

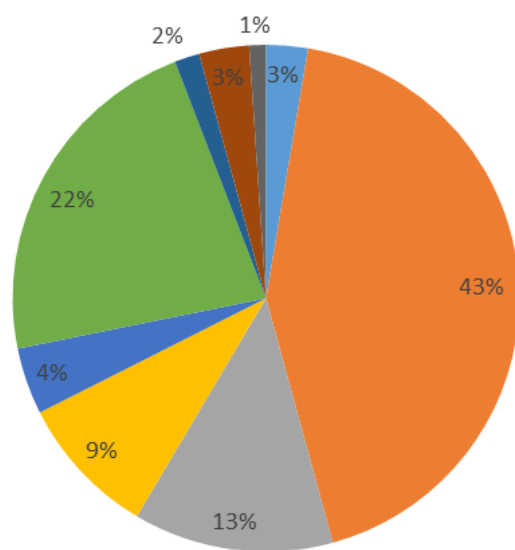
Lady Alice Primary School & Nursery Class

Standards and Quality 2022/23

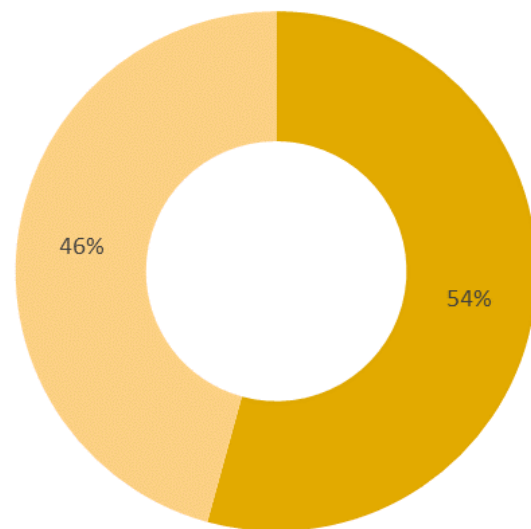
Context of the Establishment:

Our Establishment

SIMD Decile



FSM



0 1 2 3 4 5 6 7 8 9

No Yes

Lady Alice Primary is a non-denominational school situated in the south-west of Greenock. Our current primary roll is 188. The nursery currently offers place for 24 learners. 56% of our pupils live in areas defined as SIMD1 & 2. A further 35% of the school reside in areas defined as SIMD 3-5 and the remaining 9% living in SIMD 6-9 areas. 46% of our pupils are in receipt of Free School Meals.

Since 2015, Inverclyde has been part of the Scottish Attainment Challenge. The Scottish Attainment Challenge aims to achieve equity in educational outcomes by focussing on closing the poverty related attainment gap. In August 2017, Lady Alice Primary and Nursery Class joined the third cohort of local focus schools.

The staffing level for the school this session has been

- 14 Teachers (this includes recovery allocation and PEF teachers)
- 7.6 Pupil Support Assistants (including 2 part-time staff)

- 1 x 1.0 Pupil Support Assistant - Transitional (Aug-Feb)
- 5 EYECOs (including 2 part-time and 1 peripatetic)
- 1 EYSA – long term absence
- 1 Janitor
- 2 Clerical Assistants (1 part-time)

The Senior Leadership Team is made up of the Head Teacher, Depute Head Teacher (school) and Nursery Depute.

Our Vision:

Through high quality education, we aspire to encourage and support everyone in our school community to reach their potential in all areas of their lives.

Our Values:

Kindness

Ambition

Partnership Working

Respect

Inclusive

Our Aims:

With Literacy, Numeracy and Health & Wellbeing at the core of all learning; the aims of Lady Alice Primary and Nursery Class are to:

- Ensure equity for all
- Nurture the growth of lifelong learning skills
- Provide relevant, engaging learning experiences which help learners understand themselves and others at nursery and school, in our community and beyond
- Create digitally literate learners
- Build partnerships which enhance our learning opportunities
- Celebrate and value learner achievements
- Foster creativity in all learners

Establishment priority 1:

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

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NIF Driver

Performance information

School leadership

Teacher professionalism

HGIOS/ELC QIs

Choose an item.

