

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 successfully 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.

Our attainment:

Evidenced by average PIPs scores reading attainment has been fairly consistent at P3 over the last three sessions up to and including 2017-2018 and at P5 & 7 there has been consistent improvement evidencing the impact of recent reading interventions. Further analysis of the reading programme/approaches at P3 took place during session 2017-2018 to inform and support further improvement at this stage and early evidence this session (2018-2019) suggests this has had a significant impact.

In numeracy over the same three sessions the PIPs results show there has been consistent improvement and at P3 & 5 this has been significant. This evidences the impact of interventions in this curricular area.

Achievement of levels:

2017-2018	Listening/Talking %			Reading %			Writing %			Numeracy %		
	WBPS	Inv.	Nat.	WBPS	Inv.	Nat.	WBPS	Inv.	Nat.	WBPS	Inv.	Nat.
P1	88.9	85.6	85	92.6	83.6	80	88.9	82.6	77	88.9	86.8	83
P4	95	85	83	80	77.8	77	75	73.1	71	75	79.3	75
P7	88.9	81.8	81	94.4	76.6	76	72.2	68.8	69	72.2	72.2	70

In P1 the percentage of pupils achieving early level during 2017-2018 in all areas was higher than both the local and national averages and our pupils were particularly successful in reading. We were the top performing school at P1 in terms of value added in Inverclyde. The percentage of pupils in P4 achieving first level was higher than both the local and national averages in listening and talking, reading and writing. In numeracy we matched the national average but were below the local average. At P7 the percentage of pupils achieving second level was higher than the local and national averages in all areas of literacy. In numeracy we matched the local average which was slightly above the national average. Raising attainment in numeracy continued to be a focus of the school improvement plan in session 2018-2019 and early evidence shows that there has been a significant improvement at all stages.

When analysing our average PIPs scores for session 2017-2018 against those of our comparator schools at the end of session 2016-2017 we had improved our scores in both reading and maths at P3. We were already the highest performing in reading at this stage. In maths we had improved significantly taking our average to well beyond the highest of our comparators in the previous session. At P5 both our reading and maths average scores improved considerably but not by quite enough to take us up to the score of our best performing comparator. We did however move to second position in both areas at this stage. At P7 we improved our average in reading but in maths our average dropped slightly. In both areas we remained third out of our group of five comparator schools based on the previous session's data.

According to the BGE Benchmarking tool for 2017-2018, in P1 we outperformed our virtual comparator in all areas except Listening and Talking where we required one more pupil to achieve early level to match its performance. At this stage, we met our stretch aim of 85% of pupils or more achieving early level in all areas. At P4 & P7 we outperformed our virtual comparator in all areas apart from numeracy where we matched its performance. At P4 we needed one more pupil to achieve first level in literacy (writing) and numeracy to achieve our stretch aim of 85% and two more pupils in both areas at P7. Again, early indications from data collected during 2018-2019 are that we have exceeded our stretch aim in all areas at all stages.

