

**Wemyss Bay Primary School
&
Nursery Class**



**Standards and Quality Report
2016-2017**



Our School

Our School

- Our school is a non-denominational primary school situated in the village of Wemyss Bay in Inverclyde.
- Our current role is 149 and we have 7 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 are introducing the option of purchasing ‘wraparound’ care for families where parents/carers 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’.

Values

- Respect
- Equality
- Achievement
- Commitment
- Honesty

Aims

To actively develop our children’s skills and knowledge to enable them to become successful learners.

To provide regular, planned opportunities for our learners to gain confidence in their 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 and local community.

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.

Activities and Achievements during 2016-2017

- ❖ Our pupils have taken part in a wide range of sporting activities, events and clubs including: football, basketball, netball where our team won two competitions, rugby, sportshall athletics, swimming for both P5 & P6 pupils, tennis, heptathlon, and cross country running where one of our pupils won the P5 & 6 girls title!
- ❖ P7 pupils have a residential outdoor activity trip to Ardentinny in Argyll planned and P6 experienced a two day activity programme at Sport Scotland, Largs.
- ❖ Most P6 pupils have completed Bikeability Level One.
- ❖ All classes enjoyed day trips to enhance their classroom learning.
- ❖ Our P5 pupils took part in 'Celtic Kickstart' a music programme to promote singing and performance through Scottish music and culture.
- ❖ All classes led school values based assemblies to which their families were invited.
- ❖ Our Nursery and P1 & 2 pupils performed a Nativity called 'Hey Ewe!' which was very well attended by family and friends.
- ❖ P3-P7 performed in our upper school show 'Lights, Camera, Action!' where P7 took on the acting roles and P3-P6 pupils supported the action by singing related songs.
- ❖ We had a very interesting and successful health week which was supported by the Parent Council who arranged a range of visitors who work in the field of health.
- ❖ All classes and some individual pupils took part in the Inverclyde Music Festival.
- ❖ Throughout this session our school Charities Group has collected food for the Inverclyde Foodbank at Christmas and raised money for Children in Need and for desks for our partner school in Malawi.
- ❖ We ran very successful family curriculum events about numeracy and health and wellbeing.
- ❖ In December we held two carol services, a Christmas fete and class Christmas parties.
- ❖ P5 pupils will shortly visit Inverclyde Academy to see 'Back to the Eighties'.
- ❖ P6 pupils took part in an inter-school Euro quiz and a group of P6 & P7 girls in a 'Girls into engineering' challenge.
- ❖ Our Fairtrade pupil group led by Miss Robertson successfully achieved Fairtrade Achiever status for the school.
- ❖ Our Rights Respecting School pupil group led by Mrs Kaur were successful in securing Level 1 reaccreditation and are now working towards Level 2.
- ❖ Our PC and PTA have provided excellent support by fundraising, organising social events for pupils and involving themselves in supporting Reading, STEM activities and engaging the wider community in promoting links to the world of work.

School Leadership

The quality and impact of leadership within schools and at all levels.

Work done this session - 2016-2017

Staff Professional Development

Progress:

- HT has completed two masters level modules in educational leadership including coaching and mentoring and DHT has completed a Local Authority leadership course and a coaching course.
- All staff have taken on leadership roles during this session including leadership of aspects of school improvement and leadership of aspects of the curriculum.
- Throughout this session staff have been offered a range of opportunities to engage in leadership development programmes and a number have chosen to focus on this area in the CLPL plans for the coming session.

Evidence:

- Staff CLPL records
- Teaching staff PRD plans for this session and the coming session reflect leadership roles and activities
- Support staff appraisal records indicate leadership opportunities undertaken or planned

Next Steps:

- Leadership roles will continue to be developed
- New leadership roles will be created in relation to the School Improvement Plan

Growth Mindset

- Progress: All nursery and teaching staff received training on the theory and research underpinning the promotion of a 'Growth Mindset' – the work of Carol Dweck
- The ethos of Growth Mindsets has been adopted in all learning settings to various degrees
- The staff member leading on this initiative had modelled its use in the classroom and has offered support and advice to colleagues on its implementation

Evidence:

- Classroom 'Growth Mindset' displays
- Pupils are observed using the language of 'Growth Mindset' and applying its principles in their learning including in nursery

Next Steps:

- Embedding of this approach throughout the school and nursery
- Sharing this approach with families

Next Steps in school leadership:

- Further development of management team skills in educational leadership
- Consolidation of leadership roles throughout the school for both staff and pupils
- Continued opportunities for staff to participate in leadership programmes (including at Masters level) promoted and encouraged through the PRD/Appraisal processes
- Embedding of Growth Mindset

Teacher Professionalism

Teacher professionalism demonstrates the overall quality of the teaching workforce in Scotland and the impact of their professional learning on children's progress and achievement.

