



Context of the school:

King's Oak Primary and Nursery Class is a non-denominational establishment based in the East End of Greenock. We started the academic year 20/21 with a roll of 281 and presently have a roll of 279 in the school and 24 in the nursery class. This session there are 11 classes plus our Nurture provision, totalling 12 in total. There were 17.5 members of teaching staff which included the Head Teacher, Depute Head Teacher, Principal Teacher, 12 full-time teachers, 2 NQTs and 3 part-time teachers. The school was supported by 2 Classroom Assistants, 2 Learning Assistants, 7 ASN Assistants and 1 FTE PEF funded ASN Assistants plus other staff top ups to make FTE posts. The school 3 Office staff and a janitor supported the school also. King's oak Nursery Class was supported by 1 Senior EYECO, 3 EYECO's and 1 part-time EYSA.

The King's Oak building opened in 2006. The school hosts a stimulating environment which includes a large PE hall, two playgrounds, a Multi-Use Games Area (MUGA) and a computer suite.

As of June 2021, we have a FSM entitlement of around 61% and over 90% of our pupils are living in SIMD 1&2. As an Attainment Challenge school, we have received additional support from the local attainment challenge team and £187,968 of Pupil Equity Funding this session to further enhance additional support for pupils to reduce the poverty related attainment gap.

Vision

King's Oak Primary is a place where all children, regardless of race, gender, age or personal circumstances are supported, nurtured and encouraged to learn and develop in an environment that is welcoming and safe. Pupils and staff are treated sensitively and fairly and are encouraged to reach their full potential through an ethos of mutual respect. Pupils are encouraged to be healthy and active through a planned programme of curricular and extra-curricular activities.

Our Vision Statement

From tiny acorns mighty oaks grow

Our Values

Respect Responsible Honesty Included Resilient Nurturing

Our Aims

- To provide a safe, happy and motivating learning environment, at the heart of our community

- To promote a sense of wellbeing and respect
- To develop a culture of ambition and achievement
- To encourage children to take responsibility for their learning and behaviour
- Ensure all children can achieve their full potential academically, emotionally and physically.
- To provide an interactive partnership involving school, home, outside agencies and the community.

King's Oak Nursery Class Aims

- To provide a warm, stimulating, positive environment for children to grow and learn
- Nurture and encourage curiosity, wellbeing and respect
- To become more confident and independent, whilst learning and playing
- Encourage children to take responsibility for their learning and behaviour
- To provide an interactive partnership involving school, home, outside agencies and the community.

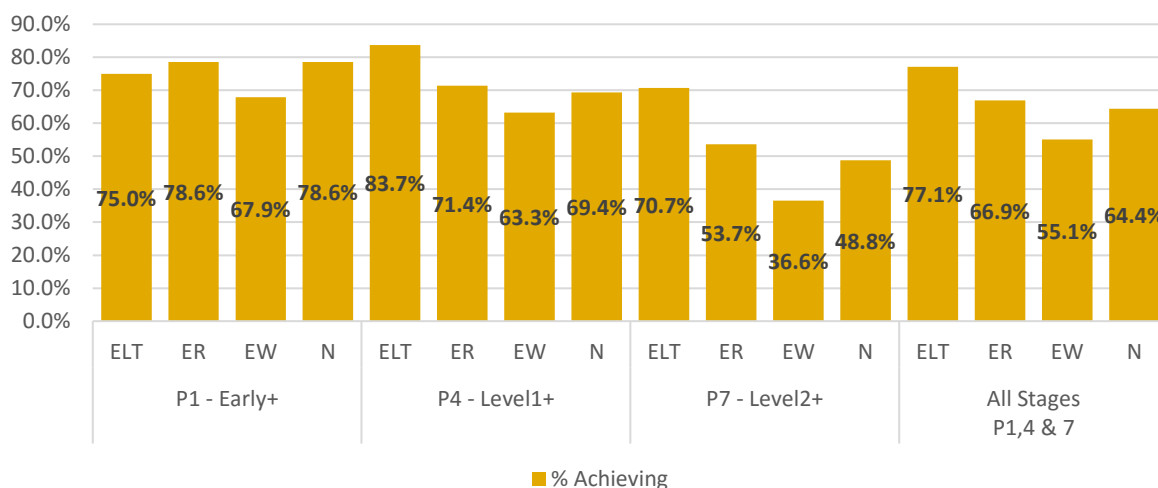
King's Oak Nursery Class Values – To be finalised in August 2021