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

Review of progress for session 2018-19

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 2018-2019)</p> <p><u>Strategy 1.1</u> Embed North Lanarkshire Active Literacy strategy at P1 to P3 and extend to P4 & P5</p> <p><u>Progress</u> The strategy has now been fully implemented in P1-3 and is being evaluated and adapted to suit our context. All teaching staff working in P4 & 5 have been trained in the implementation of the North Lanarkshire Active Literacy strategy and all required resources have been purchased and are being used.</p> <p><u>Impact</u> Improved literacy attainment in P1 evidenced by an increase in the number of pupils achieving early level in all areas of literacy. There is also a significant improvement in the number of pupils achieving first level in all areas of literacy. 82% of our pupils in P3 are spelling at or above their chronological age which is an 11% improvement on last session. 91% have made more than 12 months progress over the session with 36.4% having made more than 24 months progress.</p> <p><u>Strategy 1.2</u> Implement Inverclyde Literacy and Numeracy Progression Pathways</p> <p><u>Progress</u> All staff at all stages have engaged with the progression pathways in both Literacy and Numeracy and are using these for planning and tracking progress including sharing the pathways with pupils at second level so that they can track their own progress and to an extent plan their own next steps in learning.</p> <p><u>Impact</u> Increased teacher clarity and consistency in planning and assessment evidenced by planning documentation and discussion with SMT. Improved pupil awareness of the language of learning and of the learning required to progress evidenced by an increase in the number of pupils achieving a level in all areas and at all stages.</p> <p><u>Strategy 1.3</u> Moderation of expectation in reading & numeracy at school, cluster and local authority levels</p> <p><u>Progress</u> Two staff members were involved in planning a unit of work for moderation in the areas of first level numeracy and early level reading. These units of work were moderated at school, cluster and local authority levels and found to be appropriate. All teaching staff took part in moderation of both reading and numeracy at cluster level within the level at which they work.</p> <p><u>Impact</u> Teaching 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 and increased engagement with and reference to the benchmarks during these discussions. The percentage of pupils achieving each level in all areas of literacy and numeracy has improved this session. Performance remains above the local and national averages and our stretch aim of 85% + pupils achieving a level has been achieved in all areas and at all stages.</p>	

Strategy 1.4

Moderation of expectation in writing at school and cluster levels

Progress

All teaching staff and nursery staff are using the cluster enhanced local authority writing criteria to assess children's writing to ensure consistency in understanding of progress.

Impact

Staff have demonstrated increased confidence in assessing writing and in confirming achievement of a level evidenced by professional dialogue during attainment meetings. There has been an increase in the number of pupils achieving a level at all stages in writing and our stretch aim of 85%+ pupils achieving the level has been exceeded at P1 & P4 this session with P7 coming very close with 82.1% achieving second level in writing..

Strategy 1.5

Development of reporting format and procedure

Progress

Discussions took place with all stakeholder groups and advice was taken from the local authority. As opinion was divided on the type of approach that would be most effective and the local authority guidance around SEEMIS was still to be clarified it was decided to continue with the status quo at present to see how things progress at local authority level before committing to change.

Impact

We continued with our two oral and one written progress updates this session with the approval of all stakeholder groups.

Next Steps:

Revision and updating of school Literacy and Numeracy policies.

Revisit resourcing of literacy and numeracy to ensure support for effective learning and teaching in relation to Inverclyde Progression Pathways

Develop programmes in Listening and Talking in relation to Inverclyde Progression Pathways

Development of transition from Nursery to P1 supported by Inverclyde Progression Pathways

- 1140 hours nursery expansion

Revisit reporting procedure and format

Continued engagement in and development of moderation activities at school and cluster levels and beyond

School Priority 2:

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

HGIOS?4 QIs

2.3 Learning, teaching and assessment

2.4 Personalised support

3.2 Raising attainment and achievement

Strategies (from SIP 2018-2019)

Strategy 2.1

'Visible Learning' training for all teaching staff

Progress

All teaching staff have completed year two of a three year training programme. School plans for the implementation of Visible Learning are in place and continue to develop.

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

Further extend teachers' skills in collection, interpretation and use of data including BGE Toolkit and SNSA reports

Progress

SMT have had further training in the interpretation and use of data in relation to the SNSA framework and the BGE Benchmarking toolkit. 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 termly 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.

Next Steps:

Phase 3 of Visible Learning Training and extended implementation of outcomes throughout the school

Revision of assessment programme to ensure quality data

SMT focus on developing a more robust and systematic approach to self-evaluation

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 (from SIP 2018-2019)

Development of programme of use of wellbeing room

Progress

Clearly defined programmes of support are now in place for specific children/groups of children including life skills. Support staff have been trained to implement and support school programmes. The room is being consistently used by other professionals when engaging with pupils.

Impact

The room is being used regularly by a number of pupils for various reasons. This space and the programmes implemented have 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 continued work on a database of support for delivery of both the HWB curriculum and individualised pupil support. All teaching and nursery staff have taken part in training in PAThs. A new resource has been purchased to support delivery of a more cohesive programme of HWB at all stages.

