

# Lady Alice Primary

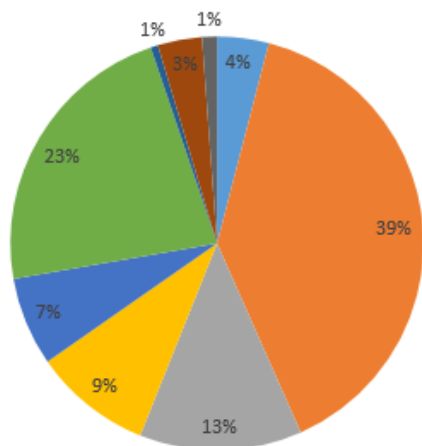
## Standards and Quality 2023-24

### Context of the Establishment

#### Our Establishment

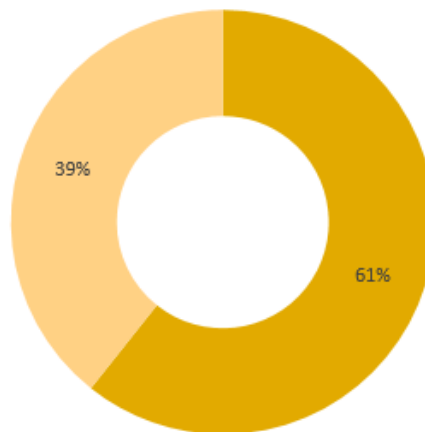
[insert overview of establishment context, including SIMD can use graphs from data packs]

SIMD Decile



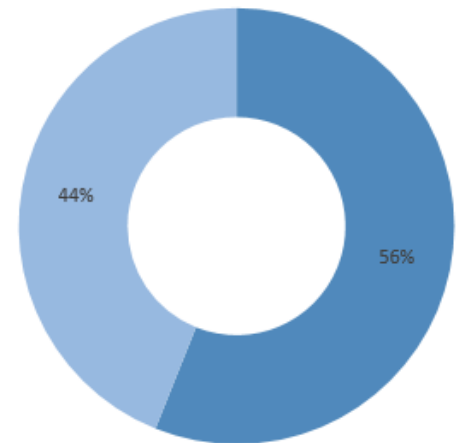
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FSM



No Yes

ASN



No Yes

Lady Alice Primary is a non-denominational school situated in the south-west of Greenock. Our current primary roll is 173. The nursery currently offers place for 24 learners. 52% of our pupils live in areas defined as SIMD1 & 2. A further 39% of the school reside in areas defined as SIMD 3-5 and the remaining 9% living in SIMD 6-9 areas. 39% of our pupils are in receipt of Free School Meals. 54% of our pupils live in areas defined as SIMD1 & 2. A further 12.5% of the school reside in areas defined as SIMD 3 and the remaining 21% living in SIMD 6-9 areas. 12.5% of nursery pupils are undefined.

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 ,PEF teacher, Nurture teacher and ASN Teacher)
- 6.4 Pupil Support Assistants ( including 2 part-time staff)
- 5 EYECOs (including 2 part-time and 1 peripatetic)
- 1 EYSA – appointed April 2024

- 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.

3 members of staff will retire at the end of session 23/24: Mrs Caldwell (school DHT); Mrs Docherty (school based EYECO); Mrs McKay (0.5 nursery EYECO).

## **Vision**

### **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

Choose an item

### NIF Driver

Performance information

Assessment of children's progress

### HGIOS/ELC QIs

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

\_3.2 Securing Children's Progress

### UNCRC

Article 28: (Right to education):

### **Outcome:**

1. By the end of May 2024, children's attainment in Writing in P2 will increase from 80% to 88%
2. By the end of May 2024, children's attainment in Numeracy in P2 will increase from 88% to 92%
3. By the end of May 2024, children's attainment in Writing in P5 will increase from 83% to 86%
4. By the end of May 2024, children's attainment in Writing in P6 will increase from 68% to 76%
5. By the end of May 2024, children's attainment in Listening & Talking in P7 will increase from 75% to 81% and the poverty related attainment gap will reduce from 40% to 24%.
6. By November 2023, evaluative language will be used to articulate learner progress within children's learning observations in the nursery class and will focus on the significant learning which has taken place.

