RSHP topics. * Collaborate with local organisations and community members to create and foster community links. We have strong partnership with Blooming Inverkip and would now like to extend this reach. |

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| **Other quality indictors evaluated from 3 year plan 2.2 Curriculum** | |
| **Key Strengths: School/ Nursery class**  In recent years, Inverkip Primary and Nursery Class have prioritised enhancing key areas such as numeracy, literacy, and health and wellbeing (HWB). This targeted approach has led to improved outcomes in these fundamental aspects of the curriculum. This year we began to look at other curricular areas:   * The school's initiative to align RME planning pathways with outcomes related to building racial literacy demonstrates a commitment to promoting diversity and inclusion within the curriculum. * By revising IDL planning, the school ensures that learning experiences are cohesive and relevant, allowing students to make meaningful connections across different subject areas. * Active Pupil Leadership in Outdoor Learning: The establishment of a pupil leadership group focused on outdoor learning indicates a dedication to pupil agency and the enhancement of experiential learning opportunities. This is still an ongoing piece of work.   **Key Priorities: School/Nursery class**   * Fully implement the updated RME planning pathways to ensure a consistent and comprehensive approach to religious and moral education across all stages. * Familiarise staff with the new Inverclyde STEM planning pathways to effectively integrate science, technology, engineering, and mathematics into the curriculum. * Design and implement interdisciplinary projects that provide students with engaging and authentic learning experiences, fostering critical thinking and problem-solving skills. * Consider focusing on art and design within the expressive arts to enrich the curriculum and provide students with diverse creative outlets. * Maintain Curriculum Stability Amidst National Review: Be mindful of the ongoing national curriculum review by Education Scotland and avoid making extensive changes to other curricular areas during this period to ensure stability and coherence in the educational experience. |

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| **Key Achievements of the Establishment** |
| **Celebrating Activities, Awards, Events, and Partnerships at Inverkip Primary and Nursery Class:**  **Monthly Recognition and Community Engagement:**   * Award Assemblies: Each month, we celebrate pupil attainment and achievements both within and outside the school and nursery settings. * Active Social Media Presence: Our proactive class and nursery Twitter (X) pages regularly showcase and share learning experiences, fostering a strong connection with our community. * Termly Talent Shows: Introduced this year, these events have received positive feedback, highlighting the diverse talents of our pupils across the nursery and school community.   **Accreditations and Environmental Initiatives:**   * Rights Respecting School: We have maintained our GOLD Rights Respecting School accreditation, reflecting our commitment to children's rights and well-being. * Eco-School Status: Continuing as a Green Flag Eco-School, we have partnered with Bloomin' Inverkip to enhance our gardening skills and environmental awareness. * Blue Peter Reading Badges: All Primary 6 students were awarded Blue Peter badges in recognition of their dedication to reading.   **STEM and Technological Engagement:**   * Coding Workshops: Students participated in Indi Sphero coding sessions, enhancing their programming and problem-solving skills. * Tree Planting: We planted trees provided by the Woodland Trust, contributing to environmental sustainability and student involvement in ecological projects. * Participation in the ‘Woman In Science workshop’ to celebrate International Woman’s Day. * Participation in the ‘Herds Eco project’ in collaboration with the Watt Institute. * Collaborated with the Navy to deliver STEM workshops for P4-7 on themes such as: phero programmable robotics, RVR robotic Vehicles***,*** Festo *pneumatics,* Quad rotary Drones and Snap circuit’stable exercise.   **Sports Achievements and Extracurricular Activities:**   * Athletics Excellence: Our athletics team secured victory in the sports hall competition for the 15th consecutive year, marking the 18th win since our participation began. * Netball Team: A newly formed netball team actively participated in multiple tournaments, showcasing teamwork and sportsmanship. * Community Sports Engagement: Through collaboration with Morton in the Community, pupils engaged in various sports events and a poetry competition, enriching their extracurricular experiences.   **Cultural and Community Events:**   * Residential Trip: Primary 7 students enjoyed a residential experience at Nethy Bridge, fostering independence and numerous skills for learning, life and work that will prepare our pupils for the transition to secondary school. * Ongoing partnership with Blooming Inverkip which resulted in a GOLD award at the Scone palace garden pallet contest. * School Production: Pupils from Primary 3 to 7 performed "Super Stan," a school show that highlighted their theatrical talents. * Community Engagement: Regular attendance at the 'Warm Space' community event has strengthened our ties with the local community. * Ongoing partnerships with Inverkip Parish Church, Inverkip Hotel, Sainsbury’s, and participation in the annual Kip Fest event have enriched our community involvement. * Our Charities Committee have developed close links with ‘Compassionate Inverclyde’ and we donated Christmas boxes. * Participation in the annual Inverclyde Euro Quiz has provided students with opportunities to showcase their knowledge and teamwork. * Pupils sent pictures, letters, and cards to local care homes and contributed to Compassionate Inverclyde's Christmas boxes for hospital patients, fostering empathy and community service.   **Extracurricular Clubs and Student Leadership:**   * After-School and Lunchtime Clubs: An increased offering of clubs, in partnership with Active Schools, has provided diverse opportunities for pupil engagement. * Pupil-Led Initiatives: Plans are underway for Primary 7 pupils to lead additional interest-based clubs in the upcoming session, promoting leadership and responsibility.   **Performing Arts:**   * Seasonal Performances: The Nursery and Primary 1-2 'Nativity' performances, along with the Primary 3-7 Super Stan school show, were well-attended, with footage shared across our parent community, celebrating student creativity. * Primary 5 students continued working with the Youth Music Initiative to develop their music skills and performed a concert for our parent community, showcasing their progress.   **Seasonal Celebrations:**   * All children across the school and nursery enjoyed a Christmas pantomime performance of 'Beauty and the beast,' adding festive cheer to our community.   **Nursery-Specific Achievements:**  **Family Engagement:**   * **Home Visits:** Relationships with new families have been strengthened through our 'home visit' program during enrolment, fostering trust and communication. * **Stay and Play Sessions:** These sessions have been well-attended, with our outdoor area enhanced by collaborative efforts with parent helpers, enriching the learning environment.   **Parental Feedback:**   * **Online Learning Journals:** Parents actively provide feedback through our online learning journals, with responses being predominantly positive, reflecting satisfaction with our nursery setting.   **Themed Educational Weeks:**   * **Cultural Celebrations:** The nursery celebrated themed weeks such as World of Work, World Book Day. |