

Context of the school:

Our School

Our school is a non-denominational primary school situated in the village of Wemyss Bay in Inverclyde. Our current role is 155 and we have 6 school classes from P1-P7. We also have a nursery class for up to 48 children attending in 4 different patterns – mornings or afternoons and for working families the option of 2.5 days at either end of the week. This session we successfully introduced the option of purchasing 'wrapround' care for families where parents/carers are in education, work or training. Our associated secondary schools are Inverclyde Academy, Greenock and St Columba's High School, Gourock.

Vision

Our vision is that Wemyss Bay Primary School and Nursery Class will be a happy, ambitious and effective learning community where everyone works together to 'Get it Right for Every Child'.

Aims

- To actively develop our children's attitudes, skills and knowledge to enable them to become successful learners
- To provide regular, planned opportunities for our learners to gain confidence in their learning, abilities and in sharing their opinions
- To support all members of our school community to make effective contributions within their learning and to all aspects of school life
- To provide our children with the knowledge and social skills to enable them to be responsible citizens within our school, local community and beyond
- To create an environment where everyone is safe, nurtured and respected, is encouraged to be healthy, active and responsible, is challenged to achieve and where equity of opportunity is a priority to enable everyone to be included

Review of progress for session Aug 2019- March 2020

School priority 1:	
NIF Priority Improvements in attainment, particularly in literacy and numeracy	HGIOS?4 QIs 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
NIF Driver School leadership Assessment of children's progress Performance information	Other Drivers HGIOELC? 2.2 Curriculum 2.3 Learning, teaching and assessment
	RRS Article 28: (Right to education): Article 29 (Goals of education):
Strategies 1.1 Revisit resourcing of literacy and numeracy to ensure support for effective learning	

and teaching in relation to Inverclyde Progression Pathways

- 1.2 Develop programmes in Listening and Talking in relation to Inverclyde Progression Pathways
- 1.3 Planning for nursery expansion (1140hours) including development of transition from Nursery to P1 supported by Inverclyde Progression Pathways
- 1.4 Continued moderation of expectation in reading & numeracy at school, cluster and local authority levels
- 1.5 Development of reporting format and procedure (carried over from session 2018-2019)
- 1.6 Development a more robust and systematic approach to self-evaluation

Progress

- 1.1 Gap in literacy resourcing (reading) in upper school identified. Resourcing in numeracy not completed
- 1.2 Listening and Talking programme not developed or implemented
- 1.3 Nursery expansion complete. Transition from Nursery to P1 not complete. Requires additional planning around culture/teamwork. Review of planning required.
- 1.4 Moderation ongoing
- 1.5 Report format and procedure not undertaken
- 1.6 Robust and systematic approach to self-evaluation started but not fully developed

Impact

Moderation identified that assessment in writing may need attention. According to teachers, expectations at Wemyss Bay Primary School seem above those of other schools. Currently 71.1% of pupils are on track according to teacher judgement in writing, with 15.6% beyond expectation. This is a slight drop from 2017/2018. More pupils at Wemyss Bay are on track or beyond expectation than the Inverclyde or national average however with 0.7% of pupils in SIMD 1 and 2 and 11% FME, it could be argued that attainment in writing should be higher than it currently is.

Identified gap in literacy resources also led onto broader conversations about reading programmes in upper school. There has been a modest improvement in reading within a cohort over time according to standardised testing, except for Primary 6, who experienced a drop. These very modest gains over a five-year period in reading suggest that a review of reading practices and programmes is necessary. Teachers agree with this analysis.

There were no impacts in other areas because the strategies were not implemented or completed.