### **PEF used to support closing the gap:**

- Top up of recovery teaching post by 0.6fte making this a 1.0fte post - £37,393.33
- 0.6 fte school based EYECO to support the development of play from P1-3 - £20,112.15

### **Progress and impact of outcomes for learners:**

1. Children's attainment in Writing in Primary 2 has decreased from 80% to 73% (2 pupils).  
Our PEF spend on our school based EYECO created a positive impact on many aspects of P2 learning, but, an unintended consequence of small group teaching at Writing time has been that some children have taken longer this session to show independent writing skills in Primary 2; the small group teaching context has meant that they have grown used to quickly gaining adult support rather than adopting a 'have a go' attitude. Team teaching of Writing in P2 was also impacted by staff absence. The poverty related attainment gap has widened from -5.6% to -19%.
2. Children's attainment in Numeracy in P2 has decreased from 88% to 80% (2 pupils).
3. Children's attainment in Writing in P5 has been maintained at 83%.
4. Children's attainment in Writing in P6 has increased from 68% to 76%.  
Having team teaching opportunities during Writing lessons has been successful at P5 and P6. At these stages, smaller group teaching meant that teachers were able to effectively provide on the spot feedback which could be quickly acted upon by children. The additional team teaching of Writing was paid for by PEF. Team teaching in P2, P4 and P7 was impacted negatively by staff absence. The gap has widened in P2, P3, P5 and P6 and narrowed at P4 and P7.
5. Children's attainment in Listening & Talking in P7 has increased from 75% to 100% and the poverty related attainment gap has closed.  
This positive impact has been achieved by closely examining the benchmarks for Listening and Talking and reflecting on progress for children with additional support needs.

6. Progress has been made towards this target but has been impacted by staff absence in the nursery. Staff increasingly use evaluative language linked to progress in all areas of reporting with the emphasis being on describing learning and progress.

**Next steps**

- Continue to focus on Writing Improvements thought targeted PEF spend on a PT of Writing (0.6)
- Continue to focus on the development of evaluative language in reporting in the nursery class.

**Establishment priority 2**

NIF Priority

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

Choose an item

NIF Driver

School Improvement

School leadership

HGIOS/ELC QIs

2.3 Learning, teaching and assessment

3.1 Ensuring wellbeing, equality and inclusion

UNCRC

Article 2 (Non-discrimination):

*Article 14 (Freedom of thought, conscience and religion):*

**Outcome:**

1. By June 2024, attendance figures will have increased from 92.2% to 93%.
2. By June 2024, each class will increase opportunities for parental engagement events through termly Learning Cafes.

**Progress and impact of outcomes for learners:**

1. All children from P1-7 undertook novel studies with a diversity theme. During our STEM Big Inventors Blether children also explored why so many celebrated inventors from the past were white European men. This has helped to allow children to reflect upon how racism can impact on society. While children can discuss the processes for challenging racism at school in theory they do not confidently put this into practice; this is reflected in discussions with children which surround the small number of reported racist/equalities incidents which took place this session.
2. Attendance has increased from 92.2% to 92.42%. This has not met the target set. Across the session, newsletters contained information about attendance e.g. class by class attendance, info regarding parental holidays and meetings were held to address attendance /late coming issues.
3. P1-7 held 4 Learner Cafes across the year. Each Café created an opportunity for parents and children to discuss learning that their child was proud of. Parents were also invited to a STEM Big Blether where they were able to see learning across the school showcased. Events were well attended across the year and allowed children to select work that they were proud of to share with their adult supporter. We have reflected that we would like to offer a themed Learner Cafe once per term. Next session this will be a Welcome Afternoon, two focus week showcases and an end of year Learner Café.

**Next steps**

- Next session there will be a change in our attendance communication to parents which will be monitored through a small test of change; we will include absence reasons for session 23/24 and session 24/25. This will help inform parents that monitor attendance across the child's whole school experience. It will also show patterns/trends in learner illness which can be more accurately investigated and supports put in place.
- We have reflected as a staff that we would like to offer 4 themed Learner Café; these will take place once per term. Next session this will be a Welcome Afternoon, two focus week showcases

and an end of year Learner Café. Children will continue to share their learning with their adult supporter. Communication with parents will highlight the importance of on adult supporter attending each event.