Our attainment:

2020/21 Data (No comparator data available until Nov/Dec 2021):

For session 2020/21 our attainment data at key stages shows good progress being achieved across the school in listening and talking. In key stages P1 and P4, data shows that good progress is being made in reading. Data at P7 reading data shows the percentage of learners achieving national benchmarks is satisfactory. Achievement in writing across all key stages in the school shows that writing remains an area for improvement in session 2021-2022. This will be reflected in the School Improvement plan for session 2021-2022. The progress in numeracy is inconsistent and shows attainment varying between ‘satisfactory’ and ‘good’ across the school. Teachers’ professional judgements continue to become more reliable, supported by increasingly robust evidence of children’s learning and more closely connected to Inverclyde Progression Pathways in Literacy and Numeracy.

King’s Oak ACEL Data June 2021 from SEEMIS



Key Stage Data showing change %

	Talking & Listening			Reading			Writing			Numeracy		
	P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
2018/2019	85.7%	91.4%	69.2%	81.0%	77.1%	65.4%	73.8%	62.9%	46.2%	85.7%	74.3%	51.9%
2020/2021	75.0%	83.7%	70.7%	78.6%	71.4%	53.7%	67.9%	63.3%	36.6%	78.6%	69.4%	48.8%
% change	-10.7%	-7.8%	1.5%	-2.4%	-5.7%	-11.7%	-6.0%	0.4%	-9.6%	-7.1%	-3.1%	-3.1%

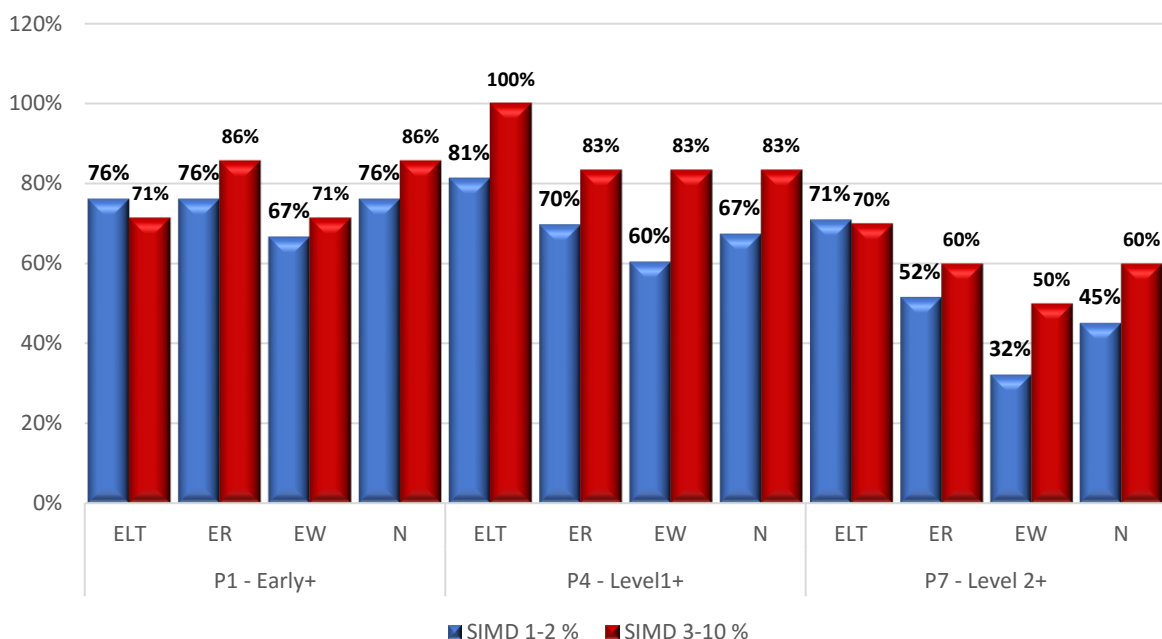
Data over time at Key stages P4 and P7

Data over time	Talking & Listening		Reading		Writing		Numeracy	
	P4	P7	P4	P7	P4	P7	P4	P7
2019/2020 (P3/ P6)	83.7%	88.1%	71.4%	71.4%	73.5%	57.1%	81.6%	54.8%
2020/2021 (P4/ P7)	83.7%	70.7%	71.4%	53.7%	63.3%	36.6%	69.4%	48.8%

In our pathway through recovery, our aim in session 2021 – 2022 is to make curriculum gains closer aligned to 2018-2019 data. The comparison of attainment of a CFE level from 2018/2019 shows improvements in only P7 for talking and listening and P4 in writing.

