

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 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 introduced the option of purchasing ‘wraparound’ 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’.

Values

- Respect
- Equality
- Achievement
- Commitment
- Honesty

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.

Care Inspectorate evaluation of our Nursery Class

The outcome of an unannounced inspection in September 2017 was that our nursery class was graded as very good for both aspects inspected – ‘Quality of care and support’ and ‘Quality of management and leadership’. The full inspection report can be found on the Care Inspectorate website.

Our attainment:

Our attainment data for session 2016-2017 shows good progress with achievement of CfE levels showing an increase in the numbers of pupils achieving a level from session 2015-2016 in all areas and at all stages.

Achievement of levels:

2016-2017	Listening/Talking %		Reading %		Writing %		Numeracy %	
	WBPS	National	WBPS	National	WBPS	National	WBPS	National
P1	95	85	100	80	100	77	100	83
P4	95	83	95	77	95	71	95	75
P7	95	81	74	76	68	69	79	70

During the session 2016-2017 the percentage of pupils in P1 achieving early level in all areas was higher than national average with all pupils achieving the level in reading, writing and numeracy. The percentage of pupils in P4 achieving first level was also higher than the national averages in all areas. At P7 the percentage of pupils achieving second level was higher than the national average in listening and talking and in numeracy. In reading and writing however we had slightly fewer pupils than the national average achieving the level; consequently raising attainment in reading and writing at this stage has been a focus during this session (2017-2018).

Evidenced by average PIPS scores, reading attainment has been fairly consistent at P3 over the last three sessions and at P5 and P7 there has been consistent improvement evidencing the impact of recent reading interventions. Further analysis of the reading programme/approaches at P3 will take place to inform and support further improvement at this stage.

In maths there has been consistent improvement and at P3 & P5 this has been significant. Again this evidences the impact of interventions in this curricular area.

Analysis of our comparator schools performance during session 2016-2017 in relation to our own shows that at P1 we performed better in maths than in reading. At P3 we outperformed all comparator schools in reading but did not do quite so well in maths. At P5 and P7 our average scores tend towards the lower end of our comparator group. Our school improvement plan this session has focused on raising attainment in reading and numeracy at all stages to address this.

Throughout this session moderation activities including engagement with the CfE benchmarks, have been successful in improving staff understanding of requirements for a pupil to achieve a level. Further school, cluster and local authority moderation activities in reading, writing and numeracy are planned to improve consistency of expectation even further.

Review of progress for session 2017-18

School priority 1: Improvements in attainment, particularly in literacy and numeracy	
<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Drivers</u> School leadership Assessment of children's progress Performance information</p>	<p><u>HGIOS?4 QIs</u> 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>
<p>Strategies (from SIP 2017-2018)</p> <p><u>Strategy 1.1</u> Introduce North Lanarkshire Active Literacy strategy at P1, P2 & P3</p> <p><u>Progress</u> All teaching and support staff working in P1-3 have been trained in the implementation of the North Lanarkshire Active Literacy strategy and all required resources have been purchased and are being used. A successful curriculum event was also held to introduce parents to the approach. The strategy has now been fully implemented in P1-3.</p> <p><u>Impact</u> Improved literacy attainment across P1-3 evidenced by an increase in the average PIPs scores in reading at P1 & P3. 71% of our pupils in P3 are spelling at or above their chronological age with 96% having made more than 12 months progress over the session.</p> <p><u>Strategy 1.2</u> Update of reading skills progression to ensure pace and challenge including moderation activities</p> <p><u>Progress</u> All staff engaged initially with the Highland Literacy reading progression and laterally with the Inverclyde Reading Progression Pathway and planning has been adapted accordingly. Literacy Toolbox has been implemented for identified pupils in P5-7 to support reading development. Staff members also trained in promoting reading for pleasure. Our Parent Council Reading Group set up to support reading development within the school</p> <p><u>Impact</u> Improvement in pace of progress and appropriateness of challenge evidenced by improvement in average PIPS scores in reading at all levels. Literacy toolbox data confirms increased reading rates and comprehension for all pupils on the programme. Teaching staff have observed an increase in pupils' engagement with the school library facility. Engagement with reading activities involving parents organised by the PC group has been high.</p> <p><u>Strategy 1.3</u> Moderation of writing at school and cluster levels</p> <p><u>Progress</u> Implementation of Inverclyde writing criteria at school level. Staff have worked with cluster colleagues to develop a cluster wide understanding of the writing criteria and of the requirements to achieve a level. Samples of writing from all cluster schools complete with assessments using the Inverclyde writing criteria are</p>	

