

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 128 and we have 6 school classes from P1-P7. We also have a nursery class with 48 children attending. Our core nursery hours are 9.00 – 3.00pm with current staggered starts currently in place to promote safety.

We have a large campus, which includes 10 classrooms, an ICT suite, 2 halls and a suite of offices. We have an indoor nursery playroom and an outdoor nursery facility. Both have access to outdoor play space. We have a large playground space and a multi-use games area as well as a garden area.

Our associated secondary schools are Inverclyde Academy, Greenock and St Columba's High School, Gourrock.

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.

Values

- Respect
- Equality
- Achievement
- Commitment
- Honesty

Aims

- To actively develop our children's attitudes, skills and knowledge to enable them to become lifelong successful learners.
- To provide regular, planned opportunities for our learners to develop responsibility for and confidence in their learning.
- 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.

Aspirational Pupil Attributes

At Wemyss Bay Primary School and Nursery Class, we aspire for our pupils to be:

- Self-aware and aware and accepting of others, always striving, and encouraging others, to be the best version of themselves
- creative critical thinkers who are independent and inquisitive, willing to take on challenges and actively seek to develop new knowledge and skills
- resourceful, resilient problem solvers, able to be open-minded to the best possible solution
- digitally literate with an understanding of the usefulness and impact of technologies on daily and work place living
- flexible and adaptable, with the ability to adjust to shifting expectations
- confident and effective communicators with the skills to understand, respect and work with others • globally aware citizens who embrace diversity

Our attainment:

Across the school in session 2019 – 20, prior to lockdown in March 2020, almost all pupils were on track to attain nationally expected levels for their stage in Talking & Listening (95.4%), in Reading (91%) and in Numeracy (91%). Across the school, most of the pupils were on track to attain nationally expected levels for their stage in Writing (88%).

When looking specifically at P1, P4 and P7, almost all pupils achieved the nationally expected level for their stage in Talking and Listening (95.4%), and most pupils achieved the nationally expected level for their stage in Reading (85.7%), Writing (86.7%) and Numeracy (88.1%), despite school closures from March – June 2020.

The variation in cohorts each year and the complexities associated with school closures makes it difficult to compare progress, although a direct comparison of last year's data with this year's data does indicate a dip in attainment at these stages, with the most significant difference being in Reading (12.8 %) and the greatest interval (14.3%) being at second level. The most recent data suggests that this will also be the case in session 20 – 21. It should be noted however, that standardised assessments undertaken in August 2020 indicated that reading is in fact stronger than this across the school as a whole. Reading remains on our School Improvement plan with reading pedagogy at second level being a focus.

The smallest differential occurred in Writing across P1, P4 and P7 but the overall percentages were lower. Moderation has identified that assessment in writing requires attention and this is also a current focus.

Whilst attainment in numeracy was good according to teacher professional judgements (91% across the school) standardised assessments indicated that Wemyss Bay pupils performed below average compared to their peers, especially in problem solving. It was identified that additional work around problem solving was required and the most recent data suggests that this has benefitted our pupils, with attainment in numeracy significantly increased.

Given our FME and SIMD at 1 and 2 data, it could be argued that attainment, especially at the beyond expectation level, should be greater. Whilst pupil and teacher confidence in Visible Learning strategies, particularly learning intentions and success criteria, has improved significantly, further work in this area could be beneficial, especially around the concept of feed forward.

In addition, moderation activities at school, cluster and authority level should help to improve our understanding of requirements for a pupil to achieve a level. Further school, cluster and local authority moderation activities are planned, therefore, to improve consistency of expectation further.