### Establishment priority 3

NIF Priority

Improvement in children and young people's health and wellbeing

Choose an item

NIF Driver

School leadership

Teacher professionalism

HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion  
1.2 Leadership of learning

UNCRC

Article 12 (Respect for the views of the child):  
*Article 42 (Knowledge of rights):*

**Outcome:**

1. By April 2024, all children will begin to understand the harmful consequences of racism and know how to actively challenge it should it occur at school.
2. By June 2024, almost all learners can describe the restorative approaches process undertaken to address their concerns in an age and stage appropriate manner.
3. By June 2024 targeted groups of learners impacted by poverty will be able to more effectively accept co-regulation from staff.
4. By June 2024, the school and nursery will have achieved RRSA Bronze Level accreditation led by the Rights Group.

**PEF used to support closing the gap:**

Top up of Nurture Teacher post by 0.4 to make this a 1.0fte post - £26,344.92

**Progress and impact of outcomes for learners:**

1. Ensure that children continue to engage with learning around protected characteristics, link these to the school values and actively challenge any incidences of discrimination
2. Conversations with SLT have shown that most children understand our processes for addressing issues in the playground and classrooms,
3. Staff absence has had an impact on progress with this outcome; interventions were not able to be held during these periods of absence. This has reduced the impact on some targeted children. The Nurture Teacher post was originally topped up by 0.4fte to become a fulltime post. This changed post-Christmas to a 0.8fte post with the remaining 0.2fte being allocated to a class teacher who had the role of 0.1fte Nurture Teacher and 0.1 fte raising attainment.
4. The school and nursery have been successful in achieving Bronze Level accreditation for RRSA.

**Next steps**

- Continue to teach targeted groups of learners impacted by poverty to accept co-regulation techniques and develop self-regulation skills across the school.
- Implementation of Silver RRSA action plan.

### Establishment priority 4

NIF Priority

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

Choose an item

NIF Driver

Teacher professionalism

School Improvement

HGIOS/ELC QIs

3.3 Increasing creativity and employability  
Choose an item.

UNCRC

Article 12 (Respect for the views of the child):  
*Article 28: (Right to education):*

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**Outcome:**

1. By June 2024, almost all senior pupils across the cluster schools will demonstrate an increased capacity to engage in meaningful discussion about their skills development to assist them in their career journeys.
2. By June 2024, all children in the nursery and school will be able to describe the skills they have used in their leadership roles.

**PEF used to support closing the gap:**

Top up of Nurture Teacher post by 0.4 to make this a 1.0fte post - £26,344.92

**Progress and impact of outcomes for learners:**

1. Our cluster priority focussed on skills for learning, life and work, with the aim of developing a shared skills progression framework, and, through engagement with the “I Can” statements from ‘Developing the Young Workforce Career Education Standard (3-18) (2015), to foster a standard skills based language across the cluster.

A focus on leadership development across three sessions, which included engagement with the above document, Skills Development Scotland’s MetaSkills framework, the Quality Indicators from How Good is our School 4th Edition (2016) and the sharing of practice across our establishments, helped to build a shared understanding and vision, and led to the development of a resource to support professional learning in our individual schools. An agreement and commitment to referencing and using this paper next session to underpin future school based skills work, led to confidence in securing a common knowledge and understanding of skills development and language across the cluster schools. This professional development has begun to have an impact on learners, as the skills profile has been raised in each establishment, with all schools reporting increasingly intentional integration of skills in teacher / teacher and, in the context of lessons and assemblies, teacher / pupil dialogue.

All primary schools within our cluster have nursery classes, and our commitment to developing skills from the younger learners, clearly identifiable from our engagement with the documents referenced above, led to the development of a cluster Early Years Network.

The importance of building upon this professional learning approach by establishing a pupil group to progress skills development was identified; however, due to staffing challenges and discussions with pupils which indicated they would prefer some time to build confidence before taking on a skills based project, the formation of this group was delayed. This has naturally been identified as a cluster priority next session.

2. All primary classes have skills posters displayed which provide a common vocabulary for children to use when describing skills. Classes have undertaken skills reflections as part of class learning logs this session and these show that children can link the skills

from the framework to learning at school and home when guided by their teachers in classroom discussion. Skills were also discussed in almost all classrooms during observed lessons this session with most children sampled able to confidently describe how the skills from our skills posters linked to their lesson.