Impact

Staff continue to be supported by partner agencies in delivering parts of the HWB curriculum. Staff have demonstrated a greater understanding of the PAThs programme and professional dialogue indicates that the programme is having an impact on pupils' emotional literacy.

Strategy 3.3

Integrate opportunities for use of the local environment into our social studies and science programmes

Progress

Staff and SMT have worked together to update and refine both the Science and Social Studies programmes. Planning documents have been updated and opportunities for the use of the local environment included in both the programmes and the planning. During outdoor learning week the local environment was used extensively to support learning in these areas and included a parents' curriculum event to improve understanding and engage families in using the local environment in this way.

Impact

There has been a significant increase in the use of our local environment to support learning in science and, in particular, in social studies, this is evidenced by the new programmes in place and in teacher's plans in these areas.

Strategy 3.4

Working towards Rights Respecting Schools Award at Level 2 (now known as Gold Level)

Progress

The RRS pupil group has continued to meet to plan further activities in pursuit of this award. We have introduced an RRS School Community Charter setting out expectations of school, parents and pupils in ensuring children's rights and the majority of families have signed up to this. Lunch Hall and Playground Charters are in place. We have undergone an assessment visit for the Gold Level RRS Award and have successfully achieved this status.

Impact

The children and their families have an increased awareness of children's rights evidenced by the number of families signing up to our school community charter. There has been an improvement in pupils' attendance, punctuality and readiness to learn as a result of the charter evidenced by attendance and late coming data and by discussions with parents, teachers and support staff.

Next Steps:

Embed PAThs programme throughout the school

Continue update of HWB programme

Communication Friendly School Award – cluster priority

Focus on Nurture – Language is a vital means of communication – partnership with Educational Psychology

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

Consolidation of our curriculum rationale

Progress

Ground work has been completed with all stakeholder groups to identify the drivers for our curriculum. The outcomes show that our extensive and varied outdoor environment, our families' experiences of village life and its advantages and disadvantages and our pupils' health and wellbeing are all significant factors in our curriculum design. We are now working on how best to share our curriculum rationale in a way that is easily accessible to all stakeholder groups and have tried several formats to date.

Impact

We now have a better understanding of our specific context and the drivers for our curriculum and as such the staff are taking greater cognisance of these evidenced by professional dialogue during GIRFEC, planning, attainment and procedural meetings.

Strategy 4.2

Continue to develop programmes of study to support the development of employability skills

Progress

Planning formats in some curriculum areas have been adapted to include opportunities for the teaching or promotion of employability skills. We have had a whole school focus on employability skills through class assemblies which were shared with families and the whole school community.

Impact

Pupils and families 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 4.3

Develop pupil roles within the school community

Progress

Pupil roles in our Pupil Partnership Group, ECO group, Fairtrade Group and RRS Group were developed and extended with a change in the adults' role from leading to facilitating as the children took on increasing levels of responsibility.

A programme whereby P6 pupils applied for, interviewed for, trained for and carried out specific roles in our nursery class was developed and implemented by our SEYECO in conjunction with our P6 teacher.

Impact

Pupil voice has been significantly enhanced throughout the school evidenced by our RRS survey, by our pupil group display boards, by general pupil dialogue and through the minutes of the group meetings.

P6 pupils understanding and experience of the employment process was enhanced evidenced by feedback from the nursery staff, the class teacher and the pupils themselves.