Next Steps:

- 1.1 Exploration of reading resources and programs for upper school to ensure support for effective learning and teaching in relation to Inverclyde Progression Pathways
- 1.2 Review of nursery planning to reflect Froebelian approach. Incorporate early level benchmarks and observations into planning. Develop outdoor learning program. Improve consistency between nursery and primary 1 through planning and joint projects. Improve culture and teamwork through establishment of brave and vulnerable culture
- 1.3 Development a more robust and systematic approach to self-evaluation
- 1.4 Community Engagement through improved communication, website processes, procedures and policies. Family learning and tribe building

School priority 2:

NIF Priority Closing the attainment gap between the most and least disadvantaged children	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support
NIF Driver School Improvement Teacher professionalism Assessment of children's progress	Other Drivers HGIOELC? 3.2 Securing Children's progress 2.4 Personalised support
RRS Article 3 (Best interests of the child):	

	Article 28: (Right to education):
<p>Strategies</p> <p>2.1 'Visible Learning' training for all teaching staff 2.2 Revision of assessment programme to ensure quality data</p>	
<p>Progress</p> <p>2.1 Third 'Visible Learning' training not undertaken due to lockdown however there is good evidence of visible learning practices across the school 2.2 Revision of assessment programme initiated but not completed</p>	

<p>School priority 3:</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver School Improvement Parental engagement Assessment of children's progress</p>	<p>HGIOS?4</p> <p>2.1 Safeguarding and child protection 2.4 Personalised support 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion</p> <p>Other Drivers HGIOELC?</p> <p>2.1 Safeguarding and child protection 3.1 Ensuring wellbeing, equality and inclusion RRS Article 23 (Children with disabilities): Article 31 (Leisure, play and culture):</p>
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<p>Strategies</p> <p>3.1 Embed PATHs programme throughout the school as part of on-going HWB programme development 3.2 Focus on Nurture Principles: Language is a vital means of communication and Transitions are important in children's lives</p>	
<p>Progress</p> <p>3.1 Paths programme implemented but not wholly embedded. Further development to be undertaken to improve pupil engagement in the programme and to identify alternative pedagogical approaches</p>	

3.2 Focus on Nurture Principles has led to professional discussions – particular focus on transitions and consistency in language as a vital means of communication.

Impact

Staff confidence has increased in implementing the PATHs program, as has consistency across the school. Teachers have reported that the program may benefit from an alternative pedagogical approach. Improvements around the consistency in the use of language around Nurture Principles have been observed. There was an increase in the transition activities offered in Term 4, with staff and families commenting on the improvement in wellbeing related to our approach to transition.

Next Steps:

3.1 Project-based learning to integrate health and wellbeing, outdoor learning, nurture principles, PATHs. Provide authentic, engaging contexts for literacy and numeracy tasks. Family engagement through exhibition evenings of PBL products and processes.

3.2 Establish learning environment protocols to improve wellbeing through physical spaces both within and outside the school building

School priority 4:

NIF Priority Improvement in employability skills and sustained positive school leaver destinations for all young people	HGIOS?4 2.7 Partnerships 3.3 Increasing creativity and employability
NIF Driver School Improvement Parental engagement	Other Drivers HGIOELC? 2.7 Partnerships 3.3 Developing creativity and skills for life RRS Article 12 (Respect for the views of the child): Article 29 (Goals of education):

Strategies

- 4.1 Revisit and consolidate our curriculum rationale
- 4.2 Enhance integration of STEM into our curriculum – including development of digital literacy
- 4.2 Revisit programmes of study to further develop opportunities for engagement with the world of work through the development of partnerships
- 4.3 Extend pupil roles within the school community
- 4.4 Development of new school website to enhance communication with stakeholders

Progress

- 4.1 Curriculum rationale not completed
- 4.2 Integration of STEM into our curriculum, including digital literacy not completed
- 4.2 Programmes of study to further develop opportunities for engagement with the world of work through the development of partnerships not initiated
- 4.3 There are many opportunities for roles for pupils within the school community:

- Pupil Partnership
- Eco Group
- Rights Respecting School
- House Captains
- P6/Nursery Partnership
- Big Meetings
- Fairtrade Group

- 4.4 Development of new school website to enhance communication with stakeholders not undertaken

Impact

We have achieved gold status as a Rights Respecting School and a 4th Green Flag for Eco Schools. We have increased pupil voice across the school, especially with our Big Meeting initiative. We collaboratively address challenges across the school with our pupils.