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.4 Personalised support

2.2 Curriculum

2.5 Family learning

UNCRC

Article 28: (Right to education):

Article 31 (Leisure, play and culture):

Outcome:

1. By June 2023, the number of stages using play pedagogy to increase pupils' readiness to learn extended to P2, making daily use of outdoors.
2. By December 2023, there will be an increase in parents in the early years' classroom engaging with regular communication between school and home.
3. By the end of May 2023, children's attainment in Reading in P4 will increase from 60% to 70%
4. By the end of May 2023, children's attainment in Reading in P5 will increase from 68% to 76%
5. By the end of May 2023, children's attainment in Writing in P4 will increase from 50% to 68%
6. By the end of May 2023, children's attainment in Writing in P5 will increase from 44% to 64%
7. By the end of May 2023, children's attainment in Writing in P7 will increase from 36% to 67%
8. By April 2023, classroom observations and writing evidence will show children have increased capacity to self-assess for a variety of genre against writing frameworks.

PEF used to support closing the gap:

Progress and impact of outcomes for learners:

(Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)

1. Play pedagogy was embedded within the P1 and P2/1 experience this session. Children were supported by the PEF EYECO, PSAs and Class Teacher to access play in a variety of learning environments; play-based classrooms, playroom, STEM playroom and outdoors. Attainment data for P1 shows that most children are on track with learning and P2 attainment data reflects that almost all children are on track with their learning. Readiness to learn is evidenced in the small number of children in P1 and P2 being intensively supported by the Nurture Teacher (in post Dec – Aug); there has been no requirement to introduce a P1 & 2 Nurture Class as almost all children's learning is built on developmentally through their play experience.
2. Parental engagement opportunities were well attended by P1 & P2 parents. Supported study sessions for targeted P1 parents which upskilled parents to support P1 Literacy skills were particularly impactful. Most nursery parents access their child's online profile but staff have noted the need to further engage parents in sharing children's wider achievements.
3. Children's attainment in Reading in P4 has increased from 60% to 87.1%
4. Children's attainment in Reading in P5 has increased from 68% to 80%
5. Children's attainment in Writing in P4 has increased from 50% to 83.9%
6. Children's attainment in Writing in P5 has increased from 44% to 68%
7. Children's attainment in Writing in P7 has increased from 36% to 77.4%

8. Classroom observations and writing evidence show that children in P1-P7 are regularly self-assessing using genre criteria writing frameworks. Staff have developed Writing guidance to be used at P1, First and Second level.
- During this session we have had used our recovery teacher & 1.0 PEF teacher allocation to provide team teaching opportunities at key stages, particularly P4 & 7. This has had a positive impact on our attainment; teachers have had increased opportunities to hold informal moderation conversations regarding progress and attainment with their team teaching partners.
 - Smaller teacher-led groups for Writing have allowed teachers to give feedback 'in the moment' allowing children to make immediate improvements in their learning.
 - Our development work on Reading & Writing has opened up purposeful professional dialogue leading to increased consistency of approach and shared expectations.

Next steps:

- Staff and pupil feedback from the implementation of play pedagogy in P1 & 2 has been very positive. We continue to see low numbers of children at this stage who require intensive support from the Nurture Teacher. Most children in P1 & 2 are on track with learning in all areas. To continue to build on this we will take play pedagogy into Primary 3 while embedding it in Primary 2 with a focus on improving Writing.
- Listening & Talking attainment is strong across the school, however, this is not reflected in the attainment of Reading & Writing. Research shows that Reading & Writing attainment 'floats on a sea of talk'. For this reason we will focus on improving the quality of Listening & Talking to support Reading & Writing.
- Although improving, attainment in the Writing organiser is still the lowest of all the Literacy organisers. We will maintain a focus on improving in this area.
- Self-evaluation has identified the need to improve the quality of learner observations in the nursery class.

