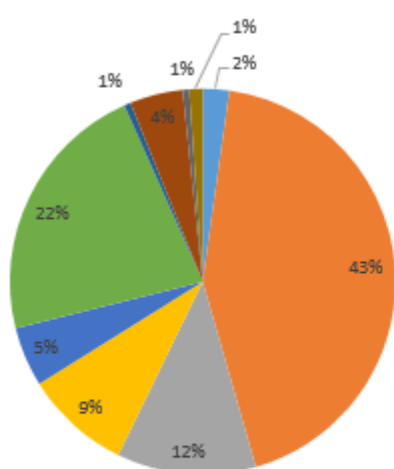


Standards and Quality 2024-25

Context of the Establishment

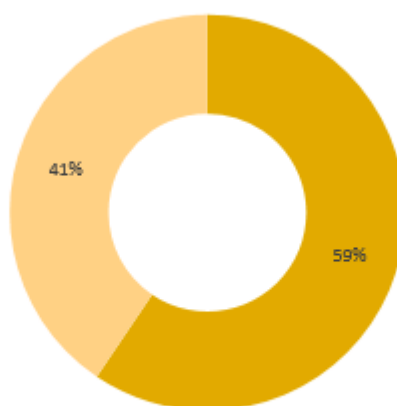
Our Establishment

SIMD Decile



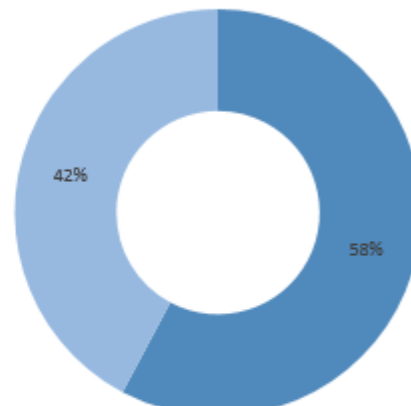
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FSM



No Yes

ASN



No Yes

Lady Alice Primary is a non-denominational school situated in the south-west of Greenock. Our school was built in 1937 and has been home to many generations of our current families. We are a well-known Inverclyde landmark due to our prominent roadside location.

We have a newly formed Senior Leadership Team made up of the Head Teacher, Depute Head Teacher, Nursery Depute and PEF Principal Teacher.

In addition to the leadership team, we have a very committed and caring staff team. Our school is well looked after by our hardworking janitor and our two welcoming clerical assistants.

We have 11 Teachers to support our seven primary classes. Four of our teachers are full-time, 5 teachers have 0.6fte contracts and 1 teacher has a 0.7fte contract. We also have a Newly Qualified Teacher.

We were allocated 6.37 PSAs to our children this session.

Through PEF planning this session we have employed a Health & Wellbeing Coach and a Principal Teacher of Writing (O.6) to drive forward attainment. Since Easter, due to changes in our PEF plan, an additional PEF PSA has been employed to support the increased needs in our school.

Our current primary roll is 179. The nursery offers place for 24 learners.

55% of our pupils live in areas defined as SIMD1 & 2. A further 36% of the school reside in areas defined as SIMD 3-5 and the remaining 9% living in SIMD 6-10 areas.

41% of our pupils are in receipt of Free School Meals.

42% of learners are recorded as having additional support needs.

Our Lady Alice Family Tree (parent partnership) is an important part of our school life, we value their partnership very much.

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.

HMIe last visited in 2019 and made a follow-up visit in 2021 to our nursery class. The Care Inspectorate visited the Nursery Class in January 2024.

Our school was reviewed by the local authority in April/May 2025.

Lady Alice Primary School and Nursery Class

Vision, Values and Aims



Vision

Our vision is:

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



Values

The Lady Alice values are:

Kindness Ambition Partnership Working Respect Inclusivity

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

School leadership

School Improvement

Performance information

HGIOS/ELC QIs

1.1 Self-evaluation for self-improvement

3.2 Securing Children's Progress

1.3 Leadership of change

UNCRC

Article 28: (Right to education):

Choose an item.