Learners currently in P4 have remained consistent in attainment within listening and talking and reading since session 2019-202 when they were in P3. Given two periods of school closure, for some children, the impact of covid has not been detrimental to their attainment. This is because of targeted interventions for identified learners. We can now identify a clear focus on the need to improve Second Level attainment in Numeracy, Reading and Writing. All teaching staff will engage in moderation activities and professional learning to ensure high quality learning & teaching and a shared understanding of expected standards in these areas during 2021/22.

SIMD Gap Comparison – June 2021



Almost all attainment data in King’s Oak shows that learners in SIMD 1-2 are not attaining to the same level as their SIMD 3-10 comparators. These levels are not significantly different in most areas apart from a 23% increase in children from SIMD bands 3-10 attaining in writing in P4 and a 19% increase in talking and listening at the same stage. The exceptions to this are attainment levels in listening and talking within P1 and P7 where learners from SIMD 1-2 outperform their peers. Within P1 this is an area targeted by the Attainment Challenge Outreach Teacher.

Analysis of SNSA 2021:

	Literacy			Numeracy			Reading			Writing		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
P1 % No. of pupils	14% 4	44% 12	42% 11	10% 3	56% 15	34% 9						
P4 % No. of pupils				26% 12	57% 27	17% 8	44% 17	44% 21	12% 6	32% 15	55% 26	13% 6
P7 % No. of pupils				28% 11	50% 20	22% 9	28% 11	35% 14	38% 14	23% 9	61% 24	18% 7

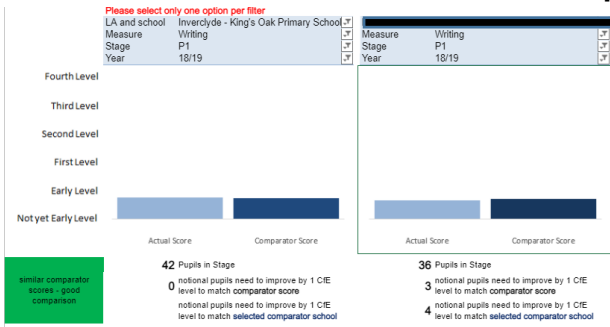
The recent P1 SNSA results show that P1 results in Literacy show a slightly higher percentage of pupils achieving medium to high scores (85%) as the percentage of pupils who have achieved Early Level (79% for Reading and 68% for Writing). Our P1 results in Numeracy showed that 90% of pupils achieved medium to high scores and 79% of pupils were judged to have achieved Early Level. This may indicate that Teachers' Professional Judgments in Reading, Writing and Numeracy were too harsh.

The recent P4 SNSA results in Reading and Writing show that a similar % of pupils performed (66% and 68% of pupils scoring medium to high results in reading and writing respectively) to the professional judgements indicated for the % of pupils achieving First Level (71% for Reading and 63% for Writing). This data supports our professional judgements with only a difference of 5% for both Reading and Writing. Our P4 results in numeracy would support our professional judgments with almost the same % of pupils achieving medium to high scores (68%) as the 69% of pupils who achieved First Level (74%).

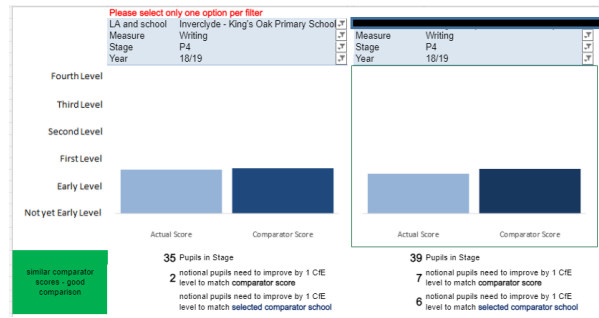
The recent P7 SNSA results in Reading would indicate that 73% of pupils achieved medium to high scores in comparison to the % of pupils who achieved Second Level (54%). In addition, higher % of pupils achieved medium to high scores (79%) in Writing than achieved Second Level (37%). Our P7 results in Numeracy would indicate that 73% of pupils achieved medium to high scores than were judged to have achieved Second Level (49%). This may indicate that Teachers' Professional Judgments in Reading, Writing and Numeracy were too harsh.

