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| **Wemyss Bay Primary School and Nursery Class**  **Standards and Quality Report**  **Session 2022/23** |  |

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| **Context of the Establishment** |
| **Our Establishment**  Our school is a non-denominational primary school situated in the village of Wemyss Bay in Inverclyde.  Our school role at the conclusion of session 2022 / 23 was 113 pupils, organised in 6 school classes from P1- P7. We also have a nursery class with 33 children attending in session 2022 / 23. Our core nursery hours are 9.00 – 3.00, with wraparound available.  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 free flow access to outdoor play space. We have a large level 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, 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.  **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  **School Profile**  99% of our school pupils live in SIMD bands 3 - 9, with 78% residing in SIMD band 9.  17% of our pupils are entitled to free school meals.  28% of our pupils have additional support needs.  Fewer than 3% of our pupils are looked after. |

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| **Establishment priority 1**: | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  -  NIF Driver  Teacher professionalism  School Improvement  Parental engagement | HGIOS QIs  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement  3.2 Securing children’s progress  HGIOELC QIs  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Securing children’s progress  UNCRC  Article 28: (Right to education):  Article 3 (Best interests of the child): |
| **Outcomes:**   * By December 2022, all of our staff and most of our pupils will be able to connect their curricular experiences to our values and drivers with increased clarity and confidence. * By May 2023, 48% of our pupils across the school will have a reading age of 12+ and 50% of our identified learners will demonstrate at least 10 months progress in their reading. * By May 2023, 73.5% of learners at P1, 4 and 7 will achieve the appropriate Curriculum for Excellence attainment level in literacy and at least 78% of learners across the school will be on track or beyond expectation in writing. * By May 2023, the percentage of pupils achieving the appropriate Curriculum for Excellence attainment level in numeracy and maths will increase to 82.1%, with at least 80% of learners across the school being on track or beyond. * By June 2023, play pedagogy will be extended into P2, making increased use of outdoors, with the percentage of children being beyond expectation in literacy and numeracy sustained. * By December 2022, most of our parents in our nursery will be engaging in regular communication between school and home through digital learning journals.   .  **PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]**  £2500 – to support the continuing redevelopment of our reading provision (33% of our identified pupils are behind expectation in reading)  £500 – Listening and Talking – enhanced framework for learning, teaching and assessment (41% of our identified pupils are behind in writing; the premise of talk underpinning writing is the basis for this sustainable investment)  £5523 – Pupil Support Assistant from February 2023 to July 2023, 20 hours across four days to support identified pupils who are behind expectation in literacy and / or numeracy or who with targeted support, could move to being beyond expectation in their attainment levels.  **Progress and impact of outcomes for learners:**  All of our staff have a clear understanding of our values and curriculum drivers with some making increasingly explicit links through learning and teaching experiences.  Across the school, 35% of learners have a reading age of 12+ years. Analysis of available data has confirmed this dip of 11% has been significantly impacted by cohort profiles. This does not negate however the ongoing need for high quality reading provision and high quality teaching of reading throughout the school particularly at second level. Of our identified pupils, 59% have made 10 months or more progress in reading. We attribute this to increased support from our Pupil Support Assistant (PEF funded) and increasingly consistent approaches to learning support.  76.5% of our learners at P1, 4 and 7 had achieved the appropriate Curriculum for Excellence attainment level in literacy which is 3% more than we predicted and 81.5% of learners across the school were on track or beyond expectation in writing representing 3% more than predicted.  By May 2023, the percentage of pupils achieving the appropriate Curriculum for Excellence attainment level in numeracy and maths increased to 88.5% which includes 100% of the learners achieving First Level in P.4. Across the school 83.2% of learners are on track or beyond in numeracy. This is consistent with attainment last session but 12% fewer pupils are beyond expectation in numeracy which raises questions about challenge in numeracy.  Play pedagogy was successfully extended into P2 in both indoor and outdoor settings. Whilst the number of learners on track in their learning has been sustained, there has been a dip in learners beyond expectation in their learning, again suggesting a focus on challenge within the context of play may be appropriate.  Between September and December 2022, the number of logins to the digital learning journals used in our Nursery, steadily increased reaching 997 by the end of 2022. Ongoing data to June 2023 as shown below, confirms ongoing and increasing engagement.  Parents are becoming more confident in making comments through this platform but data suggests there is more scope to increase levels of contributions. This would enhance the level of two way communication facilitated through this platform. | |
| **Next steps:**  For all staff including all support staff to make clearer links to values and drivers through everyday experiences.  Continues focus on high quality reading provision.  Challenge in Numeracy across the school.  Facilitating challenge through play.  Increased Parental contributions through Learning Journals. | |