Outcome:

1. By June 2025, all nursery EYECOs will have completed training and be using the Early Years Tracking Tool to record Literacy, Numeracy and Health & Wellbeing for all pupils.
2. By June 2025, the majority of children in the nursery class will be making expected progress in Literacy, Numeracy and Health & Wellbeing.
3. By May 2025, children's attainment in Writing in P3 will increase from 72% to 76%.
4. By May 2025, children's attainment in Writing in P4 will increase from 69% to 75%. The Poverty Related Attainment Gap (PRAG) will reduce from 19.7% to 10.7%.
5. By May 2025, children's attainment in Writing in P5 will increase from 67% to 73%.
6. By May 2025, children's attainment in Writing in P7 will increase from 76% to 80%. The PRAG will be reduced by 7.6% to 2.9%.
7. By October 2024, SLT will self-evaluate and create an action plan based on QI 1.1 Self-Evaluation for Self-Improvement HGIOS4/HGIOELC and Quality Framework 3.1 Quality assurance and improvement are led well.
8. By May 2025, all pupils in P4-7 will experience play based learning in STEM, ICT and IDL.

PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]

- Principal Teacher (PT) of Writing (0.6fte) – £46,610

Although the appointment of the PEF PT of Writing was delayed this session, it has had a positive impact on improving Writing. Most children are making expected progress in Writing and attainment has increased to 76.1%. During our recent authority review, the vision of the PEF PT to improve writing pedagogy and to raise attainment in this area was highlighted as a strength within our work. All writing jotters have individual targets that children use for next steps in their learning. The PEF PT has engaged with the Strategic Pedagogical Leads as well as visiting other establishments to discuss best practice in Writing. Class teachers have commented positively on moderation of Writing activities and contributed to the development of our Writing assessment criteria. The PEF PT and class teachers have collaborated on improving pathways for teaching of grammar. Teaching of Writing has been modelled for teachers at First Level. The PEF PT of Writing has led collegiate sessions on the development of Writing. In addition, she has facilitated discussions to improve pedagogy and increase staff confidence for teachers and PSAs. The PEF PT has supported class teachers to reduce gaps in learning by suggesting effective strategies and delivering targeted interventions for identified learners not making expected progress.

Additional PEF spending to support Priority 1

- **Supply Teacher hours – approx. - £5270**

To support the development of Writing

- **Supported Study – approx. £1700**

Targeted groups have been identified for Supported Study sessions which will focus on closing the gap in Writing for learners who are on the cusp or behind expectation for Writing.

- **Creating real life experiences to increase engagement with Writing - £2,000**

Each class to have a real-life experience linked to an agreed stimulus e.g. water. Children, class teachers and Suzy would plan a Writing Adventure which would be linked to a genre of Writing and IDL being undertaken by the class e.g. P3 are learning to write a report, they plan for and then visit Sealife Centre for research. On return to school they would complete and publish their report. On their trip they photograph their experience and use talking tools to record their notes.

- **Nessy - £1990**

Nessy package will be implemented across the school to support literacy and numeracy. This digital approach will help to engage reluctant learners as well as providing opportunities for home learning.

- **Vocabulary building - £478.20**

Descriptosaurus book – to develop vocabulary in writing lessons

- **NGRT assessment materials - £897**

To enhance teacher professional judgements in Reading.

- **PSA x 25 hours per week - £8,500**

PSA to be employed to support interventions across the school as directed by class teachers.

- **Resources to support STEAM Room - £2,000**

Pupil and staff consultation to identify resources to support learning within the STEAM Room.

Progress and impact of outcomes for learners:

1. Almost all nursery EYECOs have completed training for and are using the Early Years Tracking Tool to record Literacy, Numeracy and Health & Wellbeing for all pupils. Staff have demonstrated an increased awareness of child development and can more confidently articulate the 'why' of experiences offered. The environment is planned for with children's development in mind and resourced to provide increased support and challenge for learners. Parents and staff co-create targets for children through regular target setting meetings and on-going dialogue. Staff have seen an increase in parental engagement with their child's learning as a result of this.
2. There is increased confidence in using the Early Years Tracking Tool to assist professional judgements regarding progress and achievement. Most children in the nursery class are making expected progress in Literacy, Numeracy and Health & Wellbeing using the criteria from the Nursery to Primary 1 Transition document.
3. Children's attainment in Writing in P3 increased from 72% to 73.1%. This was less than projected due to variation within the class size.
4. Children's attainment in Writing in P4 has increased from 69% to 73.3%. The PRAG has increased to 36%. We did not achieve our target due to fluctuations in class size.
5. Children's attainment in Writing in P5 has decreased from 67% to 65.5%. No additional children have become off track learners but has been due to variation in class size.
6. Children's attainment in Writing in P7 has increased from 76% to 77.8%. The PRAG has closed.
7. SLT have self-evaluated against QI 1.1 Self-Evaluation for Self-Improvement HGIOS4 alongside the feedback from authority school review and will incorporate these reflections into next session's School Improvement Plan.
8. Observations show that all pupils in P4-7 have experienced play based learning in STEM, ICT and IDL.