**Next steps**

1. Our nursery class leaders will meet throughout the year as part of our ongoing cluster plans, to share learning and professional insights.
2. It has been agreed that the pupil leaders from all schools in the cluster will meet in October 2024. 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.



## Data

### Key Strengths:

#### School/Nursery class/ASN provision

- Almost all children in Primary 1 have achieved Early level across all curricular areas.
- Almost all children are on track for Listening & Talking across the school.
- Most children are on track for Reading.
- The majority of children are on track for Writing.
- The majority of children are on track for Literacy overall.
- Most children are on track for Numeracy.

### Key Priorities:

#### School/ Nursery class/ASN provision

- Continue to implement and embed the new planning approaches in conjunction with the Inverclyde Early Years Tracking Tool.
- Writing remains our lowest scoring Literacy organiser and next session we will focus on Pedagogy of Writing at all levels: in particular there will be a focus on supporting children to develop a 'have a go' attitude. This will be underpinned by reflection and self-evaluation against Inverclyde's Writing Framework.
- Continue to teach targeted groups of learners impacted by poverty to accept co-regulation techniques and develop self-regulation skills across the school.
- Next session there will be a change in our attendance communication to parents which will be monitored through a small test of change; we will include absence reasons for session 23/24 and session 24/25. This will help inform parents that monitor attendance across the child's whole school experience. It will also show patterns/trends in learner illness which can be more accurately investigated and supports put in place.

## National Improvement Framework Quality Indicators

### 1.3 Leadership of change School & Nursery: Good

#### Key Strengths:

#### School/ELC Nursery class/ASN provision

- From October 2023 a new leadership team has been established within the nursery. Our former depute moved to an Early Learning & Childcare Centre. The head teacher and new nursery depute have formed, in a short time, a very good working partnership to create an agreed shared vision for development of the nursery class. SLT were highlighted as being motivated, enthusiastic, skilled, and knowledgeable in our January 2024 Care Inspectorate report.
- SLT and EYECOs are highly committed to working in partnership with the early years manager and other establishments within Inverclyde to implement current thinking and best practice to bring about continuous improvement. Examples of this in session 2023/2024 are improvements to the lunch time experience, personalised planning and documenting children's learning.
- All staff are keen to develop their skills and knowledge. Staff have regular meetings with each other and SLT to discuss the ongoing needs of the children and families as well as operational issues. This is effective in helping them reflect on their practice and identify training opportunities that support positive outcomes for children.
- A Social Subjects progression planner has been further developed by staff to ensure that the Experiences and Outcomes are manageable for staff and learners at each stage. This was led initially two members of staff and broadened out to include all teaching staff across the levels. Staff are more confidently able to plan for the learning at their stage and will ensure that concepts and contexts will not be repeated.
- Decision making groups were implemented consistently across the session with two awards being achieved; Bronze Level Rights Respecting School Award and Gold Sports Scotland Award. The progress of groups are shared with parents in our school newsletters. The Wee HGIOS group is made up of children who are not involved in other decision-making groups and this has allowed larger numbers of children to be involved in planning for continuous improvement. Children took forward their priority to discuss the canteen provision with Inverclyde Council's catering manager, Linda Knox as well as holding a meeting where they raised their concerns about road safety around the school with Elaine Provan, Supervisory Engineer – Traffic and Transportation and Max Wiencek, Active Travel Officer.
- Children approached the Senior Leadership Team with an idea to develop an area of the playground. They collected support from their peers via a petition and created a PowerPoint with their plans. This was presented to SLT, the janitor and PSAs for consideration. Feedback from staff led to the children creating charters for the Playground and MUGA to help all staff and children understand the behaviour expectations. This linked in well with staff training on restorative approaches which took place this session too; all staff have restorative conversation prompt cards which are attached to their lanyards. We hope to move on to the next phase of the children's plan by linking in with the council grounds team to cut back bushes within the school to make play in these areas safer and more accessible.

- PSAs have collaborated to lead a new playground initiative, Playground Stars and have been responsible for creating a positive behaviour approach to reward examples of good play in the playground.