In summary, the comparison between SNSA and Teachers' Professional Judgements indicates a need for further moderation and analysis of the SNSA data to help identify next steps in learning particularly at Early and Second Level. To this end, administering the SNSA in January 2022 may also prove to be useful for 2021/22.

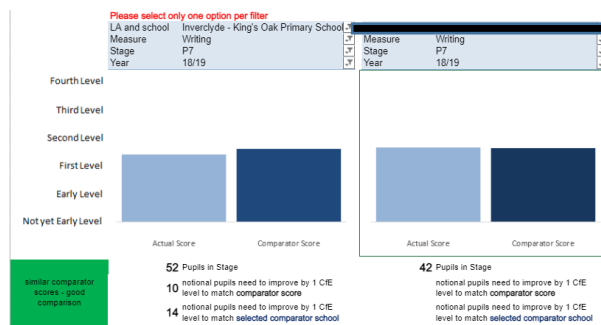
2018/2019 Comparison of National data with closest comparator school within the West partnership



P1 Comparison



P4 Comparison



P7 Comparison

National data in writing from 2018/2019, shows that although attainment in writing is below national average, when compared with our closest comparator within the West Partnership, attainment levels in writing are very similar across these demographics. In P1 and P4 this shows learners attaining above the comparator school in writing.

Moderation of Teachers' Professional Judgements will continue to form a strong feature of our Quality Assurance and School Improvement Process for 2021/22, with professional learning activities at stage and school level. Moderation at cluster level will hopefully resume in this session also allowing us to look outwards.

Review of progress for session 2020-21

School priority 1: Improvements in attainment, particularly in literacy and numeracy	
<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> Performance information Parental engagement Teacher professionalism Assessment of children's progress</p>	<p><u>HGIOS 4 QIs</u> 2.3 Learning, teaching and assessment 2.5 Family learning 3.2 Raising attainment and achievement</p>
<p><u>Strategies</u></p> <p>The school will continue to track all available data by ensuring a robust tracking system is well used and understood. This data will be interrogated and assessment information used to identify development needs for individual learners which build upon prior levels of attainment and ensure continuous progress for children.</p> <p>Establish a baseline of learners' attainment in reading, writing and talking and listening using benchmarks and Inverclyde Progression Pathways.</p> <p>Staff will show increased confidence in using Inverclyde's numeracy and literacy pathways to support medium term planning of quality learning, teaching and assessment.</p> <p>Staff will develop and build confidence in using a range of digital resources to enhance pupils' learning experiences.</p> <p>Pupils will use digital technology to enhance learning through improved accessibility, whilst promoting independence.</p> <p>Staff will have greater confidence in the delivery of 1+2 languages, the children will show increased confidence, skills and knowledge of French and Spanish.</p> <p>Reflect on existing Attainment Challenge literacy offer and staff literacy audit from June 2020 to create a CPL programme (including differentiation) to support staff skills in the delivery of literacy.</p> <p>Nursery: Reflect on existing Attainment Challenge EY offer to create a CPL programme to support staff skills in raising attainment (HOTS, visible learning is appropriate, planning in the moment, block play)</p> <p>Nursery: Establish a baseline of learners' attainment in reading, writing and talking and listening using benchmarks and Inverclyde Progression Pathways.</p> <p>Nursery: Develop a tracking system to record attainment in literacy, numeracy and H & WB for all learners in the nursery</p> <p>Nursery: Implement planning bundles to support coverage and implementation of E's and O's in order to raise attainment for all learners</p> <p>Nursery: Embed the recording of magic moments and ensure practitioner confidence is raised to therefore use this information to plan effective next steps in learning to raise attainment in literacy and numeracy</p> <p><u>Progress</u></p> <p>All teaching attended a CLPL session on using Sumdog to tailor learning for individual children and groups.</p> <p>All support staff participated in CMO training on Numeracy Blueprints.</p> <p>All teaching staff met SLT to track attainment and progress in learning in T1, T2 and T4 (Term 3 did meeting did not take place due to lockdown)</p> <p>All teaching staff using Inverclyde progression pathways in literacy and numeracy to inform planning and assessment.</p> <p>All teaching staff carried out an initial baseline reading assessment in T1.</p>	