Review of progress for session 2020-21

School priority 1: Operational planning to safeguard the health and safety of the school community	
Improvement in children and young people's health and wellbeing <u>NIF Drivers</u> School leadership	<u>HGIOS?4 QIs</u> 1.4 Leadership and management of staff 2.1 Safeguarding and child protection 3.1 Ensuring wellbeing, equality and inclusion
Strategies (from SIP 2020 - 2021)	
<u>Strategy 1.1</u> Review V.11 of School and Nursery Operational Plan and associated Risk Assessments, and share with all staff <u>Progress</u> The operational plans and risk assessments have been reviewed and amended regularly throughout the year as guidance has been issued, and then shared with the whole staff team. <u>Impact</u> Staff fed back that they have felt confident in the protocols established. There have been no cases of in school transmission	
<u>Strategy 1.2</u> Review V1 of Critical Childcare Operational Plan and associated Risk Assessments, and share with all staff <u>Progress</u> This operational plan was also reviewed and amended regularly as guidance was issued, and then shared with the whole staff team, all of whom worked in the hub. <u>Impact</u> Staff fed back that they have felt confident in the protocols established. There were no cases of hub transmission.	
<u>Strategy 1.3</u> Review all individual staff risk assessments <u>Progress</u> Risk Assessments were reviewed as guidance and risk indicators changed, and mitigations adjusted accordingly. <u>Impact</u> Staff lived out the mitigations and recognised the importance extending this courtesy to their colleagues to ensure everyone's safety.	
<u>Strategy 1.4</u> Share updated guidance and provide ongoing opportunities to address resultant issues identified through 'Doing School Safely' standing item on every staff meeting agenda <u>Progress</u> Initially this dialogue was stilted but over time, staff became accustomed to sharing more openly and collaborated to overcome any concerns. <u>Impact</u> Increased awareness of possible pressure points and more meaningful collaboration.	
<u>Strategy 1.5</u> Regular wellbeing check- ins with staff and families	

Progress

Check-ins were made by the SLT. These varied in frequency according to need.

Impact

Families reported on the value of these conversations. Potential challenges were identified through the check ins and some children were accommodated at the Hub to relieve family pressures.

Next Steps:

Continued compliance with guidance and regular reviews of protocols and mitigations.

School Priority 2:

Improvement in children and young people's health and wellbeing

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Drivers

School Improvement

Teacher professionalism

Parental engagement

HGIOS?4 QIs

1.4 Leadership and management of staff

2.5 Family learning

2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion

Strategies (from SIP 2020-2021)

Strategy 2.1

Engage with school community to fully understand the impact of the global Covid – 19 pandemic on our families and on our wider context

Progress

This was conducted via telephone and digital meetings. It requires to be ongoing as the impact is still being felt and understood.

Impact

Greater awareness of the challenges faced by families and of changing family circumstances. This impacts in turn on our understanding of our learners and the support they may need.

Strategy 2.2

Staff Development: Bereavement, Loss and change and Trauma Informed Practice

Progress

All staff engaged with a training video introducing the theme of Bereavement, Loss and change. All teaching and some support staff then attended two of three further sessions. The third was cancelled. Professional dialogue followed the sessions. The Acting HT also attended an additional session and signposted staff to the resources that were shared. A session on Trauma Informed Practice is still to be facilitated.

Impact

The development of a shared understanding of Bereavement, Loss and Change has been pivotal in our approach to supporting families. Staff have a deeper awareness of what this means for our children but also for ourselves and our responses to recent events.

Strategy 2.3

Family Learning opportunities: Wellbeing Indicators

Progress

Self-Evaluation confirmed that most families were unsure of the Wellbeing indicators and their meaning. This led to a series of articles in our fortnightly newsletter, exploring each aspect of wellbeing.

Impact

This is hard to quantify. The exercise has confirmed the need to further explore the wellbeing indicators with our pupils and to introduce a strategy for tracking wellbeing.

Strategy 2.4

Revise Autism Plan

Progress

A team of staff led on this priority and the Autism plan is now ready for initial implementation next session

Impact

Staff involved reported on renewed understandings of strategies to support children living with autism and have already beginning to incorporate these strategies into daily classroom practice. Identified children are responding to the consistency and to the approaches being adopted, leading to calmer and more settled environments.

Strategy 2.5

Embed use of Leuven Scales at Early Level

Progress

All nursery staff and our P1 teacher have undertaken training in the Leuven Scale. After some trial and error, the scale has been established for use with children for whom there are concerns. This is more manageable and effective and so the resulting data is more reliable and robust but practitioner confidence is not yet as high as we would like.

Impact

The data generated by this tool is helping staff to identify need and to monitor levels of engagement and interaction as interventions are implemented.

Strategy 2.6

Further develop Outdoor Learning provision by investigating potential support partners

Progress

A team of staff led this area of improvement. Potential partners have been identified and initial approaches made.