**Key Priorities:**

**School/ELC Nursery class/ASN provision**

- Continue to implement changes in our approach to continuous improvement which bring about positive changes to the learner experience.
- Develop creativity and curiosity through the promotion of leadership roles at all levels by further developing our learner decision making groups.
- Our school DHT retires at the end of session 23/34 and it will be essential to ensure that the new Senior Leadership Team has a positive impact on our capacity for continuous improvement within our school and nursery community.

## 2.3 Learning, teaching and assessment

### School & Nursery : Good

**Key Strengths:**

**School/ELC Nursery class/ASN provision**

- Planning has been reviewed across the course of the session; staff recognised that planning had become generic rather than personalised. Our new planning approach is responsive to children's interests and developing skills, sets individualised developmental targets, reflects learner, parent and staff voice and includes relevant challenge and support.
- Our January 2024 Care Inspectorate report commented that "staff listened to the children and responded positively to their requests and ideas. The planned and spontaneous activities available were linked to the child's interests. This meant that processes were in place to encourage children to be actively involved in leading their play. Staff were very kind and caring, interacted warmly with the children as they played, and were on hand to support them as needed. This approach helped to enrich the children's play and learning and encouraged their imagination, creativity, and curiosity. It helped the children to feel valued and meant that the children really enjoyed being at the nursery, having fun, playing, chatting and laughing with their friends. We could see that there was a close bond between the staff and the children. The staff really knew the children. We saw staff and children cuddle, laugh and have fun together. Children had lots of fun participating in various activities that challenged and excited them. This encouraged them to use their imagination and promoted language, numeracy, and literacy skills."
- Teachers have collaborated to further improve the assessment of Writing. The wording of writing criteria has been made more pupil friendly at all levels and supported by visuals at early and first. Writing jotters show that teachers are setting next steps for learners linked to the core criteria and the genre criteria and there is an expectation that teacher/self-assessment or teacher/peer assessment is evident in each Writing lesson.
- A whole school focus fortnight on STEM, Inventors and Inventions culminated in a learning showcase attended by learners, parents, Education Officers and Education Scotland. Learners were able to confidently discuss their learning with visitors to their class stall as well as learn from other classes as they showcased their learning. Family engagement at after school invention clubs facilitated by the

Science Development Officer was higher than normal for our school; this was due to children being highly motivated by the stimulating learning opportunities on offer.

**Key Priorities:**

**School/ELC Nursery class/ASN provision**

- Continue to implement and embed the new planning approaches in conjunction with the Inverclyde Early Years Tracking Tool.
- Continue to use the 'I can' tool, Word Aware and June 2024 training on 'Up, Up and Away' to support children's communication & language and its development in our environment incorporating digital technologies as appropriate.
- Enhanced partnership working with primary colleagues to develop the early level curriculum
- Teachers have indicated a preference to move planning to make changes to planning processes by moving to electronic recording rather than paper records.
- Staff have identified the need to improve and streamline reporting processes to parents and will reflect on Curriculum for Excellence, Building the Curriculum 5 a framework for assessment: recognising achievement, profiling and reporting.
- Continued focus on improvements to Writing pedagogy; in particular there will be a focus on supporting children to develop a 'have a go' attitude. This will be underpinned by reflection and self-evaluation against Inverclyde's Writing Framework.

## 1.1 Ensuring wellbeing, equity and inclusion

### School & Nursery : Good

**Key Strengths:**

**School/ELC Nursery class/ASN provision**

During our January 2024 Care inspection it was observed that

- "Children and their families experienced a warm, kind, caring, and nurturing setting. Very good relationships and effective communication were established between the staff and parents. We found that the staff worked well together, and they were respectful in their interactions with each other, creating a positive ethos and ensuring that they were very good role models for the children. Staff were compassionate and respectful in their engagements with children and each other. They were invested in children's development. We observed staff praising, encouraging, and celebrating children's achievements during our inspection. The atmosphere was relaxed, and there was lots of laughter, cuddles, and kindness.
- There were very good procedures in place to help children and families settle into the nursery. We found that the staff had adapted their methods to support the individual needs of the parents and children, and they knew the children very well. The range of supports and time taken by staff during the settling-in procedure helped the children settle well into the nursery, and helped build warm, kind, and trusting relationships between the children and the staff.
- Various documents were in place which made up a child's personal plan. This helped staff support the child and promote continuity of care between home and nursery. Details included children's likes, dislikes and interests, as well as additional support needs. Staff and families reviewed and updated the information regularly. This approach ensured staff supported the changes in the children's lives or circumstances. It was clear that the children and their needs were central to how the nursery operated. The staff and management responded sensitively and compassionately to the ongoing needs of the children and the families they were caring for."