Establishment priority 2:

<p><u>NIF Priority</u> Closing the attainment gap between the most and least disadvantaged children and young people -</p> <p><u>NIF Driver</u> School leadership Performance information Assessment of children's progress Teacher professionalism Choose an item. Choose an item.</p>	<p><u>HGIOS/ELC QIs</u> Choose an item. Choose an item. <u>_HIGOELC</u> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress -</p> <p><u>HGIOS QIs</u> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p> <p><u>UNCRC</u> Article 28: (Right to education): Article 3 (Best interests of the child):</p>
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Outcome:

1. By June 2023, the whole school attendance rate will increase to 93.6% (3 year average from pre-Covid years 2017-19). SIMD 1 & 2 attendance will increase to 93.2%.
2. By the end of May 2023, the poverty related attainment gap in P2 Numeracy will reduce from 24% to 14%
3. By the end of May 2023, the poverty related attainment gap in P3 Writing will reduce from 11.8% to 5.8%
4. By the end of May 2023, the poverty related attainment gap in P3 Reading will reduce from 11.8% to 5.8%

5. By the end of May 2023, the poverty related attainment gap in P4 Reading will reduce from 24.4% to 18%
6. By the end of May 2023, the poverty related attainment gap in P7 Reading will reduce from 25.7% to 19%
7. By June 2023, teachers will be able to evidence and articulate termly progress for all pupils behind expectations in Literacy & Numeracy.

PEF used to support closing the gap:

- 1 x 1.0 fte PEF EYECO - £18,628.04
- Reading & Writing supported study homework clubs - £6,207
- Additional PEF 1.0 Teacher - £59,269.43
- Additional PSA hours - £9,550
- Creation of an outdoor library and literacy rich environment in the playground - £7,000
- Re-refresh of early level libraries to ensure cultural capital is met - £1,000
- Subscriptions for Sumdog and Literacy Toolkit - £1,900

Progress and impact of outcomes for learners:

(Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)

1. The whole school attendance rate increased to 92.2%. SIMD 1 & 2 attendance increased to 91.1%. The Poverty Related Attainment gap remained at -2.9%.
2. The poverty related attainment gap in P2 Numeracy has reduced from 24% to 4.3%.
3. The poverty related attainment gap in P3 Writing has increased from 11.8% to 14%. Overall, the attainment in Writing for the cohort has increased from 82.4% to 87.5%.
4. The poverty related attainment gap in P3 Reading has increased from 11.8% to 13.3%. Overall, the attainment in Reading for the cohort has increased from 91.2 % to 93.8%.
5. The poverty related attainment gap in P4 Reading has reduced from 24.4% to 16.7%.
6. The poverty related attainment gap in P7 Reading has reduced from 25.7% to 7.6%.
7. All teachers have been able to evidence and articulate termly progress for all pupils behind expectations in Literacy & Numeracy. This has been evident in the quality of conversations at tracking meetings.

Play opportunities led by the PEF EYECO and Class Teachers have supported the development of play across P1 & 2 ensuring a positive impact on attainment. High quality observations of learning by the PEF EYECO were regularly shared with class teachers allowing rich assessment to be gathered on each child in a range of environments.

At P1 stage, targeted learners and their parents attended supported study sessions where the teacher modelled ways for the parents to support their child's progress at home. Targeted supported study across the school with learners also had a positive impact on children's confidence and attainment.

Next steps:

- Our Curriculum Rationale states that we will provide relevant, engaging learning experiences which help learners understand themselves and others at nursery and school, in our community and beyond. Additionally, Education Services Improvement Plan asks schools to develop an inclusive curriculum with a focus on anti-racist education. For this reason, we will evaluate and adapt our approaches to inter-disciplinary learning to ensure it is inclusive and provides opportunities for learning about global citizenship and sustainability.
- Attendance for last session was 92.2%. This falls short of our highest attendance figure (2018-2019) of 93.9%. For these reasons we will maintain our focus on attendance this session.
- Feedback from term 4 of last session showed that parents and children both valued the opportunity for children to select and share learning that they were proud of with their parents at Learning Cafes. Next

session we will build on this to create more opportunities for parents to become involved in their child's learning.