Next Steps:

4.1 Curriculum Rationale

4.2 Focus on contemporary skills through project-based learning

4.3 Partnerships. Forest schools and nurseries to support outdoor learning and learning environment protocols. University and employer partnerships to explore contemporary skills

National priority: How we are ensuring Excellence and Equity?

Gaps in attainment:

Due to our context we do not have identified gaps due to deprivation, so our interventions are designed to target our FME pupils. In a small school identification of target pupils is a risk and so we have focused on broad sweep interventions which benefit our target groups but also others. Our attainment in both literacy and numeracy is above the national averages but our pupils do not always perform as well as pupils in similar circumstances so our focus this session has been on raising attainment at all stages with a particular focus on target groups of pupils (FME) who may be disadvantaged due to deprivation. Regular GIRFEC meetings between SMT and teachers (4-5 weekly) which encompass pupil health and wellbeing, progress and attainment provide a format for monitoring the effectiveness and impact of these interventions on both target pupils and the wider school population.

PEF has therefore been used to:

Intervention 1: Staff training in Visible Learning (Phase 3)

Rationale: to improve pedagogy across the school community with the aim of improving the progress of all identified pupils in literacy and numeracy.

Intervention 2: Continuation of provision of specific targeted support within the classroom to facilitate engagement with the curriculum

Rationale: targeted one to one or small group support during literacy and numeracy activities throughout the school week should improve engagement and focus and therefore impact positively on attainment in these areas as has been evident over the last two sessions.

Intervention 3: To provide short term blocks of additional small group teaching time to support literacy and numeracy development

Rationale: to provide additional teacher input with the aim of improving the progress of all identified pupils in literacy and numeracy (delivered in appropriate peer group settings where the other pupils have also been identified as potentially benefitting from this specific support).

Intervention 4: To provide further opportunities for parental engagement in learning

Rationale: to provide further opportunities for families to engage in children's learning to maximise parental potential to influence improved attainment.

Intervention 5: Maintain financial support fund to allow target pupils to engage in extra-curricular activities organised by the school

Rationale: equitable access to these opportunities will support development of social skills, self-esteem and confidence, all of which have a proven impact on attainment.

Evidence of impact

A clear action plan for the implementation of further aspects of Visible Learning and the embedding of those aspects already targeted has been developed. Staff have developed their skills in the generation

and sharing of learning intentions and success criteria, in the setting of individual pupil targets and in the provision of effective feedback. This has been evidenced through SMT learning visits, planning discussions, pupils' ability to talk about their learning and monitoring of written work. A shared language of learning is emerging across the school community and pupils are more able to use this language of learning and to apply it to their own learning journey.

Evidenced by assessment data all of our target pupils who have experienced daily small group support from a trained member of support staff have made good to excellent progress.

Targeted pupils have shown increased confidence in reading, writing, spelling and numeracy and their assessment data evidences a rise in attainment which for some is significant.

In terms of attainment, there have been modest gains in talking and listening, reading, writing and numeracy, according to teacher judgement and while we remain above the Inverclyde and national average, we continue to evaluate our performance and question why we don't have more pupils beyond expectation. Engagement may be a factor, and this may be a consideration when planning visible learning strategies moving forward. This data is supported by standardised testing measuring cohort improvement over time. There have been some modest gains, but also drops in some cohorts in reading and most cohorts in numeracy.

Intervention 4 was not undertaken and therefore did not have impact. Intervention 5 was not required due to lockdown.