- Staff have undertaken training in restorative approaches as well as completing TURAS Trauma Informed Practice training at collegiate sessions and on in-service days. Staff have indicated that learning from Trauma Informed Practice modules has positively impacted on their practice.
- An anti-bullying conference was held for Primary 5-7 learners. The school's anti-bullying charter was revisited and further developed during the week of the conference. Community partners from Inverclyde Academy and ??? supported the events. Happiness Heroes, volunteer pupils support in the P1-3 playground to help children address playground concerns.
- P5-7 children have received referee training sessions and volunteers from P5-7 are helping to referee playtime football matches.
- Most children are able to accurately describe how adults support them to overcome issues in the playground

Key Priorities:

School/ELC **Nursery class/ASN provision**

- **Promote a welcoming learning environment and curriculum reflecting our focus on diversity and equality.**
- **Develop a consistency of approach to children's understanding of the wellbeing indicators.**
- There is a diverse population within our Lady Alice community. We will therefore promote a welcoming learning environment and curriculum which reflects our focus on diversity and equality.
- We currently use the Wellbeing Web to track learner wellbeing. Research has shown the Glasgow Motivation and Wellbeing Profile can do this more efficiently. For this reason we will introduce the Glasgow Motivation and Wellbeing Profile from P1-7. Nursery staff will reflect on how this tool can be adapted for use.
- Staff report that a number of learners find it difficult to self-regulate when dysregulated; this can lead to disruptive experiences for other learners. There has been an attainment challenge funded nurture teacher in place within the school for the past seven years but this role will not continue. To support children to continue to develop self-regulation techniques we intend to employ a Health and Wellbeing Officer who would have the remit of co-ordinating this within the school for learners as well as upskilling staff.

## 1.2 Raising attainment and achievement/Securing children's progress

### School & Nursery : Good

Key Strengths:

School/ELC **Nursery class/ASN provision**

Attainment across the session in Literacy and Numeracy

- Almost all children in Primary 1 have achieved Early Level across all curricular areas.
- Almost all children are on track for Listening & Talking across the school.
- Most children are on track for Reading.
- The majority of children are on track for Writing.
- The majority of children are on track for Literacy overall.
- Most children are on track for Numeracy.
- There have been no school exclusions for 7 years.
- The majority of children reported no wellbeing concern using their Wellbeing Webs this session. Less than half of our pupils recorded 1 or more wellbeing concerns (again as last session a few pupils reported feeling left out at playtimes which have now been addressed.)

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- Key Priorities:**  
**School/ELC Nursery class/ASN provision**
- All staff to be trained on the Inverclyde Early Years Tracking Tool and as a team ensure that we develop confidence in the implementation of this approach.
  - Staff will demonstrate increased confidence in using the terminology 'starting to, getting there and got it' in relation to their understanding of professional judgements.
  - Next session there will be a change in our attendance communication to parents which will be monitored through a small test of change; we will include absence reasons for session 23/24 and session 24/25. This will help inform parents that monitor attendance across the child's whole school experience. It will also show patterns/trends in learner illness which can be more accurately investigated and supports put in place.
  - Introduce the Glasgow Motivation and Wellbeing Profile to more efficiently track and monitor learner wellbeing.
  - Enhanced tracking and monitoring of interventions to support learners with a focus on the role of the PSA and a more rigorous approach to adapt, adopt and abandon.
  - Widen our range of community partners and businesses to enhance the learner experience.

## Other quality indicators evaluated from 3 year plan

### 2.2 Curriculum

Choose an item.

