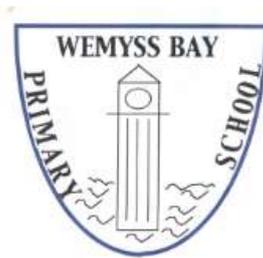


**Wemyss Bay Primary School
&
Nursery Class**



**Standards and Quality Report
2015-2016**



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 150 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 2015-2016

- ❖ Our pupils have taken part in a wide range of sporting activities, events and clubs including: football, basketball, netball, rugby, sportshall athletics, swimming, tennis, heptathlon, cross country and golf.
- ❖ P7 pupils enjoyed a residential outdoor activity trip to Dalguise in Perthshire and P6 enjoyed a two day activity programme at Sport Scotland in Largs.
- ❖ Most P6 pupils completed Bikeability Level One.
- ❖ P4 visited part of the Inverclyde 'Heritage Trail' – a local guided walk.
- ❖ All classes enjoyed day trips to enhance their classroom learning.
- ❖ Our P5 pupils collaborated with other schools in a musical performance in the Town Hall called 'World of Wonder' linked to their weekly singing lessons.
- ❖ P4 took part in the 'All Hands' music programme leading to a performance in the Beacon Arts Centre – they attended a performance of 'Tales of a Grandson' as a reward for their efforts.
- ❖ Nursery and P1 children enjoyed Book Bug sessions in the local library.
- ❖ All classes led GIRFEC Wellbeing assemblies to which their families were invited.
- ❖ Our Nursery and P1 & 2 pupils performed a Nativity called 'The Whoops-a –Daisy Angel' which was very well attended by family and friends.
- ❖ P3-P7 performed in our upper school show 'Goodbye My Friend' where P7 took on the acting role and P3-P6 pupils supported the action by singing related songs.
- ❖ We had a very interesting and successful science week which was supported by the Parent Council who arranged a range of visitors who work in the field of science.
- ❖ All classes and some individual pupils took part in the Inverclyde Music Festival.
- ❖ Throughout this session our school Charities Group has collected toys for the Salvation Army at Christmas and raised money for Sports Aid and for desks for our partner school in Malawi.
- ❖ Our P6 & P7 pupils took part in pilot training in computer coding being developed by HSBC which was then rolled out to other cluster primary schools.
- ❖ Staff and pupils took part in African Drumming workshops.
- ❖ We ran very successful family curriculum events about reading and science.
- ❖ In December we held a carol concert, a Christmas fete and class Christmas parties.
- ❖ P7 pupils visited Inverclyde Academy for a Holocaust event linked to their WW2 context for learning and also to see their school show 'High School Musical'
- ❖ P6 pupils took part in an inter –schools Euro quiz and in an 'I'm an engineer, I can help here!' challenge.
- ❖ In March we had an 'Outdoor Learning Week' during which we introduced the Daily Mile – this has continued during the summer term.

School Leadership

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

Work done this session - 2015-2016

Values Development

Progress:

- All stakeholder groups have contributed to the redefining of our school community's core values – Respect, Equality, Achievement, Commitment and Honesty – REACH (for the stars in WBPS!).
- Child friendly definitions have been developed, shared and consistently reinforced with the children creating a framework for the discussion of behaviours both positive and negative throughout the school.
- A simplified award/ incentive system has been developed aligned with the four capacities of the curriculum and with our school values.
- Our values development has been linked to our work towards achieving Rights Respecting School status - Level 2.

Evidence:

- Pupils are beginning to model the school values in their daily life and can articulate how and why they are doing this thus demonstrating their understanding.
- Feedback from pupils tells us that they value the new award/ incentive system and are striving to be successful, recognising that effort is required.
- Staff have been observed using the values as a framework to discuss behaviour with the children.
- Evidence collated for RRS level 2 assessment includes our work on school values.

Next Steps:

- Our pupils will be sharing our values with the wider school community through a launch event, through classroom/ whole school displays and through the development of publicity materials.
- Our school values will be the theme of our class assemblies throughout the coming session 2016-2017.

Next Steps in school leadership:

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

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 - 2015-2016

Nursery/P1 Partnership Working

Progress:

- P1 teacher has had input to nursery planning particularly in literacy and numeracy activities.
- P1 teacher has modelled delivery of the activities planned and has supported nursery staff to further develop planning in these areas.
- P1 teacher has worked directly with nursery children and nursery staff have worked with P1 pupils on a regular basis throughout this session to ensure shared understanding of progression across early level of CfE.
- Nursery staff participated in a day's in-service training on developing numeracy skills through all areas of the curriculum.