Response to Covid 19 Lockdown closure – March 2020 – June 2020

Learning

- End of Term 3 parent/carer survey informed remote learning choices and indicated IT needs of certain families
- Learning packs offered across all year levels
- Fortnightly plan of learning, including learning intentions and success criteria from CfE emailed to all families
- Remote learning offered through Microsoft Teams. Connection established through Posts.
- PowerPoint slides used to create assignments including interactive learning resources (video clips, links to websites, reading material and task examples). Slides also presented learning intentions and success criteria. PowerPoint Slides uploaded through Assignment function in Teams.
- Consistent guidelines ensured all pupils were offered 4 integrated assignments each week in literacy, numeracy and an integrated project chosen by pupils. This allowed remote learning offer to be manageable for parents/carers with multiple children in the school
- Teachers offered feedback for all completed assignments
- 85% of all assignments were completed by all pupils in the upper year levels. All pupils received feedback from their teachers on their learning
- Lowest engagement was Year 3 at 65% completion of all assignments by all pupils. Year 3 has a history of engagement issues due to complex needs in the class
- 95% engagement in connection through posts
- Integrated remote learning plan offered to all nursery families every fortnight via email. Staff made videos to accompany plans
- Wellness Wednesday focussed on health and wellbeing outcomes for pupils. It also enabled teachers to concentrate on quality feedback for pupils and for planning for the week ahead. Planning of remote learning tasks more time intensive due to creation of quality explicit teaching resources.
- Extensive data gathering and consultation to determine directions for 2020/2021 and beyond. Surveys – family, staff and pupil. Design thinking staff deep dive with staff and families to gather

stories about experiences at WBPS and NC. Use of new data tool from Elizabeth Sommerville to analyse attainment data more deeply. Staff Blue Sky Thinking Day to explore possibilities around contemporary education and the future directions of WBPS and NC. Webex meeting with Parent Partnership to consult on future directions and school improvement plan

Welfare of Staff, Families and Children

- Wellness Wednesday established for teachers, children and families
- Weekly Webex for teachers to connect and discuss remote learning
- Weekly phone calls from HT to staff as a check-in
- Regular Webex staff meetings to plan and consult for 2020/2021
- DHT connected regularly with vulnerable children/ families
- DHT connected with any child/family who had not engaged with a teacher on Posts for a week
- Liaison with social worker
- Liaison with home link worker
- Proactive contact with families experiencing challenges

Child Protection

A child protection concern raised by a staff member was referred to social worker. Contact made with family.

Hub Activity

- EYECO staff plus two teachers in hub
- In school hub for final weeks of school co-ordinated by support staff

Transition

Primary 1

Interactive Map

Transition Video

Transition Pack

Induction Video/Booklet for Parents/Carers

Induction Q & A Webex session with Parents/Carers

Pupils connect with Primary 1 teacher in groups of 4 in Week 10

Primary 7

Transition visits to secondary schools – enhanced for two pupils

Family survey to gather additional information to handover to secondary schools

Webex Q & A session with key staff member at each secondary school

Webex Farewell Event

Liaison DHT and secondaries re pupil info / needs

All Pupils

Teams established in Week 10 with teachers and pupils for next year. Transition and relationship activities facilitated by teachers

Pupil passports completed by pupils

Teacher welcome videos sent to all pupils/families

Transition booklets for every pupil

Teacher handover completed

Autumn term recovery plan

PRIORITY 1:

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
<u>Operational Plan</u> Implementation of operational plan and <u>risk assessment</u> risk assessment to ensure that consistent and effective health and safety procedures are established. This provides necessary foundations for effective teaching and learning	Green	Green	Green	Lead: DHT Involved: All staff	August 2020	Education Officer and HTs of other establishments	Operational Plan and Risk Assessments
<u>School Improvement Plan</u> and <u>Aspirational Statement</u> Continue professional learning and planning around School Improvement Plan and Aspirational Statement	Green	Green	Green	Lead: HT Involved: All staff	Term 1 2020	Staff, families, pupils. Parent partnership. Education Officer and HTs of other establishments	Family, pupil, staff survey Design thinking empathy deep dives Attainment data Consultation sessions
<u>Connect Week</u> Consistent approach to the beginning of school/nursery as determined by <u>Connect Week Guidelines</u> Focus: Connection and Health and Wellbeing	Green	Green	Green	Lead: HT Involved: All staff	Week 1 and 2 2020	Staff	Connect Week Guidelines
<u>Assessment</u> Consistent standardised assessments across all classes in Week 3 to establish current attainment in literacy and numeracy. Comparison with February data. Compare with 'on track' using Inverclyde Literacy and Numeracy Progression Pathways and CfE Benchmarks. Assessment improvement – reading and numeracy Introduction of feedforward for writing	Green	Green	Green	Lead: HT Involved: All teachers	Week 3	Self-evaluation procedures from other establishments Support and sharing of practice from Local Authority Education Officer, Attainment Challenge Lead and HTs of other establishments	Revised assessment calendar A range of assessment approaches and resources Feedforward Authentic and engaging assessments through PBL Standardised testing
<u>Literacy and Numeracy</u>	Green	Green	Green	Lead: HT Staff	Term 1 and 2	Education Officer, Attainment	Inverclyde Literacy and Numeracy