Next steps

- Self-evaluation using Inverclyde's 'Points to Ponder – Getting to know children and target setting' and 'Points to Ponder Self-evaluation of Planning for Children's Learning' documents.
- Staff to engage with, reflect upon and implement learning from 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare'
- Develop processes and provide CLPL for nursery staff to have a robust understanding of their own class data which includes planning for targeted interventions.
- Writing continues to be a focus. It is encouraging to see the impact made by the PEF Principal Teacher of Writing between November and June. Next session to consolidate the foundations already established this role will be further developed; priorities include introduction of the Single Paragraph Outline and leading of SIMD 1-2 Intervention groups.
- Improve Reading attainment in next year's P6 cohort from the 'majority' of learners making expected progress to 'most'; this will then be in line with Reading attainment across the school.
- Review target setting processes for Literacy and Numeracy to ensure that there are individual targets that children use effectively for next steps in their learning. Staff should have a continued focus on next steps in learning to ensure that they are supporting and challenging appropriately.
- Revise ways of streamlining planning, assessment and tracking systems to ensure these are manageable and sustainable over time.

Establishment priority 2

NIF Priority

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

NIF Driver

Teacher professionalism
Parental engagement
Performance information

HGIOS/ELC QIs

3.2 Securing Children's Progress

3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment

UNCRC

Article 3 (Best interests of the child):
Article 28: (Right to education):

Outcome:

1. By June 2025, the majority of children in the nursery class will be making expected progress in Literacy, Numeracy and Health & Wellbeing.
2. Within 6 weeks of starting nursery/returning to nursery targeted interventions will be in place for identified children to support their communication and language development needs.
3. By June 2025, attendance figures will have increased from 92.42% to 93.2%.
4. By October 2024, all children in P1-7 not making expected progress will have individualised 6 week plans which detail interventions and staff roles and responsibilities in meeting learner needs.

Progress and impact of outcomes for learners:

1. There is increased confidence in using the Early Years Tracking Tool to assist professional judgements regarding progress and achievement. Most children in the nursery class are making expected progress in Literacy, Numeracy and Health & Wellbeing using the criteria from the Nursery to Primary 1 Transition document.
2. Targeted interventions were put in place for identified children to support their communication and language development needs between August and December. Progress with this outcome was interrupted due to the absence of the nursery depute from January – April. The targeted interventions in place August-December are currently being evaluated and updated.

3. At the time of writing this report in June 2025, attendance figures will have slightly increased from 92.42% to 92.9%. Attendance remains a focus for improvement.
4. All children in P1-7 not making expected progress have individualised/group 6 week plans which detail interventions and staff roles and responsibilities in meeting learner needs. Learning from the authority review will be incorporated into plans to further develop these next session.

Next steps

- Develop processes and provide CLPL for nursery staff to have a robust understanding of their own data which includes planning for targeted interventions.
- The SLT will streamline self-evaluation and quality improvement to ensure that systems and processes are highly effective.
- Develop processes and provide CLPL for staff to have a robust understanding of their own class data which includes planning for targeted interventions. This will include the introduction Fact, Story, Action to help staff articulate the learner journey.
- Further develop robust planning and tracking for targeted SIMD 1&2 children.
- Review Support for Learning processes to ensure that targeted interventions are specifically focusing on pupils living in SIMD 1 and 2.