Establishment priority 3:

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education

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NIF Driver

Teacher professionalism

School Improvement

Choose an item.

Choose an item.

HGIOS/ELC QIs

Choose an item.

Choose an item.

_HIGOELC

2.7 Partnerships

1.2 Leadership of learning

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HGIOS QIs

2.7 Partnerships

1.3 Leadership of change

UNCRC

Choose an item.

Choose an item.

Article 28: (Right to education):

Article 12 (Respect for the views of the child):

Article 13 (Freedom of expression):

Outcome:

1. By June 2023, all learners will have increased opportunities to contribute to the life and work of the school through a variety of participation mechanisms.
2. By April 2023, pupils and parents across the school will have an increased awareness and understanding of the articles of the UNCRC and what they mean for children and adults.

Progress and impact of outcomes for learners:

1. All staff participated in CLPL using the 4 Arenas of Learner Participation - Education Scotland materials. Through self-evaluation we identified the need to re-establish pupil led decision-making groups. All children were given the opportunity to nominate themselves for groups e.g. Digital Literacy, Eco, Charities, Health & Wellbeing. These groups meet monthly during assembly times to take forward agreed priorities. Children who are not members of the decision-making groups are invited to participate in the HGIOURS group which also meets monthly during assembly time. Nursery decision making groups have been introduced for Eco, Rights, Virtual Nature Schools Learners across the establishment have commented positively on the creation of the groups.
 - The Reading Leadership Team have successfully attained the core level Reading Schools Award; this has raised the profile of Reading for Enjoyment within the school. The group were successful in securing a grant and children were active decision makers in purchase of resources and book titles.
 - Primary 7 learners were able to move forward with our digital strategy as Digital Leaders led learning by teaching micro-bit lessons to children in P3-6.
 - P7 Sports Leaders have led learning experiences in P1-5 and been able to describe the skills they have used in doing so.
 - Parents and children were involved in participatory budget decisions for PEF.
2. Introduction of the Inverclyde Health & Wellbeing planners has created a more strategic approach to coverage of Children's Rights throughout the school. Creation of a Rights decision-making group will further develop this. There has been limited progress made in sharing our learning about Rights with our parents. Leaflets were shared with parents at Parents Evening in March which explained UNCRC.

Next steps:

- Staff recognise that there is a need to be better equipped to meet the needs of learners who have experienced adverse childhood experiences as a result of trauma. Feedback from pupils has

communicated that they do not always recognise the support from staff as being 'help' with concerns and that they are unsure of our processes for addressing issues. For these reasons we will focus on developing a consistency of approach to supporting learners with self-regulation, de-escalation and restorative approaches which will be understood by learners.

- The pupil led decision making group for Rights have identified that they would like to seek Rights Respecting Schools accreditation at Bronze Level. Sharing Rights with our parents will be a focus within this.
- Continue to embed the groups which were created during this session ensuring that data is gathered to evidence pupil participation in decision-making across the school and develops leadership at all levels.

Establishment priority 4:

NIF Priority

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

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NIF Driver

School Improvement
Teacher professionalism

HGIOS/ELC QIs

Choose an item.

Choose an item.

_3.3 Developing creativity and skills for life and learning

1.2 Leadership of learning

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HGIOS QIs

3.3 Increasing creativity and employability

Choose an item.

1.2 Leadership of learning

UNCRC

Article 12 (Respect for the views of the child):

Article 13 (Freedom of expression):

Outcome:

By June 2023, all children and young people across the cluster schools will be able to participate in a range of experiences which demonstrate an increased capacity to engage in meaningful discussion about their skills development to assist them in their career journeys

Progress and impact of outcomes for learners:

- Staffing issues across the cluster made it challenging to undertake collegiate work planned.
- There was consistency of approach to delivery of shared learning experiences for P6 and P7 across the cluster with a DYW focus delivered weekly by a member of IA staff.
- Core skills were identified to facilitate the planning and implementation of a DYW event in each school, in Lady Alice this took the form of a café. This event was planned, costed and implemented by the P7 cohort. Children ran the Café several times and were able to evaluate their impact and build on their skills each time.
- Almost all P7 learners can articulate the skills involved in executing a community event.
- Feedback from stakeholders was very positive.
- P5-7 learners visited West College to work with different departments in the college. Children had experiences with Forensics and Mechanics and were able to discuss the skills utilised in these jobs.