Impact

Due to Covid, partnerships have not yet been fully exploited. The process has however, highlighted the need for more robust structure and progression; this became evident in the course of the work and is currently being developed.

Next Steps:

CLPL: Trauma Informed Practice

Introduce a strategy for tracking wellbeing.

Revisit HWB curriculum with focus on mental and emotional health

Initial implementation of Autism Plan and pursuit of Communication Friendly Schools Award.

Embed use of Leuven Scales in Early Years practice

Action Outdoor Learning partnerships as restrictions allow and develop more robust structure and progression to this curricular provision.

School Priority 3:

Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Drivers

School Improvement

Teacher professionalism

Assessment of children's progress

Performance information

HGIOS?4 QIs

2.3 Learning, teaching and assessment

2.4 Personalised support

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

Strategies

Strategy 3.1 (from SIP 2020 - 2021)

Targeted support for pupils where engagement with families and teacher assessments have indicated disadvantage during lockdown

Progress

Clearly defined programmes of support were put in place for specific children/groups of children including life skills.

Impact

Significant progress has been made by almost all children who were in this target group, evidenced by SNSAs and standardised assessments as well as observations of wellbeing.

Strategy 3.2

Increased effective use of BGE Dashboard tool to interrogate available data in order to support identification of attainment gaps and to inform actions / PEF planning

Progress

Acting HT led individual sessions with all teaching staff to introduce them to the Dashboard tool and to explore approaches to interrogating data. Attainment meetings had an increased evidence on data and on evidence of pupils' levels of learning.

Impact

Professional dialogue is increasingly data centric and there is a greater awareness of the effect of layered circumstances on attainment. Interventions have been far more targeted and planning has reflected a greater awareness of need.

Strategy 3.3

Standardised testing (part 2) and SNSA to establish current attainment levels in literacy and numeracy

Progress

All standardised testing and SNSAs at P1, P4 and P7 have been completed.

Impact

There has been a significant increase in the use of data to inform teaching and learning. Staff and pupils have a greater understanding of where children are in their learning and are proactively addressing gaps and next steps.

Strategy 3.4

Reinstatement of protected Raising Attainment time daily, facilitated by class teachers and support staff

Progress

All classes have dedicated time for a member of support staff and / or Learning support teacher / Recovery teacher to support the raising of attainment.

Impact

Pupil / staff relationships are very positive in these small group settings and as such, pupil confidence in learning has improved. This dedicated time allows for consistent application of interventions and strategies with trusted adults and the resultant data indicates a positive impact on attainment, particularly in reading and numeracy.

Strategy 3.5

Development of new website, founded upon the principle of the direct link between attainment and family engagement

Progress

SLT and our Digital champion were all trained in the development of the website. The Digital Champion has taken ownership for the website along with the HT and this was launched in May 2021.

Impact

This has the potential to impact on family engagement but it is too soon to evaluate this.

Next Steps:

Increasingly systematic analysis of all available data
 Incorporate evidence-based interventions into new Support for Learning Policy
 Continue with small group targeted support
 Continue to develop website with a focus on opportunities for family learning

**School Priority 4:
 Planning for continuity in learning and improvements in attainment, particularly in literacy and numeracy**

NIF Priority

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

NIF Drivers

School Improvement
 Parental engagement

HGIOS?4 QIs

2.7 Partnerships
 3.3 Increasing creativity and employability

StrategiesStrategy 4.1

Revisit school values and Curriculum Rationale

Progress

Ground work has been completed with all stakeholder groups to explore our values. The outcomes show that there is a good awareness of our values amongst our pupils and staff but not so much our families. Classes have taken ownership of Values display boards to demonstrate their understanding of the values and how they are lived out. We are now working on how clarifying our curriculum drivers in order to finalise our curriculum rationale in a way that is easily accessible to all stakeholder groups.

Impact

Pupils and staff now have a better understanding of our values, how they relate to our specific context and how they can be lived out.

Strategy 4.2

Ongoing provision and further development of Remote Learning and Learning at Home packs in school and nursery, supported by staff CLPL as needs are identified. Development of Remote Learning Policy.

Progress

Nursery Learning at Home packs were developed every fortnight during lockdown and evolved as needs were identified and as staff skill set and confidence grew. These were evaluated very highly by our families with one exception. Our nursery senior made direct contact with this family to learn more.