Establishment priority 3

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing

NIF Driver

Assessment of children's progress
Teacher professionalism
School Improvement

HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion
2.4 Personalised support

UNCRC

Article 3 (Best interests of the child):
Article 42 (Knowledge of rights):

Outcome:

1. By November 2024, all children within our Lady Alice community will see reference to their culture reflected in classrooms, corridor displays and newsletters.
2. By June 2025, all pupils will have engaged in topics that promote the exploration of equalities, inclusion, sustainability and social justice.
3. By June 2025, most children will have an increased understanding of children's rights.
4. By June 2025, the wellbeing of all P1-7 children will be underpinned by data from using the Glasgow Motivation and Wellbeing Profile.
5. By June 2025, a targeted group of children who find it difficult to self-regulate will experience learning opportunities which focus on self-regulation strategies.
6. By June 2025, the majority of children within a targeted group (SIMD 1-2) who find it difficult to self-regulate will make progress from baseline assessments and targets set across the session.

PEF used to support closing the gap:

Health & Wellbeing Coach (HWB Coach) – 30 hours per week £28,932.11

Additional PEF spending to meet Priority 3

Welcome Signs/Values Signs - £429

To help families feel welcomed and included in our school community we have purchased signage which makes it easier for families who do not have English as a first language. We have included 10 languages that are currently reflected in our school community. The signs incorporate visuals which explain the school values making these more accessible too.

Resourcing to support the work of the HWB Coach - £1,000

Staff and pupils will work together to identify resources to promote wellbeing in the playground, classroom and school.

Cost of the School Day - £350

Replenish uniform stock of sweatshirts which can be gifted to new pupils making requests for uniform mid-session. Replenish stocks of underwear

Cost of the School Day - £300

Purchase of additional sizes of welly boots will add to existing stock and make outdoor learning more accessible for P3 & P4.

Progress and impact of outcomes for learners:

1. PEF has been to support the development of this outcome. Signage on the external walls of the establishment welcome children and visitors in a range of languages which are spoken within our school community. The values displays in our school hall incorporate graphics which can be understood by non-readers and non-English speakers; we will continue to develop these to include the addition of the languages which are spoken in the Lady Alice community. Newsletters for the school and nursery contain a greeting in a variety of languages to help families see their culture reflected in communication.
2. By June 2025, all pupils will have engaged in topics that promote the exploration of equalities, inclusion, sustainability and social justice. Each class participated in two Focus Fortnights across the academic year – Equalities, Diversity & Anti-bullying and Rights, Sustainability & Global Goals. Each class created a stall which showcased their learning to visitors from other classes as well as each class challenging others to take part in a learning opportunity. The nursery class invited families to join them in the playroom to explore Rights, Sustainability & Global Goals. These were popular events and staff across the school have spoken very highly about the impact the fortnights and showcases made on the children; in particular it was recognised that children were able to transfer their learning to other contexts and therefore deepen their learning. All classes engaged in a novel study which promoted diversity and the nursery class have regularly selected texts to share at story-time for this purpose. These approaches resulted in children having a deeper understanding of inclusion.
3. The RRSA group have made progress from red to green against the Silver RRSA action plan priorities and have a date in the new term calendar for assessment. This shows very good progress with this outcome.
4. The Glasgow Motivation and Wellbeing Profile was introduced in term 2. The newly appointed PEF Health & Wellbeing Coach has used data from the profile to target individuals and groups for intervention. Data from term 4 shows very good progress from term 2; children's wellbeing has improved across almost all wellbeing indicators for those sampled.
5. Our authority review highlighted that the recently appointed PEF HWB Coach is meeting a range of needs through a variety of supports and interventions. Identified children who find it difficult to self-regulate have experienced learning opportunities which focus on self-regulation strategies. Due to difficulties in recruitment of the Health & Wellbeing Coach, these interventions began in March 2025. 54 children access support from the HWB Coach across the week. A small early morning transition group has been set up to meet the needs of a group of learners; this has had very positive impact on those who consistently attend as they are increasingly positive when arriving at

school in the morning. This targeted support has reduced late-coming. This demonstrates the valuable contribution of this role in addressing barriers to attendance and fostering a supportive environment for families. Support has been put in place to improve transitions from break to learning and lunchbreak to learning which has had a significant positive impact on readiness to learn for identified learner(s). Class teachers have commented positively on the impact of the HWB Coach interventions.

6. 25 identified learners in SIMD 1&2 have begun to show signs of improvement with Health and Wellbeing, some of these learners have made significant progress. It is important to continue the interventions for these children next session to fully appreciate the impact of this.