Next steps:

- Within Inverclyde Academy cluster, we recognise the need to create a consistent skills-based approach to Developing the Young Workforce, across cluster schools, to prepare children and young people for rapidly developing landscape of the world of work.
- Decision making groups within the school and nursery were re-established last session. To further build on this there will be a focus on learner voice and participation.
- To further develop the school and nursery class digital strategy there will be an enhanced focus in creating a consistency of approach across all levels in the school and nursery.

Additional PEF Spend – EG Cost of the School day

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people

HGIOS QIs

1.5 Management of resources to promote equity
Choose an item.

UNCRC

Article 31 (Leisure, play and culture):
Article 3 (Best interests of the child):

Spend:

1. Children in Primary 7 had the cost of their residential trip to Inverclyde National Sports Training Centre reduced by £50 per pupil.
2. All children in the school were able to experience a free school trip to Finlaystone Country Park.

Progress and impact of outcomes for learners:

1. P7 children were able to access a more affordable school residential experience. A number of learners had never experienced an overnight stay away from family. These children commented that they were proud of this new achievement. Individuals were supported to access the trip during the daytime, again this was positively commented on by those learners. All children commented that they had been able to try new experiences and sports during their trip.
2. All children tried a variety of experiences which they had not previously accessed. Many classes used the experience as the focus of recount Writing pieces; staff and children commented that this the shared nature of the experience helped children to create well-rounded texts.

Next Steps:

Data

Key Strengths:
School/Nursery class

Almost all children in the school are on track with Listening & Talking with overall attainment in Listening & Talking improving by 7.9%. Last session, most children were on track for Listening and Talking.

Most children in the school are on track with Reading, Writing and Numeracy.

- Overall attainment in Reading has improved by 12.1%.
- Overall attainment in Writing has improved by 17.9%.
- Overall attainment in Numeracy has improved by 14.8%.

	2021/22 attainment	2022/23 attainment	%age improved by
Listening & Talking	Most	Almost all	7.9%
Reading	Most	Most	12.1%
Writing	Majority	Most	17.9%
Numeracy	Majority	Most	14.8%

In the Nursery class, most pre-school learners are on track with Listening & Talking, Reading, Writing and Numeracy.

Key Priorities:
School/ Nursery class

- Although strong progress has been made in Writing attainment, this remains our lowest scoring Literacy organiser. This is also true of progress in the nursery class.
- Almost all children are on track with Listening and Talking, however we believe a focus on adapting our approaches in this area can have a positive impact on our attainment in Reading & Writing. We recognise the need to improve the capacity of staff to support language acquisition in early level learners.

1.3 Leadership of change	Good
<p>Key Strengths: School/Nursery class</p> <ul style="list-style-type: none">• Most children in the nursery class can talk confidently about their learning experiences when looking back at floorbooks and Learning Journals.• Decision-making groups have been re-established at all levels and there are enhanced opportunities for staff leadership. <p>Key Priorities: School/ Nursery class</p> <ul style="list-style-type: none">• Further develop leadership roles in staff and learners in the nursery class and across the school.• Ensure Trauma Informed Practices underpin approaches to supporting wellbeing in the school and nursery class.• Improve the capacity of staff to support language acquisition in learners in the nursery class and across the school.	

2.3 Learning, teaching and assessment	Good
<p>Key Strengths: School/ Nursery class</p> <ul style="list-style-type: none">• The commitment of P1 & P2 staff to embedding Play Pedagogy within their practice.• High quality, well monitored interventions to support learners who are not making expected progress. <p>Key Priorities: School/ Nursery class</p> <ul style="list-style-type: none">• The language of skills will be used consistently by learners and staff in the course of learning.• Further embed the digital strategy within the school and nursery class.• Re-visit best practice on writing high quality observations in the Nursery Class.	