Evidence:

- Updated shared planning in literacy and numeracy.
- Teacher observed working directly with all groups of nursery children.
- Nursery staff timetabled to support learning in literacy and numeracy in P1 classroom.
- Classroom/playroom observations by SMT.

Next Steps:

- Using the knowledge of skills progression they have learned through this partnership working nursery staff will be able to plan literacy and numeracy activities designed to challenge their pupils in their learning.
- P1 staff will be able to build on previous experience of the children based on direct involvement with those pupils in nursery.
- Further development of a coherent and supported transition programme from nursery to P1.

Science (Cluster Priority)

Progress:

- A progressive, skills-based science programme is under development.
- Our science mentor has received extensive training in the effective delivery of science across all levels of the curriculum.
- All teachers participated in a full day of training in the delivery of the science experiences and outcomes delivered by the cluster science mentors and representatives of SERCC.
- Our science mentor has also delivered several in-house sessions to build staff confidence and expertise.
- An audit of science resources has been completed and these have been augmented using funding from grants from the Edina Trust.
- A whole school science week was organised by Miss Giambattista supported by the parent council which focused on delivering the science curriculum and linking science learned at school with its uses in the world of work – a variety of visitors who work in the areas of science and technology visited the school to share their work with pupils.
- A science curriculum evening for parents/carers was organised and was well attended.
- Staff training in the delivery of coding in primary school was developed by a member of our parent council supported by his employers HSBC as a result of his work with our P6 & P7 pupils and this was then delivered to staff from three of our cluster primary schools at an in-service training event.

Evidence:

- Learning visits confirm increased staff confidence in delivering the science curriculum.
- Assessment information shows an increase in pupil interest and improved attainment particularly at second level.
- Feedback from our science curriculum evening for parents/carers was very positive with families sharing that they felt that they better understood how science was taught at all levels of CfE.
- Staff CPD records reflect the amount of science training that they have participated in.

Next Steps:

- Completion of a coherent and progressive science programme which is appropriately resourced.
- Effective resource organisation to ensure availability and accessibility.

Next Steps in teacher professionalism:

- **Systematic teacher self-evaluation.**
- **Provision of/access to Career Long Professional Learning (CLPL) opportunities for all staff.**
- **Implement 2015/16 Cluster recommendations to improve pupils' working memory, concept of number and efficient use of mental maths strategies.**
- **Moderate methodology, across the Inverclyde Academy Cluster, for the explicit teaching of mental maths strategies through a Professional Learning Community model.**

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 - 2015-2016

Parental Engagement

Progress:

- All classes have had individual curriculum events during the school day where parents/carers have been able to join their child to learn in the classroom – the focus this session has been on reading.
- All classes have led an assembly focused on one of the well-being indicators to which families have been invited to share in the learning. Class assemblies have been followed by Fairtrade coffee mornings for both the class and their families to attend raising awareness of the Fairtrade initiative and providing an in school social event for pupils, staff and families to share.
- Two evening curriculum events were held focussing on 'reading' and 'science' - these were held to offer an alternative for parents who could not attend during the day.
- Termly bulletins were introduced to share planned learning with families in advance to give them the opportunity to support their child's learning and these were refined and improved throughout the session in response to parental feedback.
- Homework was reviewed to ensure consistency of type and amount and it was agreed by staff that all homework tasks for the week would be issued on a Monday to give families flexibility in when tasks are completed to maximise the chances of pupils receiving support at home.
- Support for the completion of homework tasks in school has been put in place for those who need this.
- Curriculum leaflets for each level of Literacy and English and Numeracy and Maths have been developed and distributed to families based on the level that their child is currently working at – the appropriate leaflet will be issued to each child at transition from one level to another in future.

Evidence:

- Very positive feedback from families who have participated in our curriculum evenings and mornings, these were well attended and a better understanding of what and how children learn was valued.
- Attendance at class assemblies and the following Fairtrade coffee mornings has been very good and feedback has been very positive.
- Feedback from families on the provision of advance information about the curriculum and homework was also very positive.
- More children are completing homework as they can plan their work around after school activities.

Next Steps:

- Class assemblies (based on school values), Fairtrade coffee mornings, curriculum mornings (focused on Maths and Numeracy) and evenings (focused on Maths and Numeracy and Modern Languages) and a range of social events will be continued in the coming session - 2016-2017.
- Health and Wellbeing Curriculum leaflets have been developed and will be issued at the start of next session.
- A homework club will be established to support pupils in completing homework tasks.