Most staff carried out a single word spelling test in T1 to establish a baseline.
Most to almost all teaching staff created digital resources to support literacy and numeracy during lockdown.
All staff used pre-recorded digital content to support learners attainment in literacy and numeracy during school closure.
All children from P1-P7 increased their knowledge of French through a progressive teaching programme delivered across all stages.
All children in P5-P7 received teaching input in L3.
One class participated in an Arabic Pilot Project with Strathclyde University. Almost all learners increased knowledge of this language.
All Arabic speaking children within pilot class showed increased confidence as models of the Arabic language.
Due to the Covid pandemic the expected progress in the programme of professional learning in literacy did not take place. This remains a priority for session 21-22.
Nursery: Attainment of all nursery children was tracked by staff throughout the year
Nursery: All staff planned phonological awareness activities aimed to raise attainment in literacy and numeracy
Nursery: All staff took on roles of responsibility within the learning environment to showcase attainment in literacy and numeracy, including displays to promote this

Impact

Increased confidence of teaching staff in using attainment data to identify gaps in learning and to then plan appropriate interventions.
Increased understanding of requirements for planning and assessment whilst using Inverclyde literacy and numeracy pathways.
Increased staff confidence in using these pathways independently.
Increased engagement with the attainment challenge and supports they offer across Inverclyde.
Nursery: Increased practitioner knowledge of using Inverclyde pathways and planning bundles to track attainment
Nursery: 6 children received a targeted intervention to close an identified literacy gap in phonological awareness following lockdown. This gap was closed and children are back on track.

Next Steps:

Implement a PL programme for all teaching staff to support attainment in literacy.
All staff to engage with Numeracy blueprint boards from Early – Second level
Develop a skills progression for L3 in line with the Inverclyde Academy cluster
Engage in and show increased confidence through school, cluster and authority moderation using national Benchmarks and Inverclyde Pathways to confirm and challenge professional judgements, ensuring appropriate pace and challenge for all children.
Ensure Learning visits and professional dialogue show that high quality literacy and numeracy learning and teaching through SEAL and Active Literacy are being implemented effectively to support children's attainment.
Hold parent/ carer workshops on supporting learners at home and strategies to do this to raise attainment in literacy and numeracy
Continue to produce and direct parents/ carers to school or digilearn videos to support raising attainment in literacy and numeracy at home
Whole Establishment: CLPL on CPA approaches in numeracy
Nursery: Introduce Learning Journals as a tool to track attainment and progress in literacy and numeracy

Nursery: Continue to embed numeracy planning bundles using SEAL pedagogy

School priority 2: Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Teacher professionalism

Assessment of children's progress

HGIOS 4 QIs

2.3 Learning, teaching and assessment

2.4 Personalised support

3.1 Ensuring wellbeing, equality and inclusion

Strategies

Improve equity for learners through provision of targeted interventions

Increased social and emotional support via the Blossom room for targeted children with an emphasis on communication and language development.

Improvements in attainment for targeted pupils (SIMD 1+2 and FME) evidenced by data.

Offer wider learning opportunities such as SQA accreditation for children in P7.

Engage with Dynamic Youth Award with P7 in partnership with Barnardos.

Children not on track with learning in reading working with ASN on an 'Enhancing Literacy' support programme. Learning at home information for parents.

CPL for ASN staff trained to use, record and Enhancing Literacy Programme

Identify and plan support for children through regular tracking meetings and continuous assessment.

Attainment challenge outreach teacher working with identified pupils in P1 living in SIMD 1 and 2 to support literacy and numeracy attainment.

Nursery: Use of recovery funding to support gaps in literacy and H&WB through planned interventions for learners

Nursery: Implement planning bundles to support coverage and implementation of E's and O's in order to raise attainment for all learners

Progress

Dyslexia screening – 24 identified children were assessed as part of the dyslexia screening process across the year.