Next steps

- Continue to implement the PATHS programme.
- Reflect on best practice approaches to improving attendance at nursery.
- Children within our Lady Alice community will see reference to their culture reflected in classrooms and the nursery playroom.
- Seek accreditation for the Silver Rights Respecting School level; this is arranged for September 2025.
- The HWB Coach should continue to upskill teachers and PSAs in supporting individual learners to articulate the language of emotion, anger management and self-regulation techniques.
- Reflect on best practice approaches to improving attendance at school. The HWB Coach role will be adapted to include monitoring of pupil attendance, in particular Emotionally Based School Avoidance.

Establishment priority 4

NIF Priority

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

-

NIF Driver

Teacher professionalism

School Improvement

HGIOS/ELC QIs

3.3 Increasing creativity and employability

2.3 Learning, teaching and assessment

UNCRC

Article 29 (Goals of education):

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

Outcome:

1. By June 2025, most children in the nursery class will have their pupil voice recorded and acted upon through decision making groups.
2. By June 2025, all learners in the nursery class will experience planned opportunities to develop creativity and curiosity.
3. By June 2025, most children will be able to describe how they have worked with community partners at school and nursery.
4. By June 2025, identified pupils from all schools in the cluster will have met and developed aspects of The Promise and Racial Literacy to provide opportunities for skills development in meaningful and relevant contexts. Almost all children in Lady Alice will have participated in the opportunities created.

Progress and impact of outcomes for learners:

1. Most children in the nursery class have their pupil voice recorded and acted upon through decision making opportunities e.g. managing the nursery fruit order, planning for Dugless, the nursery Rights mascot, resource purchase planning and organising Sports Day and the Celebration of Learning. Tracking of pupil decision making opportunities participation should be tracked more rigorously.

2. Staff recognised that there needed to be changes made to the environment in order to support children's creativity and problem solving skills within their play. Adaptations to the Block Play Area have seen an increase in the detail, scale and design of models created by learners. The Creative Area now offers increased opportunity for the children to self-select resources. The purchase of additional loose parts resources has encouraged more open-ended, child led imaginative play. In the Outdoor Courtyard, there is now a stage which was co-designed with the children; they are regularly observed role-playing and music making in this new area.
3. Pupil Voice opportunities have shown that children across the school can identify a variety of community partners who have supported learning within the school. Children are also able to identify community partners with whom they have visited to enhance learning opportunities. The draft Pupil Handbook contains examples of these partners. [The nursery class have increased library visits this session and created Christmas cards for Compassionate Inverclyde.](#)
4. The Cluster Pupil Leadership Group which was established this session has made strong progress over the past year, successfully co-creating the Pinkie Promise charter, alongside Inverclyde's Virtual Head-teacher, to capture and embed key messages aligned with The Promise. Self-evaluation indicates that this work has significantly raised pupil awareness of their rights, responsibilities, and the importance of inclusive, compassionate school cultures. Feedback from pupils demonstrates enthusiasm to further develop their leadership role and extend their influence. The racial literacy aspect of this outcome was achieved during our first Focus Fortnight - Equalities, Diversity & Anti-bullying and through our class novel studies on diversity rather than through cluster working.

Next steps

- [Implement staff CLPL to develop a shared understanding of Creativity and Curiosity.](#)
- Further develop the cluster Pinkie Promise by creating and delivering an assembly programme across cluster schools, supporting consistent messaging and promoting shared values, while offering meaningful opportunities for pupil leadership in action.
- Ensure that pupil voice meaningfully influences school [and nursery](#) improvement and leads to tangible positive outcomes for learners. Ensure that the impact of pupil decision-making is visible to all stakeholders. [Tracking of participation in pupil decision making opportunities should be tracked more rigorously.](#)
- Staff will engage with Building Racial Literacy CLPL to increase their understanding and skills in this area.

Data

Key Strengths:

School/ **Nursery class/ASN provision**

- Most children in the nursery class are making expected progress in Literacy, Numeracy and Health & Wellbeing using the criteria from the Nursery to Primary 1 Transition document.
- Almost all children are making expected progress in Listening and Talking.
- Most children in the school are making expected progress in Reading.
- Most children in the school are making expected progress in Writing, attainment has increased by 1%.
- The majority of children in the school are making expected progress in Literacy overall, attainment has increased by 1%.
- Most children in the school are making expected progress in Numeracy, attainment has improved 0.6%.
- Children from deciles SIMD 1 & 2 are underachieving compared to their peers. This is a key area requiring intervention.