Work done this session - 2016-2017
Systematic teacher self-evaluation
Progress:
<ul style="list-style-type: none"> • Staff have been introduced to the self-evaluation materials on the GTCS website • All staff have evaluated against the appropriate GTCS standards as part of the PRD process
Evidence:
<ul style="list-style-type: none"> • Staff meeting minutes record input in this area • Records of PRD meetings/ staff plans • Staff CLPL records/ plans make links to GTCS standards explicit
Next Steps:
<ul style="list-style-type: none"> • Embedding of cycle of self-evaluation leading to planned CLPL activities leading to improvements in learning and teaching leading to impact on pupils learning leading to self-evaluation linked to PRD process • Development of collaborative peer learning where staff identify similar needs
Provision of/opportunities for CLPL
Progress:
<ul style="list-style-type: none"> • All teaching staff have taken part in CLPL learning linked to their own self-evaluation and PRD plan • All staff have participated in Growth Mindset training organised in school • Early and First Level staff have taken part in North Lanarkshire Active Literacy Training • Nursery staff have taken part in a wide range of Early Years training • Enhanced Child Protection and Safeguarding training for all staff provided in house by DHT, who is part of Local Authority CP group, related to updated Inverclyde Policy and paperwork and school procedures which were updated accordingly
Evidence:
<ul style="list-style-type: none"> • Staff PRD plans and CLPL records • Staff attendance at Growth Mindset Training and NL Active Literacy training recorded • Nursery staff training records • Staff Child Protection and Safeguarding training records • Updated CP materials and procedures in place
Next Steps:
<ul style="list-style-type: none"> • Visible Learning training for all teaching staff throughout next session and beyond provided through PEF funding • Specific training for staff in aspects of CP and Safeguarding such as FGM, child exploitation and radicalisation

Next Steps in teacher professionalism:

- **Visible learning training to improve teacher skills in learning, teaching and assessment**
- **Development of collaborative peer learning**
- **Training in North Lanarkshire Active Literacy Strategy and SEAL**
- **Specific training in aspects of CP and Safeguarding such as FGM, child exploitation and radicalisation**

Parental Engagement and Partnership Working

Parental engagement focuses on ways in which parents, families and professionals work together to support children's learning.

Work done this session - 2016-2017

Parental Engagement

Progress:

- All classes have had individual curriculum events during the school day based on numeracy
- All classes have led an assembly focused on one of our values to which families have been invited to share in the learning. Class assemblies continue to be followed by Fairtrade coffee mornings
- Two evening curriculum events were held focussing on 'numeracy' and 'health and wellbeing'
- School website has been updated but has not been developed further as it is shortly to be replaced
- Twitter account has been used regularly and has been made private to ensure appropriate sharing
- Family learning during Health week was very successful with most families participating
- Refinements to nursery to P1 transition have been made including: increased Early level shared learning opportunities and visits by transitioning pupils from other nurseries to establish friendships
- Use of text messaging and email via Groupcall has improved communication
- Our Parent Council have formed 'Reading' and STEM groups to support learning in these areas and formed their own communication group to support engagement with the wider parent forum

Evidence:

- Very positive feedback from families who participated in our curriculum evenings and mornings
- Attendance at class assemblies has been very good and feedback has been very positive
- Updated transition procedures are in place
- Increase in parents following on Twitter and in the number of hits on the website
- Parent Council minutes

Next Steps:

- Set up new website when software becomes available and promote Groupcall with all families
- Refine P7 to secondary transition procedures to include P7 transition pack for parents
- Continue partnership work with PC groups

Partnership Working

Progress:

- A bank of partner agencies to support individual pupils/ families and to help deliver the HWB curriculum has been developed
- Partner agencies delivered inputs to pupils and families during health week

Evidence:

- List of agencies, support offered and contact details
- Health week plans

Next Steps:

- To engage partners in supporting development of wellbeing room

Next Steps in parental engagement and partnership working:

- Work with Parent Council on events to promote links with the world of work
- Update school website when new software becomes available and extend use of Groupcall for text and email communication
- Extend opportunities for Family Learning
- Effective use of partner agencies in supporting children and their families

Assessment of Progress

Assessment of children's progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.