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| **Establishment priority 2**: | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  -  NIF Driver  Teacher professionalism  Assessment of children's progress  Performance Information | HGIOS  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  2.4 Personalised Support  HGIOELC QIs  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Securing children’s progress  UNCRC  Article 28: (Right to education):  Article 3 (Best interests of the child): |
| **Outcomes:**   * 50% of our identified pupil group will be on track or beyond expectation in literacy and numeracy by May 2023, with the percentage beyond expectation sustained or improved. * There will be an improvement in the achievement of Curriculum for Excellence levels at P1, 4 and 7 of 2.6% in literacy and 0.9% in numeracy. * Almost all of our identified pupils will be consistently engaging with a personalised support pathway by October 2022. * By December 2022, almost all identified pupils will sustain longer periods in a classroom setting. * By March 2023, most pupils will be able to integrate the language of learning into their learning conversations with increasing confidence.   **PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]**  £1500 - investment in standardised assessments to critically inform understanding of the learning needs of identified pupils  £3000 – investment in developing refreshed and sustainable approaches to support for learning  £388 – fund for family support  **Progress and impact of outcomes for learners:**  (Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)  Teaching staff continue to develop skills in interpretation of attainment data. We have identified a need to now refine the data available to us to allow for greater focus on need and progression.  74% of our identified pupil group are on track or beyond expectation in numeracy and 47% in literacy. Whilst the attainment in literacy is just below the 50% mark, it is important to note that all children within this group have made significant progress due to the interventions put in place and diagnostic information gleaned from standardised assessment reports which helped us to focus support, and refreshed approaches.  Almost all of our identified pupils are engaging with a personalised support pathway where appropriate and as a result are sustaining longer periods in the classroom though this took until April 2023 to achieve. This has had an impact on progress in learning and on classroom dynamics.  Focused work on the language of learning, delayed due to school leadership absence, will be carried through into next session. | |
| **Next steps:**  Refine the school assessment calendar with a focus on assessment tools that provide more relevant and focused data.  Continue development of refreshed approaches to support for learning including refined personal support pathways.  Focused development work on the language of learning. | |