Next Steps in parental engagement and partnership working:

- **Effective use of partner agencies in supporting children and their families**
- **Development of Parent Council (PC) role in engaging the wider parent body**
- **Develop more effective information sharing via the school website and social media**
- **Research Family Learning approaches**

School Improvement

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

Work done this session - 2015-2016

'Building the Ambition' – self-evaluation tool for Nursery

Progress:

- Our Senior Early Years Education and Childcare Officer (SEYECO) held regular training sessions for all nursery staff to develop their understanding of this document and its use in evaluating practice.
- On a monthly basis staff evaluate an aspect of their practice using this tool and develop action plans to implement improvement – progress is monitored and plans updated regularly.

Evidence:

- Feedback from service users confirms that the ethos and practice implications of 'Building the Ambition' are increasingly apparent in the procedures in place and attitudes and practices of the nursery staff.

Next Steps:

- Continue to engage with 'Building the Ambition' to develop an effective self-evaluation cycle that leads to improvements in practice and has a positive impact on children's experiences and learning.
- Begin using the Quality Indicators contained in 'How Good is Our Early Learning and Childcare' to enhance our self- evaluation in nursery.

Next steps in school improvement:

- Refine Standards and Quality Report and School Improvement Plan in line with Authority guidance to reflect the National Improvement Framework (NIF) and How Good Is Our School (HGIOS) 4
- Support staff engagement with HGIOS 4 and How Good is Our Early Learning and Childcare (HGIOELCC)
- 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 - 2015-2016

Literacy - Reading

Progress:

- There is now a more consistent approach to the teaching of reading across CfE levels.
- Literacy planning has been adapted to include coherent and progressive skills development.
- A review of all reading resources has taken place and Rigby Star, Rigby Navigator, Jolly Phonics and Jolly Grammar resources have all been increased and supplemented by additional resources to support reading development.
- Early level staff are implementing the reading skills progression as set out in the 'Rigby Star' reading scheme and this continues in First Level until the end of P3.
- Nursery and P1 staff are working together to teach reading skills through the development of phonological awareness (Nursery) followed by the teaching of phonics alongside sight vocabulary recognition and the development of blending and decoding skills (P1).
- The P1 teacher has been working with nursery staff to plan literacy experiences and has been involved in the direct teaching of all nursery pupils.
- A reciprocal teaching approach to reading has been established at P4-P7 alongside the skills development set out in the 'Rigby Navigator' reading scheme.
- 'Education City' and 'Phonic Bug' software has been used to support pupils in using IT to support independent learning in reading.
- Novel studies have been introduced at all levels.
- Library areas have been set up in each classroom to encourage reading and pupils are read to daily by staff.

Evidence:

- Evidence from teachers' planning and learning visits reflects our work in this area.
- New resources are being well used in classes.
- Data from 'Education City' confirms that this resource is being well used to support literacy development.

Next Steps:

- Literacy planners will be further refined based on evaluation of this session's work.
- Procedures for tracking individual progress in the development of reading skills will be developed.
- Data will be collected from a variety of reading assessments, recorded and used to monitor progress.

Mental Maths

Progress:

- P4 pupils in all six cluster primaries have been the target of focused intervention in mental maths where they were taught specific strategies for mental calculations involving addition and subtraction alongside taking part in learning activities designed to improve short term memory.
- A base line was established using an initial assessment of skills in this area and pupils who did well were asked to explain any strategies they had used to answer the questions and then all pupils were taught these strategies and others identified in the Dumfries & Galloway Mental Maths Strategies programme and given lots of opportunities to practice.
- They were then reassessed and almost all had improved significantly as a result of this input.
- All classes have begun using the D& G programme to supplement their teaching of mental maths strategies