available to all staff to support their own judgements. SMT and P7 class teacher have been trained in how to run a moderation event. All staff members working at Early and First Levels attended Assessment and Moderation training run by the Attainment Challenge team.

Impact

The approach to writing across the school is now more consistent and staff have demonstrated an improved understanding of what is required to achieve a level evidenced by professional dialogue with SMT to support their professional judgements in writing. The percentage of pupils achieving each level in writing remains above the national average.

Strategy 1.4

Building SEAL into maths programme at P1 & 2

Progress

All nursery and teaching staff were given a comprehensive introduction to SEAL by a numeracy CMO from the Attainment Challenge Team. The SEAL framework was integrated into existing numeracy plans. Staff have engaged with the recent Inverclyde Numeracy Progression Pathways and these will be adopted next session as SEAL is integral to them. Two staff attended 'Talking about Number' training and cascaded this throughout the school supported by the sharing of professional reading in this area.

Impact

Improved numeracy teaching and increased pupil understanding observed through learning visits and evidenced by marked improvement in average PIPS scores in maths at P3 and P5 with P7 remaining consistent.

Strategy 1.5

Update of Maths progression pathway to ensure pace and challenge including moderation activities

Progress

As above plus the purchase of resources to support the implementation of the Inverclyde Progression pathways. Development of school specific template to support strategic and progressive planning.

Impact

Through learning visits and planning discussions with staff it has been evident that the pace of learning has improved and there is more appropriate challenge.

Strategy 1.6

Moderation of expectation in numeracy at school level

Progress

The professional discussions and training that took place to support the implementation of strategies 1.4 and 1.5 supported moderation of expectation in numeracy.

Impact

Staff have demonstrated increased understanding of expectations in numeracy across the school evidenced by SMT observation during these events.

Next Steps:

North Lanarkshire Active Literacy Strategy to be extended to P4 & P5.
Implementation of Inverclyde Literacy and Numeracy Progression Pathways.
Continue upskilling of both teaching and support staff.
Introduction of Catch Up Literacy.
Moderation of reading and numeracy at school, cluster and authority level and writing at school and cluster level.

Revision and updating of school Literacy and Numeracy policies.

**School Priority 2:
Closing the attainment gap between the most and least disadvantaged children**

<u>NIF Priority</u> Closing the attainment gap between the most and least disadvantaged children <u>NIF Drivers</u> School Improvement Teacher professionalism Assessment of children's progress	<u>HGIOS?4 QIs</u> 2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement
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Strategies (from SIP 2017-2018)

Strategy 2.1

'Visible Learning' training for all teaching staff

Progress

All teaching staff have completed year one of a three year training programme. School plans for the implementation of Visible Learning have been developed.

Impact

Visible Learning training has had a direct impact on approaches to teaching and learning throughout the school including effective development and use of learning intentions and success criteria and quality feedback evidenced by SMT learning visits, pupils' ability to talk about their learning and through discussion with staff at planning meetings.

Strategy 2.2

Development of teachers' skills in collection, interpretation and use of data

Progress

SMT have had training in the interpretation and use of data from the Attainment Challenge Data Officer and in relation to the SNSA framework. SMT regularly assess progress and attainment in response to updated data as it becomes available. Data is regularly shared and discussed with teaching staff at four/five weekly attainment meetings.

Impact

The development of a shared understanding of the use of data and the application of analysis to inform planning for effective learning and teaching. Staff are able to more effectively measure progress and evaluate the effectiveness of their teaching, the appropriateness of the programmes and resources they are using and their pupils' engagement with their learning.