<p>A baseline for pupils' current attainment in numeracy, speaking and listening, reading and writing is established. This is compared with February data to ascertain pupil progress throughout lockdown to gain and understanding of learning during this time.</p> <p>Teachers choose the key literacy and numeracy concepts to cover over the next term to ensure pupils remain on track. Small group interventions focus on pupils who are attaining below expectation.</p>					<p>Challenge Lead and HTs of other establishments</p>	<p>Progression Pathways Literacy and Numeracy</p>
<p>Literacy</p> <p>Exploration of available reading resources and frameworks for upper school. Data deep dive to understand reading attainment more clearly</p>			<p>Lead: HT Involved: All teachers</p>	<p>Whole session</p>	<p>Education Officer, Attainment Challenge Lead and HTs of other establishments</p>	<p>Inverclyde Literacy and Numeracy Progression Pathways Literacy and Numeracy resources available in school</p>
<p>Nursery</p> <p>Professional learning - Froebelian approach to learning</p> <p>Planning – introduce observations and benchmarks to planning – planning update as model currently from 2009</p> <p>Consistency between Nursery and Primary 1 through planning and joint Project in Term 3 and 4</p> <p>Culture - brave and vulnerable</p> <p>Outdoor learning</p>			<p>Lead: HT, DHT and Senior EYECO Involved: All nursery staff</p>	<p>Whole session</p>	<p>Kilmacolm Nursery The Froebel Trust Early Childhood Officer</p>	<p>Resources and training related to nursery expansion – in particular development of outdoor experience</p> <p>Partnership with Educational Psychology – focus on Nurture Principle – 'Transitions are important in children's lives'</p> <p>Inverclyde Progression Pathways in Literacy and Numeracy</p> <p>Froebelian Resources</p> <p>Observation frameworks</p>

<p>Self-Evaluation Brave and vulnerable culture Design thinking evaluation tool</p>			<p>Lead: HT Involved: All staff</p>	<p>Whole session</p>	<p>All staff hundrED daretolead d-school, Stanford University Education Officer, Attainment Challenge Lead and HTs of other establishments</p>	<p>How good is our school? Exploration of schools from other contexts Data analysis Design thinking BRAVING Inventory Support and sharing of practice from Local Authority Education Officer, Attainment Challenge Lead and HTs of other establishments</p>
<p>Community Engagement Attainment in literacy and numeracy directly affected by community and family engagement. Engagement improved by: New website Review of communication Review of processes, protocols and policies Family learning and tribe building</p>			<p>Lead: HT Involved: All staff</p>	<p>Whole session</p>	<p>Families</p>	<p>Website creator</p>
<p>Project Based Learning Improve pupil engagement through projects Integrate Health and Wellbeing, outdoor learning, social studies, visual arts, technology and science into projects Project provides context and authentic learning experiences in literacy and numeracy Exhibition evenings for community engagement</p>			<p>Lead: HT Involved: All staff</p>	<p>Whole session</p>	<p>High Tech High PBL Works Living Faith Lutheran Primary School</p>	<p>Outdoor learning programmes and providers PBL Works CfE</p>
<p>Learning Environment Protocols Increased engagement with forest and coastal spaces unique to Wemyss Bay through outdoor learning Further utilisation and development of playground through outdoor learning – parent partnership project Review of indoor learning environments through the implementation of the Learning Environment Protocol</p>			<p>Lead: HT Involved: All staff</p>	<p>Term 1 and 2</p>	<p>Parent Partnership The Forest School Learning Through Landscapes LEQ</p>	<p>Research Outdoor learning programmes Furnishings</p>