The primary classes also set remote learning fortnightly. As time moved on, the number of live sessions increased and the resources became more sophisticated.

CLPL on Teams, ThingLink and Sway were facilitated and our digital champion supported the development of new approaches.

Our Remote Learning Policy was developed after consultation with our staff, pupils and families and was published on our website.

Strategy 4.3

Continue to develop nursery planning including observations and evaluation approaches

Progress

The Early Years team have looked at planning together. It is clear that our context requires a blend of intentional and responsive planning to maximise learning opportunities. Observations are becoming more embedded.

Impact

Shared planning and observations across Early Years has supported transition. The planning documentation has been altered thought this requires further modification in the light of our trial this term. Observations are impacting on practice and Early Years staff are becoming increasingly responsive in planning for learning.

Strategy 4.4

Continued development of 1140 hours provision in nursery with particular focus on redeveloping, repurposing and subsequently improved use of outdoor space. Familiarisation with new National Standard

Progress

The Nursery team developed a plan to redevelop and maximise our outdoor space. These spaces are now well equipped and secure playgrounds suitable for loose parts and for risky play. We have begun to explore the new standard.

Impact

Almost all nursery children now have a preference for outdoor play. Almost all are able to take risks in their play. Interactions have improved and the children's range of vocabulary is significantly wider. Peer friendships are developing more readily as the children indulge in imaginative outdoor play.

Strategy 4.5

Further development of consistent play pedagogy and Frobelian approaches to learning at early Level

Progress

Our Primary 1 teacher has studied with Edinburgh University over the year and has cascaded her learning to the rest of the Early Years Team. The Acting HT delivered CLPL focusing on Realising the Ambition and on play as an entity. E have purchased sets of the Frobelian gifts for Primary 1 and the nursery. Both the nursery playrooms and our primary 1 classroom are now better equipped with loose parts to facilitate play based learning.

Impact

This work has had a significant impact on staff pedagogy and on the children's enthusiasm for learning. All primary 1 children have achieved Early Level ahead of expectation. Relationships across the Early Years staff team are becoming stronger as the shared understanding of this approach is developing.

Strategy 4.6

Introduction of Catch Up Literacy at second level

Progress

The Acting DHT introduced this intervention at second level and worked directly with identified children.

Impact

The identified pupils have all made progress in their reading.

Strategy 4.7

Increased consistency in approaches to writing

Progress

The teaching staff team looked at how we teach writing and we realised that there is a tendency to rush the process. We have intentionally slowed writing down, ensuring that there is time for our pupils to look at various texts, to identify the features and associated vocabulary of various genre and then to draft their own writing, redrafting in the light of feed forward.

Impact

Writing has improved for some children but not all. The process has confirmed inconsistencies in assessment of writing and has highlighted the need for moderation in this area to increase teacher confidence.

Strategy 4.8

Greater emphasis on the language of learning and problem solving in numeracy and maths

Progress

The CMO led training for both our nursery and Teaching staff teams. The nursery session focused on SEAL and the teaching staff session on problem solving and challenge. We compiled a mathematical glossary bringing together numerical language for learning.

Impact

Staff feel more confident and problem solving is now more meaningful. Nursery staff are talking more readily about learning in numeracy and attainment in numeracy has improved in all classes.

Strategy 4.9

Embedding new ICT programme and more effective use of new Promethean boards (inc staff CLPL)

Progress

Digital champion shared the new ICT progression framework and this has been implemented in almost all classes. Staff shared in online training to support the effective use of our new Promethean Boards and our Digital Champion further developed this with staff.

Strategy 4.10

Develop system for tracking the wider achievements of members of the school community

Progress

The Acting HT liaised with other schools where a system for tracking wider achievements was already in place and sought guidance from the QIO. Whilst information has been gathered, a context specific system has not yet been created.

Impact

Increased SLT knowledge of possible approaches to this task.

Next Steps:

Finalise Curriculum Rationale and revisit associated policies accordingly

Revise approaches to planning in both the nursery and school to reflect learning from the development of the Curriculum Rationale and taking account of intentional and responsive planning models at Early Level.

Development of Play Pedagogy at Early level

Revisit writing pedagogy and moderate within levels

Embed SEAL at Early and First Levels

Introduce digital Learning Journals in the nursery

Develop context specific system for tracking the wider achievements of members of the school community

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. We are a small school and our interventions benefit our target groups but also others. 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 (termly) 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.