Next Steps:

Revisit programmes of study to further develop opportunities for engagement with the world of work through the development of partnerships

Extend pupil roles within the school community

Development of new school website to enhance communication with stakeholders

Enhance integration of STEM into our curriculum – including development of digital literacy

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 Year 2
- Targeted pupil support in class from support staff
- Resources to support embedding of North Lanarkshire Active Literacy Strategy in P1-3
- Implementation of North Lanarkshire Active Literacy Strategy in P4 & 5
- Resources to support the embedding of SEAL at Early Level
- Training in Catch Up Literacy
- Financial support fund to engage in school extra-curricular activities

Evidence of impact

- A clear action plan for the implementation of further aspects of Visible Learning and the embedding of those aspects already targeted has been developed. Staff have developed their skills in the generation and sharing of learning intentions and success criteria, in the setting of individual pupil targets and in the provision of effective feedback. This has been evidenced through SMT learning visits, planning discussions, pupils' ability to talk about their learning and monitoring of written work. A shared language of learning is emerging across the school community and pupils are more able to use this language of learning and to apply it to their own learning journey.
- Evidenced by assessment data all of our target pupils who have experienced daily small group support from a trained member of support staff have made good to excellent progress.
- Targeted pupils have shown increased confidence in reading, writing, spelling and numeracy and their assessment data evidences a rise in attainment which for some is significant. 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.
- Catch Up Literacy training enhanced staff abilities in supporting children's reading development although much of what was explored was already in place. Some aspects of this approach were not practical in our context and so have not been further developed. There was also some overlap with the NL Active Literacy strategies already being implemented.

Key priorities for improvement planning 2019-20

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 2019/20
1.3 Leadership of change	Very Good	Consolidation of Curriculum Rationale Development of robust processes for self –evaluation. Nursery expansion – 1140 hours
2.3 Learning, teaching and assessment	Good	Visible Learning – Phase 3 Moderation at all levels STEM
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Embedding of PATHS programme Nurture – Partnership with Educational Psychology Communication Friendly School Award – cluster priority
3.2 Raising attainment and achievement	Good	Revision of assessment programme to ensure quality data

Key achievements of the school

- Our pupils have taken part in a wide range of sporting activities, events and clubs including: football, basketball, netball – our team were winners of two competitions, rugby, sportshall athletics led by Miss Maxfield – we reached the finals, golf, swimming for P4 pupils, tennis, heptathlon, and cross country running led by Mrs Arthur where one of our pupils won the P7 girls title!
- P6 & 7 pupils took part in the Bikeability programme designed to promote safe cycling practice.
- P4-7 took part in dance sessions led by a sixth year advanced higher dance student from Inverclyde Academy.
- 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 Employability Skills to which their families were invited.
- All pupils participated in a Hallowe'en themed activity day with prizes for the best mask created on the day.
- Our Nursery and P1 & 2 pupils performed a Nativity called 'It's A Baby' which was very well attended by family and friends.
- P3-P7 performed in our upper school show 'We're All Going on a Summer Holiday' where P7 took on the lead acting roles and P3-P6 pupils supported the action by singing related songs.
- We had a very interesting and successful Outdoor Learning week – this included a parents' curriculum event to support understanding of the use of the outdoor environment in enhancing learning.
- All classes and some individual pupils took part in the Inverclyde Music Festival and were very successful with P3 winning their class.
- P5 & 6 have had singing lessons through the Youth Music Initiative and P6 & 7 individuals have had singing lessons – Selected P4-7 pupils have had the opportunity of violin lessons and selected P5-7 pupils, brass lessons.
- Throughout this session our school has collected food for the Inverclyde Foodbank at Christmas and raised money for Children in Need and Book Aid.
- We ran very successful family curriculum events about numeracy and outdoor learning.
- All pupils from nursery to P7 had the chance to experience a pantomime 'Robin Hood' from a travelling theatre group courtesy of the PTA.
- 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 supported by Mrs Kaur and Mrs Carswell have led us to RRS Gold Award accreditation.
- Our ECO group led by Miss McCreddie and Mrs Cassidy ensured that we received our 5th Green Flag this session reflecting all the hard work that this group do in ensuring that as a school we are as ECO friendly as we can be in all areas.
- Our nursery garden area is being developed to include an outdoor classroom to provide an additional 16 nursery places from next session.
- We have established a vibrant Twitter feed through which to share very regular updates on learning in all classes and all sorts of school news.
- Our Parent Partnership 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.