Strategy 2.3

Development of approaches to support for learning including use of support staff

Progress

Employment of an additional part time member of support staff using PEF has allowed two members of permanent support staff to be timetabled to work directly with identified pupils to support their learning with a view to raising attainment, and this time is protected. A further member of staff has been trained to work in our wellbeing room to support pupil health and wellbeing. All have engaged in a variety of training opportunities provided by the Attainment Challenge Team. A change in our school approach to support for learning has been implemented to support early

intervention, the use of time limited interventions and the development of strategies to promote pupil independence in learning.

Impact

The increase in the number of pupils achieving a level and the steady improvement in average PIPS scores in both literacy and numeracy of the identified pupils benefitting from this intervention evidences its impact.

Next Steps:

Continued engagement with Visible Learning Training.

Continued use of data to inform action particularly in relation to SNSA.

Embedding of approach to support for learning and an increased time commitment to support staff working with identified pupils to raise attainment.

School Priority 3:

Improvement in children and young people's health and wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Drivers

School Improvement

Parental engagement

Assessment of children's progress

HGIOS?4 QIs

2.1 Safeguarding and child protection

2.4 Personalised support

2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion

Strategies

Strategy 3.1

Creation of wellbeing room

Progress

We now have a wellbeing room set up and available for all pupils on a needs basis. A member of support staff has received training to support her role in this space. All staff have had input in nurture from Barnardo's.

Impact

The room is being used regularly by a number of pupils for various reasons. This space has helped staff to meet the specific needs of a variety of pupils more effectively. As a result pupils have been observed to be more settled and engaged with their learning. Parents have reported the positive impact of this intervention on their child's experience at school.

Strategy 3.2

Continue update of health and wellbeing programme to ensure it adequately meets the needs of our context including embedding of PATHS programme

Progress

DHT has begun work on a database of support for delivery of both the HWB curriculum and individualised pupil support. Inverclyde PE programme has been implemented at all stages. Training in PATHS has been planned.

Impact

Staff have been supported by partner agencies in delivering parts of the HWB curriculum although this requires further development. All pupils are receiving at least 2 hours of PE each week and are covering a broader skills base.

Strategy 3.3

Revisiting outdoor learning

Progress

An audit of current practice and resources has been undertaken. Opportunities for outdoor learning have been incorporated into planning documentation for some curricular areas.

Impact

There has been a slight increase in outdoor learning opportunities across the curriculum and staff awareness of the need to utilise our excellent environment has been raised.

Strategy 3.4

Working towards Rights Respecting Schools Award at Level 2

Progress

Children's rights have been the focus of our class assemblies which are shared with families during this session. The RRS pupil group has met to plan further activities in pursuit of this award. Work to develop Lunch Hall and Playground Charters has taken place.

Impact

The children and their families have an increased awareness of children's rights evidenced through conversations with school staff.

Next Steps:

Further develop wellbeing room programme including life skills.

Update whole school HWB programme.

Implementation of planned PATHS Training and embedding of this programme at all levels.

Continued progress towards RRS Level 2 status.

School Priority 4:

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

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

Strategies

Strategy 4.1

Implementation of Local Authority guidance on incorporating Employability Skills 3-18 into our curriculum

Progress

Local Authority guidance has been shared with all staff. Support materials have been distributed and displayed in all classrooms and around the school. Planning formats in some curriculum areas have been adapted to include opportunities for the teaching or promotion of employability skills.

Impact

Pupils have an increased awareness of the skills that support employability and are more able to articulate these in relation to their own development. Teachers are actively planning for the development of these skills evidenced by planning documentation and discussions during planning meetings.

Strategy 4.2

Working with our Parent Council to develop events that make links to world of work across the curriculum to ensure all pupils either visit a workplace or have the opportunity to talk to a visitor about the world of work.

Progress

Our Parent Council supported a whole school Expressive Arts week by arranging for parents and members of the wider community who work in this area to visit the school to talk to pupils about their jobs.