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| **Establishment priority 3**: | |
| NIF Priority  Improvement in children and young people's health and wellbeing  -  NIF Driver  Teacher professionalism  Assessment of children's progress  Performance Information | HGIOS QIs  3.1 Ensuring wellbeing, equality and inclusion  3.2 Securing Children's Progress  2.7 Partnerships  HGIOELC QIs  2.7 Partnerships  3.2 Securing children’s progress  3.1 Ensuring wellbeing, equality and inclusion  UNCRC  Article 29 (Goals of education):  Article 3 (Best interests of the child): |
| **Outcomes:**   * HWB data gathered using the Glasgow Motivation & Wellbeing Profiling Tool (completed in September 2022 and May 2023), will show an improvement in wellbeing for most pupils. * By February 2023, all and staff and most pupils will recognise HWB permeating through the curriculum and will be able to give examples in peer learning conversations. * Most identified pupils will engage more fully in outdoor learning experiences throughout the session. * By May 2023, most identified pupils will be more able to discuss their wellbeing and to exercise increased emotional self-regulation.   **PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]**  £4000 – to further develop Outdoor Learning, recognising the impact this has had on levels of engagement for identified pupils. Pupils will be involved in the allocation of half of this spend, representing almost 10% of our PEF allocation.  £795 – Jigsaw programme to support the delivery of the HWB curriculum, recognising the importance and impact of meeting the Wellbeing needs of identified pupils in order to secure progress  **Progress and impact of outcomes for learners:**  (Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)  This session we have used the Glasgow Motivation and Wellbeing Profile to track wellbeing across the year. We realised early in the session that the questions were difficult for the younger children to understand, therefore we have initially used it with Primary 3-7 learners. Teachers across the school use daily check ins as part of the school day, however this tool was to allow us to track and monitor. For next session, we plan to adapt some of the questions to ensure the responses are accurate.  This session we changed the way we approached Support for Learning to include a focus on wellbeing support. This has been extremely successful with more children independently looking for emotional support when required and children presenting more often as being ‘ready to learn’. As a school, we have used Boxall Profiles to identify need and to track individuals.  We started using a new Health and Wellbeing Programme, JIGSAW, across the school. This involves whole school assemblies to launch a new theme and then each stage work on the theme at an age appropriate level. Feedback from teachers and pupils has been positive and the resources continues to update online to ensure up to date resources and relevant themes.  Outdoor Learning has continued to develop with all learners participating in activities each week. Identified children look forward to the outdoor learning sessions and talk about the activities on their return. This ensures all children are part of whole class lessons and feel included. Outdoor Learning sessions are followed up with class discussions and the completion of class journals, this provides another writing input each week and targeted literacy outcomes.  Our Outdoor Learning Pupil Participation Group were fully involved in the PEF spend. They helped to choose items to enhance the outdoor learning experience for all. The money spent was increased to allow for the purchase of an outdoor shed to keep all items safe but still accessible.  All identified learners are able to use the vocabulary to explain their feelings. With adult modelling over time, they are now more confident to use this language and talk about their feelings, allowing adults to provide support and reassurance. | |
| **Next steps:**  Continued use of Glasgow Motivation and Wellbeing Profile for Primary 4 – 7 and adapt questions for Primary1-3.  JIGSAW wellbeing resource to continue across the school.  Outdoor Learning to continue and to involve outside agencies – eg., Clyde Muirshiel, Belville Garden  Promote use of appropriate language to describe feelings and emotions with all learners. | |

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| **Establishment priority 4**: | |
| NIF Priority  Improvement in skills and sustained, positive school-leaver destinations for all young people  -  NIF Driver  School leadership  Teacher professionalism  Performance information | HGIOS QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  2.7 Partnerships  3.3 Increasing creativity and employability  HGIOELC QIs  2.7 Partnerships  3.2 Securing children’s progress  3.3 Developing creativity and skills for life and learning  UNCRC  Article 28: (Right to education):  Article 3 (Best interests of the child): |
| **Outcomes:**   * By May 2023, most pupils will have had regular opportunities to increase their participation in school development and improvement projects, developing key employability skills through their participation * By May 2023, all children and young people across the cluster schools will be able to participate in a range of experiences which demonstrate an increased capacity to engage in meaningful discussion about their skills development to assist them in their career   journeys.   * By October 2022, all pupils will be engaged on a digital literacy pathway. * By May 2023, Primary 7 pupils will have had the opportunity to work with an employer to develop specific workplace skills (Gen + project) * By May 2023, all pupils will have had the opportunity to share their wider achievements with the learning community through newsletters and Bay Radio, linking their achievements to skills development.   **Progress and impact of outcomes for learners:**  (Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)  This school session saw the return of our Pupil Participation Groups. Eight groups involving every pupil and staff member within the school, was assigned to a group from their top three choices. Each group created aims and objectives and met monthly to co-ordinate their plans and work towards accreditations. The pupils worked well together and it was clear to see the older children caring and guiding the younger children during the sessions. Primary 7 also kept minutes of the meetings, allowing them to learn more about record keeping and building evidence.  As a school, we set up House Groups, led by our Primary 7 House Captains and Vice Captains. The school is split into four houses who work together on challenges and to gain tokens across the year for displaying the school values. The children worked very well together, especially the older and younger children working together. The House challenges involved many different skills and the children showed how they could share their talents for the good of the group. There was leadership, creativity as well as nurturing qualities on show as the groups worked together for a common goal. Feedback from the children was they enjoyed working with their House and enjoyed the challenge and competitiveness of the tasks.  The cluster focus of skills development was not completed and will be carried over into next session.  All pupils are now following the new digital literacy pathway. This shows clear progression through the school and enables children to work at their level. As a school, we now use laptops in the classrooms and this has allowed for more overlapping of digital skills for everyday learning.  The Primary 7 teacher worked with the transition teacher from Inverclyde Academy in the Gen + project. Focused lessons on Developing the Young Workforce formed part of the transition programme. The Primary 7 children demonstrated a high level of leadership skills when they organised a whole school coffee morning which was a huge success. They planned, promoted and arranged every aspect of it and decided what to use the profits for.  Wider Achievements have been shared within the fortnightly school and nursery newsletter, ‘Community Connections’. More parents are sharing achievements from outside of school by email. Children have the opportunity to share achievements through our internal tannoy system ‘Bay Radio’ and all achievements are recorded in a school tracking system. | |
| **Next steps:**  Pupil Participation groups to continue with a greater focus on the impact of their work.  More explicit reference and development of skills across the school.  Cluster work in relation to skills development.  Wider achievements tracking strategy. | |