- Key Strengths:**  
**School/ELC Nursery class/ASN provision**
- Staff have recognised the value of focus fortnights such as STEM, Expressive Arts etc. as being highly positive experiences which help to improve learner engagement and motivation. Through focus fortnights this session staff have been able to work with colleagues and partners to experiment with our curriculum and explore creative approaches to its design.
  - Children and staff regularly reflect on the four capacities and the four contexts of learning when creating their class learning journals.
  - Improved learning pathways have been created for Social Subjects to ensure that the Experiences and Outcomes are manageable for staff and progressive for learners at each stage. This was led initially two members of staff and broadened out to include all teaching staff across the levels. Staff are more confidently able to plan for the learning at their stage and will ensure that concepts and contexts will not be repeated.
- Key Priorities:**  
**School/ELC Nursery class/ASN provision**
- Further develop partnerships which will help to ensure innovative and creative approaches to learning e.g. make use of local businesses to explore World of Work as well as promoting the work of the school in Rights, Sustainability, Reading Schools.
  - Link the Sustainability Goals to work being undertaken to achieve Silver RRSA.
  - Cluster Head Teachers will engage in professional dialogue on IDL during cluster development days next session. Learning from this will be fed into future curriculum development.



## Key Achievements of the Establishment

STEM fortnight – As a school, we identified a context which could be explored by all learners. We invited Gill Neeson, Science Development Officer to support us with this. Parental engagement workshops which were held proved to be very popular with children and parents alike. At the end of the fortnight, we invited families, Education Officers and colleagues from Education Scotland to join us at ‘The Big Inventors Bletcher’ showcase. Each class created a stall which showcased their learning to visitors from other classes to visit, they also challenged others to take part in a learning opportunity. This was a popular event and staff across the school have spoken very highly about the impact the fortnight and showcase made on the children; in particular it was recognised that children were able to transfer their learning to another context and therefore deepen their learning.

### Highlights of the year from our Decision Making Groups

#### Sports Leadership Group

- Achievement of the Scotland School Gold Sports Award
- Increased participation in lunch-time and after school-clubs
- Organising referee training for all primary 5 and 6 pupils
- Wider variety of clubs on offer during lunch and after school
- Continued work with active schools co-ordinator
- Primary 7 playground pal training

#### Health & Wellbeing Group

- Playground buddy bench.
- Creating a toys for break time survey which the Family Tree used to help them purchase new equipment.
- Designed and sourced ideas for a calm area in P4-7 playground.
- Created games cards to teach children how to play games without many resources.
- Created posters for being a good friend.
- Learned how to participate in a group meeting.

#### Reading Leadership Group

- The successful organisation of Book Week Scotland and World Book Day
- Creation of an ERIC policy for the school
- We have noticed that more people are reading in class

#### Digital Literacy Group

- Every class said they were using the ICT suite more than ever.
- Digital Literacy Fortnight & lunchtime clubs took place for all classes.
- Upgrades to the BYOD system mean that P1,2 & 3 are using the tablets to support classroom learning.



- P4-7s have seen an increase in how often they are accessing laptops in their classroom to support learning.

### **Sustainability Group**

- Our group has developed an understanding of the importance of the Global Goals and can name some of the 17 Global Goals
- A plan has been created to share our learning with the rest of the school next session.

### **Eco Group**

- Looking at the wildlife in our local area and making bird feeders for the playground.
- The school participated in Walk to School Week 2024
- Litter Awareness/Picking within school grounds.

### **Rights Respecting School Group**

- The group were successful in achieving the Bronze Level Rights Respecting School Award and have created an action plan for Silver Level.

### **HGiOURS**

- A Values Promise created which will be launched in Session 24/25:

We promise that we will RESPECT and help others at all times

Treat everyone with KINDNESS

Always INCLUDE others in our activities

Be AMBITIOUS – try our best and don't give up!

Work together in PARTNERSHIP

### **Nursery**

- Successful Care Inspectorate report which highlighted our progress from our 2019 HMIe visit.
- Changes to lunchtime procedures have made a huge impact on meeting learner needs.
- Our newly appointed Nursery Depute and EYSA have made many positive contributions to the life of the nursery and have been instrumental in implementing change.
- Parents have commented positively on the impact of the Health & Wellbeing event; the session with Speech and Language was particularly well received.
- Our nursery trip to Belville Community Gardens and Gourock Park were a highlight of the year for our children. We hope to foster a partnership with Belville Community Gardens next session.
- Our digital resourcing has expanded and digital leaders from the school have begun to visit to support learners.

- The internal nursery environment has been transformed and children have thrived in a cosier environment.