Impact

All pupils have an increased knowledge of the variety of jobs available in this area and what they entail – following this input a number of pupils expressed an interest in gaining qualifications and employment in this field in the future.

Next Steps:

Development of social subjects planning documentation to take account of employability skills.

Whole school focus on employability skills through class assemblies which are shared with families and the whole 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. 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.

How PEF Funding has been used:

- Visible Learning Training
- Wellbeing Room
- Targeted pupil support in class from support staff
- Implementation of North Lanarkshire Active Literacy Strategy in P1-3
- Implementation of SEAL at Early Level
- Financial support fund to engage in school extra-curricular activities

Evidence of impact

- A clear action plan for the implementation of aspects of Visible Learning has been developed and shared. 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.
- Pupils accessing the wellbeing room have been observed to have demonstrated increased engagement with learning, have displayed less challenging behaviours and have presented as being happier and more settled in school. Very positive relationships between these pupils and the staff working with them in this space have been observed by SMT. Attainment data shows that for the majority there has been a rise in attainment since accessing this facility.
- 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. SMT have observed the impact of NL Active Literacy and SEAL through learning visits, monitoring of written work and through pupils' ability to talk about their learning.
- Three P7 pupils were able to attend the P7 residential trip as a result of financial support from this fund. All three engaged fully in the activities and there was a positive impact on attitude and relationships as observed by the accompanying staff, the centre instructors and their class teacher on their return.

Key priorities for improvement planning 2018-19

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 on into next session 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 2018/19
1.3 Leadership of change	Very Good	Consolidation of Curriculum Rationale. Development of reporting format and procedure. Revision of planning documentation.
2.3 Learning, teaching and assessment	Good	Visible Learning. Embed literacy and numeracy interventions. Implement Inverclyde Progression Pathways in Literacy and Numeracy.
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Revision and development of HWB programme including life skills. Embedding of PATHS programme.
3.2 Raising attainment and achievement	Good	Further develop and extend data analysis and interpretation including use of BGE Toolkit and SNSA reports.

Key achievements of the school

- Our pupils have taken part in a wide range of sporting activities, events and clubs including: football, basketball, netball, rugby, sportshall athletics, swimming for both P4 & P5 pupils, tennis, heptathlon, and cross country running where one of our pupils won the P5 & 6 girls title!
- P7 pupils experienced a residential outdoor activity trip to Ardmay House in Arrochar and P6 experienced a two day activity programme at Sport Scotland, Largs.
- All classes enjoyed day trips to enhance their classroom learning.
- All classes led assemblies based on the Rights of the Child to which their families were invited.
- P3 led a One Planet Picnic serving food and drinks from local and sustainable sources and attended by their families.
- Our nursery class was inspected by the Care Inspectorate and was graded as very good in terms of 'Quality of care and support' and Quality of leadership and management'.
- All pupils participated in a Hallowe'en themed activity day with prizes for the best mask created on the day.
- All pupils participated in NSPCC 'Speak Out Stay Safe' workshops or talks.
- Our Nursery and P1 & 2 pupils performed a Nativity called 'Born in a Barn' which was very well attended by family and friends.
- P3-P7 performed in our upper school show 'The Next Big Step' 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 expressive arts week which was supported by the Parent Council who arranged a range of visitors who work in this field.
- Individual pupils took part in the Inverclyde Music Festival and were very successful in both singing and violin.
- Throughout this session our school has collected food for the Inverclyde Foodbank at Christmas and raised money for Water Aid.
- We ran very successful family curriculum events about writing and expressive arts.
- In December we held two carol services, a Christmas fete and class Christmas parties.
- Our Fairtrade pupil group led by Mr Pollock successfully maintained Fairtrade Achiever status for the school.
- Our Rights Respecting School pupil group led by Mrs Kaur have made progress in working towards Level 2 accreditation.
- Our nursery garden was improved with the addition of a large piece of play equipment which includes a play house, a sandpit and a raised platform.
- P6 & P7 pupils took part in defibrillator awareness raising and resuscitation training led by Largs First Responders.
- 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.