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| **Additional PEF Spend – EG Cost of the School day** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people | HGIOS QIs  Choose an item.  Choose an item.  UNCRC  Choose an item.  Choose an item. |
| **Spend:**  **Progress and impact of outcomes for learners:** | |
| Next Steps: | |

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| Data |
| Key Strengths:  School/Nursery class/ASN provision  During session 2022-2023, our attendance data has shown an increase in attendance levels across the school with the attendance average now sitting at 93.8% which is within 1.6% of pre-covid level demonstrating ongoing recovery. SIMD is not a factor in the attendance picture but it is worth noting that the attendance of one pupil in SIMD of less than 8 was being monitored.  Attendance in the nursery is consistent with effective communication between families and nursery staff explaining any absences.  For session 2022-2023, there is increased attainment in reading and writing across the school, including an increase in the percentage of pupils beyond expectation. Attainment in listening and talking and numeracy has remained constant across the school.  Analysis confirms that most learners across the school have achieved their expected levels in reading and writing and almost all learners across the school have achieved expected levels in listening and talking.  Most (88.5 %) have achieved the appropriate Curriculum for Excellence level in numeracy and maths with 100% of P.4 learners achieving First Level.  Although this picture is encouraging, there is a decrease in the percentage of pupils who are beyond expectation in listening and talking and numeracy, as shown below, revealing a need to revisit learning, teaching and assessment, including challenge in these areas.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Reading** | | | | **Writing** | | | | **L/T** | | | | **Numeracy** | | | | |  | Behind | OT | Beyond | Behind | | OT | Beyond | Behind | | OT | Beyond | Behind | | OT | Beyond | | **22 – 23**  113 pupils | 22.1% | 63.7% | 14.2% | 23% | | 64.6% | 12.4% | 7.1% | | 90.3% | 2.6% | 16.8% | | 70.8% | 12.4% | |  | 77.9% | |  | | 77% | |  | | 92.8 | |  | | 83.2% | |   When analysing data for cohorts across the school, most children are on track or beyond expectation in their learning across literacy and numeracy. The exception to this is the primary 5 cohort, where attainment in writing and numeracy is below 70%.  The use of learning journals in the Nursery have provided a collaborative and digital record of learning throughout the session with almost all parents engaging in this initiative. Looking ahead, there will be a greater emphasis on assessment of learning using progress and achievement language.  Through deep analysis of available data, we have identified a gap in literacy attainment related to Free School Meals Entitlement. When looking at the individual pupils within this group, we can see that Additional Support Needs are also very relevant confirming our intention to further build on our ASN provision.  Key Priorities:  School/ Nursery class/ASN provision   * Ensure attendance is closely monitored including correct attendance coding and attendance patterns for all pupils in school and nursery. * To look at challenge in numeracy across the school. * Revisit listening and talking with an emphasis on continuity and progression from nursery to Primary 7. * Use of Progress and Achievement package to record progress of Nursery pupils. * To further develop ASN programmes of support across the Nursery and School. |