How PEF Funding has been used:

- Targeted pupil support in class from support staff
- Resources to support the further development of our outdoor learning provision
- Provision of IT hardware to support the implementation of interventions in school
- Purchase of digital standardised assessments
- Purchase of licenses for digital platforms where evidence has shown high engagement and improvement on attainment
- Financial support fund to engage in school extra-curricular activities

Evidence of impact

- Evidenced by assessment data all of our target pupils who experienced daily small group support from a trained member of support staff made progress in their learning
- Identified pupils have shown increased engagement through outdoor learning and this has impacted on increased confidence in their ability to learn. Assessment data evidences a rise in attainment which for some is significant, particularly in reading and numeracy.
- The standardised assessments were pivotal in determining interventions following school closures due to the Covid 19 global pandemic. The resultant interventions were highly targeted and the progress of identified pupils has been significant, exceeding the chronological time periods. In addition, the skill level of teachers was raised and confidence in interpreting assessment data increased which will have an ongoing impact on support for pupils.
- Due to school closures, the digital licenses were purchased towards the end of the session and it is too early to measure impact.
- The financial fund to ensure equity of opportunity to engage in school extra-curricular activities was not required as activities were cancelled due to the aforementioned pandemic.

What is our capacity for continuous improvement?

We consider we have a very good capacity to improve because as a school community all stakeholders have demonstrated a commitment to rigorous self-evaluation to ensure the identification of appropriate and relevant priorities as our improvement journey progresses and to the embedding of the improvement interventions already proven to have impact. We will continue to make good use of data to inform our priorities for improvement and our practice in planning for effective learning and teaching leading to improvements in attainment. Stability of staffing going into next session, including a permanent senior leadership team, will enable us to build upon our work this session and teaching and support staff are fully committed to continuing to develop their own skills and knowledge to support achievement of the school improvement plan priorities. We will continue to ensure stakeholder involvement in our improvement journey through consultation and collaborative working with all staff, pupils, their families and partners within the wider community.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2021/22
1.3 Leadership of change	Good	Consolidation of Curriculum Rationale Development of robust processes for self –evaluation.
2.3 Learning, teaching and assessment	Good	Development of level planning Moderation of writing at all levels Developing approaches to the teaching of reading Embedding SEAL Play Pedagogy Digital literacies
3.1 Ensuring wellbeing, equity and inclusion	Good	Embedding of PATHS programme in nursery Nurture – Partnership with Educational Psychology Refresh of HWB curriculum and provision Further development of Outdoor Learning Autism Plan and Communication Friendly School Award
3.2 Raising attainment and achievement	Good	Revision of assessment programme to ensure quality data Revision of Support for Learning Increased opportunities for family learning

Key achievements of the school

- Our Outdoor Learning programme was re-launched with all classes accessing local woods and beaches as well as making use of local community walks. These activities increased pupil engagement in learning and are highly valued by pupils, parents and staff.
- All classes made a video in place of a curriculum event, showcasing their outdoor learning. These were shared with families.
- Our Nursery and P1 pupils performed a Nativity which was shared with families via video.
- P5 have had music input from the Youth Music Initiative. This looked different this year due to restrictions but was well received and benefited our pupils hugely.
- Throughout this session our school collected food for the Inverclyde Foodbank at Christmas and raised money for Children in Need.
- In December we shared a carol service via video the nursery and all classes participating.
- Our nursery garden area was completely redeveloped creating two large open spaces for play. Our nursery roll extended to 48 over the session.
- Engagement with the Nursery Twitter feed has increased significantly. Very regular updates on learning and nursery news are shared.
- Our new website was launched, providing a central site for information about our school and nursery.
- We ran a modified book fair, encouraging reading for pleasure and raising funds for the school in the process.
- We developed a high-quality remote learning model in the school and nursery. This offer was adapted and improved in response to feedback from pupils and parents. These programmes impacted positively on the digital skills of staff and pupils alike. Approaches developed during this time have been maintained in the classrooms.
- We maintained engagement and consultation with families via online platforms.
- Our Parent Partnership has provided excellent support despite the restrictions, and their fundraising and support for events for our primary 7 leavers has been hugely helpful and very much appreciated.