Increased confidence of identified staff to carry out dyslexia screening process

46 children are participating in Enhancing literacy programme

97 learners were supported through a targeted intervention in either literacy, numeracy or both.

27 out of 45 identified learners from P1 and P2/1 received support from the Attainment Challenge Outreach Teacher

The Blossom Room opened in April 2021 as H&WB provision to support attainment. Due to covid restrictions this was a bubble based support.

Impact

Increased number of children closing the gap from lockdown in 2020, aligning more with their pre-covid attainment levels.

22 learners were identified as having a dyslexic type difficulty and are now engaged in daily support interventions (Toe by Toe, Enhancing Literacy)

Increased number of P1 learners from SIMD 1-2 receiving outreach support from the Attainment Challenge.

19% of identified P1 and P2/1 learners successfully closed the gap and made desired progress in line with national expectations through supports from the Attainment Challenge outreach teacher

3/6 of P4 learners have closed the attainment gap in numeracy and are now on track following lockdown
 7/11 of P4 learners have closed the attainment gap in writing (covid identified gap) and are now on track with this curricular area.
 86% (6 out of 7) learners in P2, living in SIMD 1-2, closed the gap and are now on track across all aspects of literacy and numeracy.
 3 identified learners in P5 have exceeded national expectation in numeracy and are performing beyond expectation.
 3 identified learners in P4 have exceeded national expectations in numeracy and reading. 2 have exceeded national expectations in writing.
 All teaching staff have increased their use of available assessments to help support their professional judgements.
 Most teaching staff have increased their use of evaluative language within reflection of the attainment cycle.
 Due to its infancy, data linked with the Enhancing Literacy programme is not available as a measure of effectiveness in raising attainment.

Next Steps:

Use of IT to reduce/ remove barriers to learning
 Continue to use attainment data and professional dialogue to identify gaps to plan interventions
 Re-introduce core nurture group (covid restrictions permitting) in session 2021-2022 alongside afternoon groups for identified learners.
 Continue the 'Enhancing Literacy' Programme in order to be able to gather data from this initiative
 Liaise with CLD to plan a programme for parents/ carers to re-establish focus on improved pathways for them
 Nursery: Continue to embed tracking learners progress as a way to plan targeted interventions

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

<p><u>NIF Priority</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School leadership School Improvement</p>	<p><u>HGIOS 4 QIs</u> 3.1 Ensuring wellbeing, equality and inclusion 2.6 Transitions 2.7 Partnerships</p>
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Strategies

Reflect on existing health and wellbeing pedagogy and establish whole school approach to welcoming children back into school.
 Create CPL programme to support staff skills development including nurture principles, trauma and ACES, coaching and bereavement and loss
 Establish nurturing approaches including protected time for wellbeing checks (breakfast/ healthy snack daily)
 Develop whole school skills-based approach to H&WB curriculum.
 Family support worker to have text/ telephone drop in for parents/ carers who require advice/ support with their own H&WB or their children's H&WB
 Family support worker to offer socially distanced face to face sessions with families to signpost to relevant supports
 Through increased attendance monitoring, SLT will make telephone contact with children not attending nursery (although non-statutory) and school regularly.
 Offer regular wellbeing sessions for staff (possible yoga, massage etc) to improve staff wellbeing

Nursery: Develop tracking system to record attainment in literacy, numeracy and H & WB for children in the nursery

Progress

Almost all pupils settled back into school following lockdown.

All families of non-attending children(through fears over covid) were kept in regular contact with and doorstep visits were carried out

Nursery: All new children (5) settled into the routines of nursery and were able to comply with covid precautions and measures

Due to the focus of recovery and settling children back into school and nursery in both August and February/ March, the development of a whole establishment skills-based approach to the delivery of H&WB did not take place. This will be carried forward into session 21-22.

All support staff were signed up to the Coping with Adversity training run by the Attainment Challenge. These sessions were postponed due to the covid pandemic.