National Improvement Framework Quality Indicators

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| 1.3 Leadership of change **School: Good Nursery:** **Good** |
| Key Strengths:  School/ELC Nursery class/ASN provision   * A clear shared vision, values and aims within the school and nursery. * Senior Leadership Team are highly visible throughout the school to support staff and pupils. * Distributed Leadership developing across the school and nursery through curricular and pupil group leadership. * All staff have a good understanding of the school’s strengths and areas for improvement. * All staff have a clear understanding of the context of the school and of the local community. * Almost all staff were increasingly able to engage in dialogue regarding professional values and responsibilities, as embedded in the standards through the PRD process this session. * Pupils are empowered to take on leadership roles for example, House Captains, Pupil Focus Groups, buddying and responsibility for a proportion of PEF spend, with almost all involved in at least one of these approaches. * Almost all parents are active within the school, organising and attending school events throughout the year and all are invited to support our self-evaluation process although uptake varies; almost all Nursery families participate in self-evaluation activities. * Protected time throughout the year for professional dialogue, collegiate learning and self-evaluation across the school and nursery.   Key Priorities:  School/ELC Nursery class/ASN provision   * Further development of leadership at all levels. * Focus on Professional Learning including Practitioner Enquiry. * Increased Pupil Participation in Self Evaluation through use of ‘How Good is Our School?’ * Further encouragement of Parent participation in self-evaluation and school improvement. |

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| 2.3 Learning, teaching and assessment **School: Good Nursery:** **Good** |
| Key Strengths:  School/ELC Nursery class/ASN provision   * Our Learning Community is built on strong, nurturing relationships across the nursery and school and between pupils, families and staff. * Across Early Level, pupils are very actively involved in leading the learning and this is now extending across First and Second Levels. * All pupils across both nursery and school have increased opportunities to engage in outdoor play/outdoor learning experiences that impact positively in their independence, wellbeing and learning. * The use of digital technology to support learning and engagement is becoming more embedded and intrinsic to learning experiences rather than stand-alone subject. * Digital Learning Journals in the nursery have become a useful tool for recording learning with almost all families engaging proactively with this tool. * Learners achievement both in and out of school are increasingly recognised and linked to the development of skills for life, learning and work. * Although staff are aware of the development of skills through learning and teaching experiences, there is scope to make this increasingly explicit for learners so that they can recognise their own development. * Use a variety of assessment approaches to inform ongoing learning and teaching and to provide reliable evidence to support the reporting process. * Both the nursery and school have invested in the provision of loose parts play particularly at Early Level, moving through to First Level. Pupils are demonstrating increased creativity and problem solving through these opportunities. * Regular dialogue between SLT and Nursery Practitioners/Teachers ensures every child’s progress is monitors/discussed and planned for appropriately. * Almost all of our teaching staff have well developed skills in data analysis (including awareness, using the dashboard, on the attainment data of pupils facing additional challenges) which are focused on improvement and which are used to support assessment judgements and decisions about pupils’ next steps though these professional discussions are not always clearly identifiable in planning.   Key Priorities:  School/ELC Nursery class/ASN provision   * Further develop Outdoor Learning to more effectively encapsulate skills progression. * Ongoing focus on Play Pedagogy with development of a play strategy across all levels. * Further improve the quality and consistency of teacher and peer feedback to ensure it is effectively supporting learners in their progress. * Ongoing development of opportunities for pupil participation and leadership roles, ensuring more effective ways of securing and acting upon pupil views. * Development of a more robust method to track pupil progress. |

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| 3.1 Ensuring wellbeing, equity and inclusion **School: Good Nursery: Good** |
| Key Strengths:  School/ELC Nursery class/ASN provision   * The school ethos is built on positive relationships, including pupils, staff and parents. * Additional Support Needs are met with individual strategies to remove barriers to learning as well as following procedures to ensure all support is accessed. * All staff are responsive to the needs of individual areas. * GIRFEC meetings ensure strategies are evaluated termly and all children are discussed with SLT. * Partnerships with outside agencies enhance and support children and families to meet their needs. * Use of Boxall Assessments and Glasgow Motivation and Wellbeing Profile to track wellbeing of children and target support. * Use of PATHS programme in the Nursery to discuss emotions and to share a wide variety of vocabulary to help with this. * Staff have taken part in training around the impact of trauma, delivered by Jenny Nock and have shared the key themes with the wider staff group. * There is regular communication with parents and Team Around the Child meetings held, to ensure all agencies involved with a child have a joined up approach and strategies evaluated. * A safe space is identified for children who may require time out of class. This space is managed in a way that provides a quiet space and an adult to talk to if needed. * Pupil Support Assistants have an understanding of all behaviour being communication and therefore adapt their response to de-escalate a situation.   Key Priorities:  School/ELC Nursery class/ASN provision   * Continue use of Glasgow Motivation and Wellbeing Profile and Boxall Assessments to track wellbeing across the school. * Continue whole establishment training on the Nurture Principles. |