Work done this session - 2016-2017

Data collection and analysis

Progress:

- Supported by the attainment challenge data officers we have been able to collect data from summative assessment particularly in literacy and numeracy/maths
- We have also collected data from formative and summative assessments in school
- A system of four to five weekly GIRFEC meetings with SMT has been set up for every class to examine this data and to discuss all pupils to ensure we are meeting all needs
- Data is analysed at SMT meetings, at GIRFEC meetings with class teachers and at whole staff meetings using questions suggested by Education Scotland

Evidence:

- Data files for each cohort of pupils
- Minutes of SMT meetings and GIRFEC meetings with class teachers
- Minutes of staff meetings where whole school trends are discussed

Next Steps:

- Develop teachers' skills in data collection and analysis to inform professional judgements

Moderation

Progress:

- Cluster moderation event in writing using end of level criteria developed by attainment challenge staff using benchmarks
- Feedback given from cluster on writing criteria to support modification
- Updated criteria due to be issued before the end of the session
- Mental maths initiative delivered at P4 – outcomes moderated with cluster partners

Evidence:

- Samples of writing which meet the updated criteria from all cluster schools will be available on shared cluster drive to support teacher judgements
- Minutes of cluster meetings
- Updated writing criteria for end of level assessments

Next Steps:

- In school moderation of expectation in numeracy and maths and in reading

Next steps in assessment of progress:

- Development of teachers' skills in the collection, analysis and use of data to inform practice
- Moderation activities to support appropriate expectation in reading and in numeracy and maths
- Consideration of what data we need to collect and why it is useful to support improvements in learning and teaching

School Improvement

The overall quality of education provided by our school and its effectiveness in driving further improvement.

Work done this session - 2016-2017

SIP, S&Q Report, Self -Evaluation and Quality Assurance

Progress:

- HT took part in development group for new formats for School Improvement Plans and Standards and Quality Reports
- School Improvement Plan 2017-2018 has been completed within the new format which reflects the National Improvement Framework for Scottish Education and How Good is Our School 4
- We have evaluated our work during this session using HGIOS 4 (school) and HGIOELCC (nursery) quality indicators
- Current quality assurance calendar was adapted but evaluation indicates that a completely new approach is required

Evidence:

- Minutes of meetings
- SIP
- Self-evaluation paperwork

Next Steps:

- Develop an updated self -evaluation framework to reflect the NIF and HGIOS 4
- Develop an updated quality assurance framework to evaluate improvement initiatives and to take account of PEF interventions

Next steps in school improvement:

- Development and implementation of updated systematic self-evaluation procedures involving all stakeholders and linked to HGIOS 4 and HGIOELCC
- Development of updated Quality Assurance calendar to ensure systematic monitoring of improvement initiatives

The Development of our Curriculum

Work done this session - 2016-2017

Whole curriculum

Progress:

- Input from Education Scotland at HTs Learning Community has supported work in developing a curriculum rationale that reflect our unique context – this will continue into next session
- Work has begun with staff and pupils to develop a curriculum rationale that reflects our school/nursery's unique context
- Skills development has been reviewed and planning documentation updated accordingly

Evidence:

- Outcomes of curriculum rationale development activities
- Planning documentation

Next Steps:

- Involve parent/carers in the process of defining our curriculum rationale
- Procedures for tracking individual progress in the development of reading skills will be developed

Literacy

Progress:

- Reciprocal teaching approach to the teaching of reading skills has been implemented in P2 & P3 and introduced in P1
- Development of questioning has been a CLPL learning focus for some members of staff in the upper school

Evidence:

- SMT classroom monitoring, teacher's planning and discussion with pupils
- Staff CLPL plans and lesson planning

Next Steps:

- Tracking of skills development in reading carried over from this session

Mental Maths

Progress:

- Cluster initiative repeated in P4 – skills development input with baseline and end of intervention assessments

Evidence:

- Results of second assessment compared to the baseline data indicates that almost all pupils have made good progress and many have made very good progress

Next Steps:

- All classes will continue to use the D&G mental maths programme to supplement their teaching in this area.