Through trial and error between calls and doorstep visits, the Family Learning Worker, engaged in doorstep visits to support an improvement in health and wellbeing. These visits were also used to signpost community supports during the lockdown periods

All staff were offered well-being drop in sessions

A few staff attended an after work physical activity group (ceased Jan 21)

81 sessions were delivered in King's Oak from the Active Schools Team

8 different sporting activities were offered as free active sessions in collaboration with Active Schools

Impact

Increased knowledge of support staff on Nurture Principles and Bereavement, Change and loss

Increased number of positive relationships between parents/ carers and Family Learning Worker

An increase in the number of families being signposted to community supports and the positive outcomes from these interactions

Increased attendance figures across the school more in line with authority attendance rates

Nursery: All parents and carers who completed wellbeing questionnaires, reported they felt the levels of support and engagement during lockdown was positive

Next Steps:

Develop consistent health and wellbeing skills-based planners to ensure continuity and consistency in our approaches to the H&WB curriculum.

Continue to monitor attendance and offer supports for identified families where attendance is below national average.

Whole Establishment: Ensure new support staff can access authority training in H&WB to increase knowledge and confidence

Nursery: participation in authority PATHS pilot programme in session 21-22

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Priority

Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

Parental engagement

HGIOS 4 QIs

2.6 Transitions

3.3 Increasing creativity and employability

2.7 Partnerships

School Improvement

Strategies

Children will confidently engage in and make informed choices about the use of digital literacy and technologies to enhance and personalise learning.

PL session on creation of videos suited to 'pre-recorded content' designed to increase digital skill levels of children

Nursery: Increase awareness and confidence in skills for life, learning and work.

Nursery: Staff CPL opportunities in creativity and enterprise. Enhance real life 'work' opportunities to the children.

Nursery: Provide CLD time within school into nursery to reach parents and carers of nursery children.

Introduce John Muir Awards to P6 learners

Progress

All P6 children achieved their John Muir award.

22/31 (76% of year group signed up) of P7 learners completed their SQA Gold Personal Achievement Award. They have received SQA accreditation.

Most P4-P7 learners can successfully manoeuvre their way around Microsoft Teams, increasing their digital skillset.

Nursery: Due to the Covid-19 pandemic, little progress was made within the nursery.

Nursery: CLD have not been establishment based due to the global pandemic. This will be carried forward.

P6 and P7/6 participated in the Active Schools 'Playmakers' programme, teaching skills of sports leadership.

Due to covid, these groups were unable to plan activities for other classes.

Impact

70% off P7 learners signed up to their SQA Gold Award in Personal Achievement, completed this accreditation

All 22 learners who completed this programme were awarded their accreditation.

Next Steps:

Establishment of a digital literacy working party

PL session to introduce Digital Schools Award and audit toolkit of baseline

Establish young digital leaders/ tech team across P4-P7

PL session to introduce Digital Schools Award and audit toolkit of baseline

National priority: How we are ensuring Excellence and Equity?

Gaps in attainment

Over 90% of our pupils are living in SIMD 1&2. With such a large proportion, we do not separate children into SIMD Groupings when analysing attainment trends or identifying intervention groups. Instead, we assess our progress and devise interventions to raise the attainment of all pupils, whilst targeting pupils who are not on-track to meet national benchmarks by addressing a wide range of poverty-related barriers to learning.

As indicated above, we continue to make progress in ensuring that increasingly large numbers of pupils are meeting national expectations in literacy and numeracy. This is particularly true of pupils in our P1-4 classes and whilst we must maintain this by 'preventing' as much as possible the poverty-related attainment gap through early intervention strategies, we also need to 'close' the attainment gap in our upper school classes as much as possible to better prepare them for next steps in learning as the move towards the secondary phase of the BGE.

How PEF funding has been used

Employ a full-time Senior Family Support Worker to devise a whole community approach to family learning, to deliver a range of family and community learning opportunities during and beyond the school day and to provide funding for P7 pupils to attain SQA accreditation.

Sumdog spelling and grammar and Tree of Knowledge as Digital Supports for Learning

Employ additional admin hours to support the process of gathering evidence, maintaining systems to help identify target groups and in the preparation of data (attainment, attendance, engagement, GIRFEC Pathways etc.) to help SMT and teachers plan targeted interventions and evidence impact.

Employ a PEF funded teacher (0.2) to provide targeted support for identified learners

Employ ASN auxiliaries to provide targeted interventions within classes to support learning and raise attainment. ASN auxiliaries also support health and well-being in pupils requiring emotional support to increase readiness to learn.