Key Priorities:

School/ **Nursery class/ASN provision**

- Develop processes and provide CLPL for nursery staff to have a robust understanding of their own data which includes planning for targeted interventions.
- The SLT will streamline self-evaluation and quality improvement to ensure that systems and processes are highly effective.
- Work with the PEF PT of Writing to explore Writing across Early Level.
- Writing continues to be a focus. It is encouraging to see the impact made by the PEF Principal Teacher of Writing between November and June. Next session to consolidate the foundations already established this role will be further developed; priorities include introduction of the Single Paragraph Outline and leading of SIMD 1-2 Intervention groups.
- Develop processes and provide CLPL for staff to have a robust understanding of their own class data which includes planning for targeted interventions. This will include the introduction Fact, Story, Action to help staff articulate the learner journey.
- Further develop robust planning and tracking for targeted SIMD 1&2 children.

National Improvement Framework Quality Indicators

1.3 Leadership of change

Good

Nursery: Good

Key Strengths:

School/ELC Nursery class/ASN provision

- The implementation of the Early Years Tracker across the year has been well managed by the nursery depute and the temporary nursery depute.
- Adaptations to the nursery environment have impacted positively on children's creativity and curiosity opportunities. EYECO's have taken greater ownership of this.
- The school vision, values and aims are relevant to the school community and are championed by all.
- Opportunities for children's voices to impact school improvement are evident and children talk confidently about opportunities to be involved.
- The newly appointed SLT are enthusiastic and have a shared understanding of the strategic direction and vision of the school.
- Strong partnership working contributes well to the vision and aims of the school.

Key Priorities:

School/ELC Nursery class/ASN provision

- Consider the pace of change when embedding priorities for continuous improvement.
- Leadership opportunities for all should be further developed in line with strategic priorities.
- Consider how to evidence the impact of change and improvement for the school community.
- Consider the pace of change when embedding priorities for continuous improvement.
- Leadership opportunities for all should be further developed in line with strategic priorities.
- Consider how to evidence the impact of change and improvement for the school community.

2.3 Learning, teaching and assessment

Good

Nursery: Good

Key Strengths:

School/ELC Nursery class/ASN provision

- Staff are increasingly more confident in their target setting with learners.
- Practitioners have established strong positive relationships with children, parents and partners, underpinned by the establishment values.
- The team are developing an environment where children experience a supportive and nurturing environment.
- Practitioners have established strong positive relationships with children, parents and partners, underpinned by the school values.
- The vision of the PEF PT to improve writing pedagogy and to raise attainment in this area.
- Progression of learning and standards within the jotters.
- Play pedagogy in P1 and P2 and use of outdoor space for these learners

Key Priorities:**School/ELC Nursery class/ASN provision**

- As a team, self-evaluate using a range of environmental audit tools to ensure that there is consistency of vision for the core provision within the nursery class.
- Staff to engage with, reflect upon and implement learning from 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare'
- The SLT and practitioners should revise ways of streamlining planning, assessment and tracking systems to ensure these are manageable and sustainable over time.
- Review the use and purpose of floorbooks to provide more opportunities for personalisation and choice and pupil led learning.
- Review target setting procedures to avoid duplication.

3.1 Ensuring wellbeing, equity and inclusion**Good****Nursery: Good****Key Strengths:****School/ELC Nursery class/ASN provision**

- Children and staff feel a deep sense of connection to the nursery class.
- The vision of the nursery depute and depute head to improve Support for Learning processes.
- Children and staff feel a deep sense of connection to the school.
- There are strong partnerships with outside agencies to ensure appropriate support for children.
- The Depute Head Teacher knows the needs of children and families well and has a good knowledge and understanding of the community and context of the school.
- The recently appointed HWB Coach is meeting a range of needs through a variety of supports and interventions

Key Priorities:**School/ELC Nursery class/ASN provision**

- Nursery staff to take increased ownership of creating, implementing and evaluating Support for Learning interventions and strategies in line with the Early Years Tracker.
- The establishment should create their own Positive Relationships Policy based on Nurture Principles, Restorative Practices and Trauma Informed Practices.
- Ensure that targeted interventions supporting those with Additional Support Needs are tracked and evaluated.