3.1 Ensuring wellbeing, equity and inclusion	Good
<p>Key Strengths: School/ Nursery class</p> <ul style="list-style-type: none">• PaTHS Programme has been embedded within our nursery practice; children can confidently talk about their own feelings and show an understanding of how others feel.• Evaluation of Wellbeing Webs show that almost all children score 8/10 or above across all wellbeing indicators. <p>Key Priorities: School/ Nursery class</p> <ul style="list-style-type: none">• Parental engagement with PaTHS programme.	

- Evaluate and adapt approaches to inter-disciplinary learning to ensure it is inclusive and provides opportunities for learning about global citizenship and sustainability.
- Upskilling of staff to meet the needs of learners who have experienced adverse childhood experiences as a result of trauma.

3.2 Raising attainment and achievement/Securing children's progress **Good** *Choose an item.*

Key Strengths:

School/ Nursery class

- Partnership working with SALT to support learners in the Nursery Class.
- School data shows that almost all children are on track with Listening & Talking. Most children are on track with Reading, Writing and Numeracy.
- In the Nursery Class, most pre-school children are on track with Listening & Talking, Reading, Writing and Numeracy.

Key Priorities:

School/ Nursery class

- Further develop mechanisms to collect and celebrate wider achievements in the Nursery Class.
- Further improve the capacity of staff to support language acquisition in learners at all levels.
- The language of skills will be used consistently by learners and staff in the course of learning.

Other quality indicators evaluated from 3 year plan:

Choose an item.

Choose an item.

Key Strengths:

School/ELC *Nursery class/ASN provision*

- .
- .
- .

Key Priorities:

School/ELC *Nursery class/ASN provision*

- .
- .
- .

Key Achievements of the Establishment

Learner Voice

- Re-establishment of decision-making groups within the school and nursery class.

Parent Engagement

- Welcome afternoons
- Establishment of Learner Cafes for learners to share highlights of their progress with their parents.
- Open door Stay and Play for Nursery Class

Play Pedagogy

- Embedded play pedagogy in P1 & 2 classes with increased play opportunities in P3.

Developing the Enjoyment of Reading

- Achievement of Reading Schools Accreditation – Core Level
- Successful grant application for soft furnishings and reading materials

Lady Alice Family Tree

- Lady Alice Family Tree Fun Day
- Hallowe'en and Valentines Disco
- Selection boxes
- Easter eggs
- School Ties for nursery leavers
- Pens & autograph books for P7 leavers
- Spring Fayre

School Trips

- Whole school trip to Finlaystone
- Nursery Trip to Lunderston Bay
- Sports Day at Ravenscraig Stadium
- Nursery Forest Visits with parent supporters

Outdoor Learning

- Virtual Nature Schools Certificate (Cohort 4 The possibilities of Talking: A nature based approach to Speech & Language Development) – Nursery Class
- Primary 6 took part in a structured Active Schools Outdoor Learning Project working alongside Belville Community Gardens and Clyde Muirshiel

Developing the Young Workforce

- Nursery Class visits to Barrs Cottage Cafe
- West College Scotland visits for P5-7 learners
- P7 DYW /Metaskills lessons supported by Inverclyde Academy culminating in P7 establishing Chatterbucks Café
- Christmas Fayre

Sports

- P4 swimming

- Netball Festival
- Football Festival

Choir

- Christmas Performance
- P7 Leavers Performance

Music

- Primary 6 & 7 learners participated in a very successful Youth Music Initiative, funded by Creative Scotland, pupils embarked on an exciting musical journey with trumpets, trombones and drums, turning each class into a unique 'street band' with an assembly performance to the school and parents. As a finale to the project, we take part in the Galoshans Festival Parade in Greenock town centre in collaboration with St Patrick's Primary.