Employ Active Schools to plan and deliver play-based interventions to support the development of key life skills – teamwork, co-operation and problem solving through the medium of sports and games.

Purchase outdoor play equipment and resources to increase positive play experiences for learners during break times.

Evidence of Impact

Reduction in behaviour incidents requiring SLT support following breaks as evidenced in H&WB notes and SEEMIS Pastoral Notes

81% of learners completed the Playmakers programme from P6 and P7/6

Through Active Schools, all children experienced increased levels of physical activity over their P.E. entitlement.

51% of new P1 families were visited and introduced to the family Learning worker as part of the transition programme

Approximately 10% of families received doorstep visits during lockdown to support our remote learning offer.

Key priorities for improvement planning 2021-22

What is our capacity for continuous improvement?

Our dedicated staff team are committed to Career Long Professional Learning. Teaching staff engage in Professional Review and Development meetings with a clear focus on our School Improvement Plan. Our annual Professional Learning Calendar overview clearly details our collegiate Professional Learning activities clearly linked to the HGIOS 4 indicators.

We ensure that all stakeholders are consulted on the work of the school and how to improve, through questionnaires, professional dialogue, meetings and focus groups. This has led to an increasingly robust range of qualitative and quantitative data is being used to identify strengths and areas for development across our school.

As the school leadership team continues to strengthen with the appointment of a new permanent Principal Teacher, continuous improvement and reflection will remain at the heart of recovery and next steps in King's Oak. This ensures our capacity for improvement is good.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2021/22
1.3 Leadership of change	Good	Embed vision for change and implement a quality assurance plan closely linked to self-evaluation and reflection
2.3 Learning, teaching and assessment	Satisfactory	Continue to improve the quality of learning and teaching in all classes across the curriculum by embedding the key elements of the attainment cycle.
3.1 Ensuring wellbeing, equity and inclusion	Good	Focus on wellbeing and supporting all children to be the best they can be and celebrate and record successes and achievements more systematically
3.2 Raising attainment and achievement	Satisfactory	Increase the proportion of pupils who are meeting national expectations in line with 2018/2019 national data

Key Achievements of the school

We continue to have a significant number of P7s receiving SQA Accreditation for Personal Achievement.

The Parent Circle have continued to financially support school initiatives to reduce the cost of the school day to our parents/carers and to provide experiences aimed to increase wellbeing of pupils (Christmas gifts, Easter eggs, virtual pantomime, school ties for nursery children moving to school and P7 leavers events)

Participation in the 'Improving Our Classrooms' (IOC) programme. Three staff engaged in this professional learning opportunity which led to a number of small action research projects based around literacy intervention. One staff member became an IOC mentor for the authority.

Playground markings and games were installed, supporting activities to engage children during play experiences. Children's voice was recorded on a new 'Trim Trail' for the Upper School Playground. This is currently being manufactured and has an installation date in August 2021.

Continued partnership with Compassionate Inverclyde to send Christmas messages to residents of local care facilities.

The Nursery and two classes participated in the Belville Intergenerational project, offering cooking opportunities remotely with shared videos and messages of support.

P1 – P7 children created a fabulous virtual Christmas concert that was shared with family and friends. A very different Nativity this year but still as special.

Despite restrictions we managed to celebrate events across the school & nursery such as Christmas Jumper Day, Sports Day and World Book Day. Our calendar of events was scaled back this year but we are looking forward to lots of fun days ahead as restrictions ease.

The school and nursery have developed a number of transition materials to support our children and families as we have been unable to arrange our usual visits. These include a video/interactive map of the school and information leaflets.

L3 was introduced to all P5-P7 learners. This ensured these learners all increased their vocabulary and cultural awareness of Spanish.

P7/6 participated in a Strathclyde University Arabic pilot project. Learners increased their vocabulary and knowledge of Arabic speaking cultures. Live lessons were streamed weekly from a native Arabic speaker. Children whose L1 is Arabic were very successful peer mentors to their classmates.

Our P5 and P5/4 pupils have been engaging with virtual music lessons with 'YMI' and the children enjoyed a 'body percussion' workshop as a celebration of their musical engagement throughout the year. Lessons continued to be offered during lockdown and these proved very popular.