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| 3.2 Raising attainment and achievement/Securing **School: Good Nursery: Good**  children’s progress |
| Key Strengths:  School/ELC Nursery class/ASN provision   * Teaching staff have a good understanding of attainment data in order to monitor progress. * Through termly Attainment meetings, HT and class teachers discuss the progress of individual learners and identify support required. * Children are involved in leadership opportunities across the school, through Pupil Focus Groups and House Captains/Vice Captains. * Outdoor Learning is a main area of focus with weekly visits off campus planned for each class. This promotes inclusion for all as it involves all leaners and relates to in class learning. * The school offers a safe, inclusive environment for all children and their families. * We are working towards retaining our Gold Rights Respecting Schools Accreditation with the input of all pupils and staff. * We celebrate wider achievement of the children and share with the school and community. * Mutual respect and positive relationships are promoted and displayed across the school.   Key Priorities:  School/ELC Nursery class/ASN provision   * To continue tracking wider achievements across the school and nursery. |

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| **Other quality indictors evaluated from 3 year plan:** | |
| Choose an item.  2.4 Personalised support | |
| Key Strengths:  School/ELC Nursery class/ASN provision   * Learning Support adapted to include wellbeing as well as literacy and numeracy, allowing children to be more ready to learn. * Refurbished the Learning Support room to create a welcoming space to talk and to learn. * Time out area including sensory items to provide a calm space when required. * Wellbeing groups created across a Level to build on social skills. * The concept of a wellbeing area has been embedded to ensure accessibility. * Whole staff training on two of the Nurture Principles with support from our Educational Psychologist. * Working alongside ICOS team to ensure appropriate support for individuals. * Regular TAC meetings involving all relevant agencies to have a clear focus on action points and a joined up approach. * Personal Care Plans developed in the Nursery to ensure all needs and strategies are recorded and include input from outside agencies. These are shared with parents and are evaluated throughout the year.   Key Priorities:  School/ELC Nursery class/ASN provision   * Continue personalised approach to support for learning * Tracking of individuals using Boxall Profiles to create and evaluate targets. |

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| **Key Achievements of the Establishment** |
| All classes held a curriculum event, showcasing phonics and spelling. Families were invited into school to work alongside their child.  Reading Focus – Book Fair visit was successful and the commission allowed us to invest in new books for the school. We have also relocated the library to a new space to encourage classes to use it by providing a welcoming environment to read in. The school and nursery received a box of borrowed books form the Library for each class. We also saw the formation of the Literacy Pupil Group, with clear aims and objectives of promoting reading across the school. We are also on the journey to becoming an accredited reading school.  Our Outdoor Learning programme was further developed with partnerships continuing with the local Ranger.  The Nursery continue to develop their outdoor space with the addition of a new porch and canopy. This now allows free flow play direct from the playroom to the outdoors.  P5 had music input from the Youth Music Initiative which was well received and benefited our pupils hugely.  Our Nursery and P1 pupils performed a Nativity with families invited into school to enjoy.  In December we had a carol service with the nursery and all classes participating.  We engaged with Disney in School and Scottish Opera to produce The Jungle Book. This was hugely successful with the children and staff in P5 – P7 performing three shows in school and participating in a showcase event in Glasgow. As this is our second year working with Scottish Opera, the production was more teacher led with less input from Scottish Opera themselves.  Throughout this session our school collected food for the Inverclyde Foodbank at Christmas and raised money for Children in Need and the Glasgow Royal Hospital for Children.  We also held a whole establishment sponsored walk raising over £1974 for the nursery and school.  In December we held our annual CHRISTMAS Cracker event. This involves all children providing goods to sell and our parents coming into school to support.  As a school we have had a very successful year in sport. Our Cross Country Team won the overall shield and then went on to win ‘Team of the Year’ at the Inverclyde Sports Awards. Our Netball Team won every competition this session which has never happened in the history of the sports being played within Inverclyde.  Our Parent Partnership has provided excellent support and their fundraising and support has been hugely helpful and very much appreciated.  Increased number of Stay and Plays for Parents in the Nursery.  The Nursery send Home learning food packs home every 4/5 weeks. |