Evidence:
<ul style="list-style-type: none"> • Results of second assessment compared to the baseline data indicates that all pupils have made good progress and many have made very good progress. • Teachers' planning reflects the focus on the teaching of mental maths strategies and the use of the D & G programme.
Next Steps:
<ul style="list-style-type: none"> • Due to its success this specific intervention will be repeated with the pupils going into P4 in the coming session. • The intervention will also be extended to cover different strategies in P5 further developing the skills of those pupils who participated in P4. • All classes will continue to use the D&G programme to supplement their teaching in this area.
1+2 Languages
Progress:
<ul style="list-style-type: none"> • Staff from nursery to P7 are planning and delivering lessons using the Power Language Platform thus ensuring progression in terms of range of vocabulary and complexity of language structure. • Staff confidence has increased and this is apparent in the amount of French being used on a daily basis. • 'Cyber Coach' and 'Education City' have provided opportunities for ICT to be used to support learning in this area at all levels. • A range of French resources have been purchased for all classes using a budget specifically for this purpose. • A whole school French Focus Day was planned and implemented focusing on both French language and aspects of French culture – evidenced by classroom displays. • A number of teachers have participated in training and learning opportunities to enhance their teaching and planning of learning in this area and they are acting as peer mentors to support colleagues.
Evidence:
<ul style="list-style-type: none"> • All classes use French as part of their daily routine. • Visits to classrooms and teachers' planning reflect increased input in French. • Feedback from staff confirms increased confidence and use of new resources.
Next Steps:
<ul style="list-style-type: none"> • Introduction of a second modern language at second level (P5-P7) – this will be Spanish in line with our cluster schools.

Next steps in the design of our curriculum:

- **Develop an updated curriculum rationale**
- **Further refine planning policy, procedures and documentation**
- **Continue to focus on raising attainment in reading**
- **Extend Mental Maths skills development input**
- **Continue implementation of 1+2 languages**

Ensuring wellbeing, equality and inclusion

Work done this session - 2015-2016

GIRFEC Pathway/ Child's Plan/ Named Person

Progress:

- Head Teacher has been trained in the GIRFEC Pathway approach to managing pupil support, in the process and application used to create an individual Child's Plan, in the SEEMIS well-being application and in the roles and responsibilities of the Named Person and the Named Person Service.
- Information about the key features of the above aspects of the implementation of the GIRFEC strategy has been shared with staff.
- Pupils who may require an individual Child's Plan have been identified and the appropriate information prepared for the start of the next session.
- All pupils have been allocated a Named Person in preparation for the planned implementation of the Named Person Service in August 2016.

Evidence:

- HT's training record.
- Minutes of staff meetings.
- Updated pupil support files.
- Pupil records in SEEMIS all show a Named Person.

Next Steps:

- Further training for staff will be provided – in particular for the DHT who will be managing pupil support as part of her remit.
- An individual Child's Plan will be created for those who require it.
- The Named Person Service will come into operation in August 2016.
- The school management team will use the SEEMIS well-being application to record and manage all aspects of a child's support needs.
- General information about all of these aspects of the implementation of the GIRFEC strategy will be shared with parents/carers.

Positive Relationships Positive Behaviour Policy

Progress:

- Further staff training in restorative approaches to behaviour management coupled with work done with pupils on conflict resolution has led to a greater proportion of disputes being resolved by pupils themselves with minimal adult support.
- This approach which has previously been shared with the wider parent body has been introduced to new parents/carers at nursery and P1 induction during this session – further input will be delivered once their children start nursery/school.
- General relationship building between school staff and families has been promoted through parental engagement in school learning and social events and feedback has been very positive.
- Working closely with individual families to secure positive outcomes for their children has supported the development of mutual trust and support.

Evidence:

- Pupils are resolving more disputes independently with minimal support from adults.
- There are fewer behaviour referrals to the SMT.
- Feedback from parents/carers has indicated they feel that they have a positive relationship with school staff.

Next Steps:

- Revisiting PRPB behaviour management strategies with the wider parent body to ensure understanding. This will be done initially through the development of a leaflet which parents can keep for reference followed up by information sessions as required.

'Setting The Table' - Nursery

Progress:

- All practice guidelines set out in this document have been implemented through partnership working between nursery staff, the school kitchen and the 'Hungry For Success' co-ordinator ensuring all nursery snacks and lunches meet the required criteria.

Evidence:

- Provision has been assessed against the guidelines and found to be satisfactory.

Next Steps:

- Nursery and kitchen staff continue to work in partnership to maintain and develop snack and lunch menus within the guidelines.

Next steps in ensuring wellbeing, equality and inclusion:

- Implementation of Named Person Service and GIRFEC Pathway approach to managing meeting children's additional support needs
- Develop effective working with partner agencies to support individual pupils and to deliver the HWB curriculum
- Monitor and improve attendance following guidance contained in the new Attendance Policy
- Focus on updated approach to dealing with bullying (PRPB) with staff and parents

Future Priorities 2017-2019

- Development of progressive Social Studies, RME & HWB programmes
- Embedding of Spanish at P5-7
- Embedding of GIRFEC Pathways approach to managing additional support needs
- Begin implementing aspects of Visible Learning
- Embedding use of Cluster Learning Community Model