1+2 Languages

Progress:

- Spanish has been introduced at second level

Evidence:

- Classroom displays
- Visits to classrooms and teachers' planning at second reflect introduction of basic Spanish
- Feedback from staff confirms increasing confidence and use of new resources

Next Steps:

- Embedding of Spanish at second level

PE
Progress:
<ul style="list-style-type: none">• Skills based PE programme has been implemented from P1-P7
Evidence:
<ul style="list-style-type: none">• Classroom visits• Teachers' planning
Next Steps:
<ul style="list-style-type: none">• Embedding of programme

Next steps in the design of our curriculum:

- Develop an updated curriculum rationale
- Further refine planning policy, procedures and documentation
- Tracking skills development in reading
- Moderation to ensure pace and challenge in literacy and numeracy
- Embedding of PATHS programme
- Integration of employability skills across the curriculum
- Visible Learning
- Outdoor learning

Ensuring wellbeing, equality and inclusion

Work done this session - 2016-2017

GIRFEC Pathway/ Child's Plan/ Named Person

Progress:

- GIRFEC pathway approach to managing the meeting of children's additional support needs has been implemented
- Staff training in the use of the Wellbeing Application has taken place and this tool is now being used
- Information on the GIRFEC pathway approach has been shared with parent/carers

Evidence:

- Pupil files/SEEMIS records updated
- Minutes of staff and parent/carer GIRFEC meetings

Next Steps:

- Named person service will be fully implemented when the issue around data sharing has been addressed
- Use of the Wellbeing Application will be extended for all ASN pupils

Attendance Policy

Progress:

- Parent/carer leaflet issued
- Attendance is a standing item at SMT meetings and is monitored regularly
- Letters have been issued/ meetings held as appropriate

Evidence:

- Minutes of SMT meetings
- Copies of letters in pupil files
- Minutes of GIRFEC meetings where attendance has been discussed

Next Steps:

- Continue to monitor attendance for specific pupils

Next steps in ensuring wellbeing, equality and inclusion:

- Development of a Health and Wellbeing Room and an associated nurture programme
- Allocation of targeted support from support staff to support engagement with curriculum and learning
- Update Learning support approach/programme to ensure pupil equity
- Work towards RRS level 2

Future Priorities 2018-2020

- Extend North Lanarkshire Active Literacy strategy to P3 & P4
- Moderation of expectation in reading
- Extend SEAL integration into maths programme at all stages
- Revisit maths resources to ensure that they support effective learning and teaching
- Phases 2 & 3 of Visible Learning Training and implementation of outcomes throughout school - by February 2020
- Development of programme of use of wellbeing room
- Extend opportunities for pupils to take charge of their own health and wellbeing through input from outside agencies
- Integrate opportunities for use of the local environment into our social studies and science programmes
- Work towards Rights Respecting Schools Award Level 2 - by Feb 2019
- Continue to develop programmes of study to include activities to support the development of employability skills
- Revisit programmes of study to further develop opportunities for engagement with the world of work through the development of partnerships

Key priorities for improvement planning 2017-18

What is our capacity for continuous improvement?

We consider we have very good capacity to improve due to :

- The shared vision and professional working relationship of management team
- Self-evaluation supporting the development of clearly defined goals
- The stability of staffing enabling consistency
- Staff commitment to the improvement process and to their own development
- The opportunities provided by the additional pupil equity funding
- Positive relationships and engagement with stakeholder groups

To support our continuous improvement , this session we plan to:

1. Improve attainment particularly in literacy and numeracy by:
 - *Introducing North Lanarkshire Active Literacy strategy at P1 –P3*
 - *Updating of reading skills progression to ensure pace and challenge*
 - *Moderation of writing within cluster*
 - *Building SEAL into numeracy programme at P1 & 2*
 - *Updating of numeracy & maths progression pathway to ensure pace and challenge*
 - *Moderation of expectation in numeracy*
2. Closing the attainment gap between the most and least disadvantaged children by:
 - *Visible Learning Training for all staff*
 - *Development of teachers' skills in collection, interpretation and use of data*
 - *Development of approaches to support for learning including use of support staff*
3. Improving young people's health and wellbeing by:
 - *Creation of a wellbeing room with a programme of support for pupils*
 - *Continuing update of health and wellbeing programme to ensure it adequately meets the specific needs of our context*
 - *Revisiting outdoor learning including use of the wider local environment*
 - *Working towards Rights Respecting Schools Award Level 2*
4. Improving our young people's employability skills by:
 - *Implementation of Local Authority guidance on incorporating Employability Skills 3-18 into our curriculum*
 - *Working with our Parent Council to develop events that make links to world of work across the curriculum*

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2017/18
1.3 Leadership of change	Good	Systematic self-evaluation Devolved leadership
2.3 Learning, teaching and assessment	Good	Quality assurance Visible Learning Embedding programmes of study Moderation and use of Benchmarks
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Development of wellbeing room PEF plan
3.2 Raising attainment and achievement	Good	Visible Learning Use of data Approach to support for learning