3.2 Raising attainment and achievement/Securing children's progress**Nursery: Good****Good****Key Strengths:****School/ELC Nursery class/ASN provision**

- Parents are kept well informed of their child's progress through Learning Journals, target planning meetings and Care & Learning updates.

- There is increased confidence in using the Early Years Tracking Tool to assist professional judgements regarding progress and achievement.
- Targeted support for attendance is effectively supported by the HWB Coach. This demonstrates the valuable contribution of this role in addressing barriers to attendance and fostering a supportive environment for families.
- Children's achievements within and outwith school are celebrated regularly with the whole school community through Learner Cafés and termly assemblies.
- There is effective cluster moderation which supports the consistency of the teacher professional judgments.
- Children have regular opportunities to share their voice through class floorbooks, across all stages.

Key Priorities:

School/ELC Nursery class/ASN provision

- Develop processes and provide CLPL for nursery staff to have a robust understanding of their own data which includes planning for targeted interventions.
- Tracking of participation in pupil decision making opportunities should be tracked more rigorously.
- Further develop a systematic focus on rigorous tracking of data to meet all children's needs particularly for those at risk of the poverty related attainment gap and for protected groups.
- Develop processes and provide CLPL for staff to have a robust understanding of their own class data which includes planning for targeted interventions.

Other quality indicators evaluated from 3 year plan

1.1 Self-evaluation for self-improvement

Choose an item.

Key Strengths:

School/ELC Nursery class/ASN provision

- Pupil Voice is well documented within our school self-evaluation processes and reflects active participation.
- The staff and children have a clear understanding of the strengths and development needs of the school.
- Self-evaluation activities show the impact of interventions and initiatives on raising attainment, achievement and wellbeing for learners.

Key Priorities:

School/ELC Nursery class/ASN provision

- Staff to engage with, reflect upon and implement learning from 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare'
- Clarify the processes around our self-evaluation and clearly identify the role of all stakeholders in setting priorities for improvement.
- During self-evaluation activities, ensure that the impact of initiatives and interventions are clearly articulated by all stakeholders.
- Further enhance opportunities for staff to share good practice by looking outwards and forwards in their evaluation and improvement activities.

Key Achievements of the Establishment

Opportunity to celebrate activities, awards, events, partnerships

Focus Fortnights and Our Rights Journey

This session we held two Focus Fortnights

- Equalities, Diversity & Anti-bullying
- Rights, Sustainability & Global Goals

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. These were popular events and staff across the school have spoken very highly about the impact the fortnights and showcases made on the children; in particular it was recognised that children were able to transfer their learning to other contexts and therefore deepen their learning. [The nursery team welcomed parents to our second focus fortnight which allowed the children to demonstrate their understanding of global goals to their important adults.](#)

The learning from both Focus Fortnights has helped the school progress with our Rights journey.

Unfortunately, there are no dates available this session on which our establishment can be assessed for Silver Level Rights Respecting Award. This will take place in September 2025.

Sonappa Musical Digital Award

This was awarded in October 2024.

Lady Alice Adventures in Writing

As part of our PEF Writing approach we have been able to fund trips for classes which have built cultural capital and fostered a positive writing ethos. Each class have had the opportunity to be writers and researchers while at e.g. Lunderston Bay or Dundonald Castle. On their return, the collected notes and plans have been used to create high quality writing pieces. Staff and children have commented positively on the impact of these trips in motivating their learners to write.

Here are the highlights and successes as chosen by the children in our Pupil Decision Making Groups:

Rights Respecting School

- We visited every class and the nursery to check that they had a class charter with rights included in it.
- We created rights posters to share with the local community.
- We visited shops and the library to put up posters and tell them why rights are important.
- Around the school, we identified where we could see rights in action and we labelled displays and other important areas with the UNICEF Rights Respecting Schools logo.
- We completed Rights Respecting Schools questionnaires which will be included in our Silver accreditation
- We visited the nursery to carry out an audit to help with their self-evaluation and we identified where we could see rights in action
- We looked at the Silver accreditation strands and we discussed ways that we evidence these in our own classes and around the school
- We celebrated our rights by having a party!

Numeracy Group

We reflected on all of our hard work and achievements throughout the year. This year we have successfully run a Mathscot Competition to generate a logo to represent our group. We voted on the entries to find a winner which has been placed in lots of areas showing maths in our school. We have also planned and organised Maths Week Scotland activities, including a differentiated scavenger hunt for which we were responsible for creating and hiding the questions. In addition, we observed maths in our local community and generated a quiz for pupils in the school to complete. All of our competitions came with prizes!

Health & Wellbeing Group

Our achievements:

- We created posters relating to healthy snacks and meal choices in the canteen for around the school.
- We presented to all classes information about the “walk n roll” challenge we took part in. We created recording documents for each class to record their steps. We spoke to the classes about the importance of sharing your feelings and how increased daily movement can improve your mental health.
- We worked in partnership with HWB coach Mr Ingram to plan potted sports for sports day.
- We designed a map of the playground to plot where each sport would be located considering health and safety pointers for infant classes.
- We created a whole school document for the school playground about playground equipment rules.

The Wee HGIOS (How Good Is OUR School) Group

- This session we focused our focus theme was Our Learning and Teaching. We highlighted an area of our playground we wanted to improve, with the aim of creating a space which could enhance our outdoor learning experiences.
- We have worked well along with the Eco group to repurpose and maintain the new garden area behind the MUGA.
- Our success this year has been receiving £100 funding from Lidl to purchase new growing equipment which will be used in classes and in our outdoor learning.
- We ran a competition to name the new garden, and the winning name was Alice's Garden. We would like a plaque or sign to be created to display at the entrance to the garden to make this more visible to the whole school.
- We have managed to involve more pupils from across the school in our group meetings this session, giving a larger sample for collecting feedback.

The Eco/Outdoor Group

- Making a connection with Bruce Newlands for help in establishing a garden.
- Receiving a donation from Fundraising Inverclyde.
- Working with Bruce to make a no dig bed with surrounding border.
- Planting the fruits and vegetables.
- Maintaining the garden.
- Looking at and discussing what went well, what didn't work considering why this happened.
- Seeing how planting has grown.
- Learning about different types of apple trees.
- Making soup with the leeks.
- Learning from Bruce about different types of fruits, veg, composting and weeding.
- Contacting local gardening centres for donations.
- Working in partnership with the Wee HGIOS group.
- Researching what we want to spend the voucher from LIDIL on.

Digital Literacy Group

Highlights of the year-

- We made a video tutorial and shared it with all staff members. We also displayed it on our digital literacy display and staff were able to scan the QR code to view the tutorial.
- We ran multiple lunch-time clubs for lower primary classes.
- We made digital posters to display in classes, letting them know what date and time our club was on at. Finally, we now have Pivot Animator installed on all class laptops.
- Another one of our highlights for the year was when we learned how to fix the laptops when they are broken. We know the different steps to take to solve what is wrong with the laptop.
- "I love playing on the laptop and learning new technology. I know how to fix laptops now."-DB P2
- "I liked doing the lunchtime clubs because I like playing with the younger ones."-AM P6
- "I found the Digital literacy group really enjoyable because I really like going on the computers and learning about digital things."-LB P7
- "There's so many fun things you can do on a computer, I liked making the posters for our lunchtime club!"-JC P3
- "We found our Decision Making group very interesting, we took lunchtime sessions and we made a video on how to use Pivot!"-CB and FH P4

Nursery highlights and achievements

- The introduction of Dugless, the nursery Rights Respecting School mascot to the nursery class. Dugless has helped the children evolve their understanding of Rights at an appropriate age/stage level and the children have ensured he has a name, is well fed, gets exercise and even gets his legal right to have his birth registered. This very much child led initiative has made a huge impact on the children, the parents and the staff team.
- Sports Day this year was a family event with families participating in the fun events together. This was a very successful format which we will continue to use.
- Staff, parents and children responded very well to the challenge of staff change this session and welcomed a temporary Nursery Depute for a few months to support us with absence.
- The adoption of the Early Years Tracker has been embraced by staff who are planning next steps in learning with increased confidence. Parental participation in this has brought about increased collaboration in target setting.
- Increased community visits to South West Library and the forest have positively impacted on learner engagement.