

Lady Alice Primary and Nursery Class

Standards and Quality Report

2016-2017



Our School

Our school

- ❖ Our school is non-denominational and is situated in *Greenock*.
- ❖ Our present role is 210 and we have 9 classes in total.
- ❖ We have our own nursery class for 24/24 children aged 3-5 years. We have provision for two and half day placements for working families.

Inverclyde Academy is our associated secondary school

Our school values which have been chosen and agreed by our school community are-

Honesty

Partnership

Kindness

Positive Attitude

Respect



Activities and Achievements during 2016-2017

- ❖ Our pupils have taken part in a wide range of sporting activities, events and clubs including: football, sportshall athletics, swimming, heptathlon and cross country.
- ❖ P7 pupils enjoyed a residential outdoor activity trip to Ardentinney and P6 enjoyed activity days at Castle Semple and Cornalees.
- ❖ Most P6 pupils completed Bikeability Level One.
- ❖ All classes enjoyed day trips to enhance their classroom learning.
- ❖ Our P5 pupils have had weekly singing lessons.
- ❖ All our classes participated in regular visits to South West Library and visits from local authors.
- ❖ We participated in a successful 'Bring an adult to the library' week.
- ❖ All classes participated in First Minister's Reading challenge.
- ❖ Nursery and P1 children enjoyed Book Bug sessions in the local library.
- ❖ Our Nursery and P1 & 2 pupils performed a Nativities which were attended by parents and carers.
- ❖ We held a Farewell Concert which was well attended by parents and other family members. All pupils in the school took part.
- ❖ A group of pupils participated in Burns Competition.

School Leadership

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

Further develop leadership skills of all teaching staff

Work done this session - 2016-2017
Staff leadership
Progress:
<ul style="list-style-type: none">• PRD process identified areas in which staff could take a lead role.• Another two teachers completed Inverclyde's leadership course.• One teacher has attended dialogic teaching and reciprocal teaching courses and will lead the development of this through peer visits.• One teacher has led staff development on ABC music.• SEYECO has completed final year BA in Childhood Studies• HT has completed open university module on coaching and mentoring• DHT has developed emotional literacy through Creating Confident Kids programme.
Impact:
<ul style="list-style-type: none">• More staff willing to take on leadership roles• PT of Attainment has been appointed from within staff group to oversee the attainment of specified group• More effective use of ABC music throughout the school• More consistent approach to emotional literacy throughout the school
Next Steps:
<ul style="list-style-type: none">• Development of PT Attainment role to support Management team• Through Pupil Equity funding establish further leadership roles for staff• Further develop emotional literacy and embed Creating Confident Kids programme

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 promoted and encouraged through the PRD process

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
Staff professional learning
Progress:
<ul style="list-style-type: none"> • Early and first level staff have engaged in SEAL training through Attainment challenge. • A variety of CPD approaches have been undertaken including peer visits, peer mentoring, whole school CPD events and cluster events. • PRDs have been carried out with teaching staff and appraisals with support staff to establish training needs
Impact
<ul style="list-style-type: none"> • More collegiate working at early and first level in maths and numeracy • More meaningful moderation of writing within cluster • Training needs have been identified and opportunities identified
Next Steps:
<ul style="list-style-type: none"> • Engage with attainment challenge CMO to fully embed SEAL in p1 and p2 • Encourage all staff to engage in opportunities available through attainment challenge and PEF to enhance learning and teaching
MATHS(Cluster Priority)
Progress:
<ul style="list-style-type: none"> • Second level staff have met with maths teacher from Inverclyde Academy to discuss teaching methods • Transition document has been updated to take account of benchmarks
Impact:
<ul style="list-style-type: none"> • As teacher from Inverclyde Academy left this has not progressed as expected. • P7 teacher is aware of priority outcomes for transition and this will ensure that transition to secondary is seamless
Next Steps:
<ul style="list-style-type: none"> • Continue to engage with secondary maths department • Access SEAL training for all staff

Next Steps in teacher professionalism:

- Early and First level staff will access SEAL training and use this to further advance learning and teaching
- Reciprocal teaching will be taken forward through peer visits and in house CPD sessions
- PT (PEF) will engage in leadership training and will encourage short term professional enquiry by teachers within their classes

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:

- Fastworks group established and were meeting every second week to support children's homework however due to decant and difficulties in finding appropriate accommodation this has been disbanded for the time being.
- Regular attendance at Parent Council meetings by 8-10 parents.
- Successful week of adult/ child library events
- Well attended consultation meetings before decant
- Continued parental engagement during decant
- Parental involvement in appointment of new HT
- Transition events for both new P1 and S1 parents were well attended
- Nursery parents/ carers have attend 5 to Thrive sessions
- Introduced 'groupcall' to support communication with parents/ carers

Impact:

- Attendance at homework club helped parents/ carers to support their child's learning
- Parents actively involved in fundraising developed staff/ parent relationships
- Parents who attended library events with their children are more aware of facilities available within South West Library
- Parental input at P1 induction day encouraged new parents to become involved in parent council
- Attendance at curriculum afternoons, parents' evenings and school concert further enhanced staff/ parent relationships
- Regular meetings kept parents/ carers up to date with progress of refurbishment/ decant thus eliminating worries and concerns.

Next Steps:

- Use of PEF to provide opportunities for parents/ carers to explore outdoor activities for their children
- Re establish homework club by providing transport for parents/ carers
- Identify ways in which to continue working with SW library during decant
- Continue to engage nursery parents/ carers in 5 to Thrive

Next Steps in parental engagement and partnership working:

- Effective use of partner agencies in supporting children and their families
- Through the attainment challenge make effective use of family support service to build the confidence of parents/ carers to support their children
- PT (PEF) will work closely with parents/ carers of children in SIMD 1/2 and those entitled to FSM to identify learning opportunities within the local community

School Improvement

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

Work done this session - 2016-2017

Active literacy/ Early level planning/ Outdoor education

Progress:

- P1 are using Active Literacy
- Nursery staff are effectively using floor books to plan with children and detail progress
- Nursery are using outdoor space effectively on a daily basis
- Some classes are taking part in 'daily mile'
- Classes have visited Castle Semple and Cornalees to take part in a range of outdoor activities
- 5 staff members attend weekend outdoor learning course in Millport
- Staff have completed weekly evaluations of QIs in relation to their classroom practice

Impact

- P1 are more confident in reading and writing and parents are able to support their learning at home
- Nursery children can talk about their learning and with help can articulate their next steps in learning
- Some parents have noted a positive impact on their children's fitness level
- Staff are more familiar with HGIOS 4
- Staff have successfully engaged pupils in a variety of outdoor learning experiences

Next Steps:

- Continue to roll out Active Literacy into P2
- Engage nursery and primary one staff in professional dialogue about responsive planning
- Extend 'daily mile' to involve more classes
- Use HGIOS 4 / HGIOELCC with parents and children to evaluate work of the school/ nursery class

Next steps in school improvement:

- 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 tracking data to ensure systematic monitoring of improvement initiatives

The Development of our Curriculum

Work done this session - 2015-2016

Maths

Progress:

- Nursery and P1 staff have started using numicon to promote the teaching of numeracy at Early level
- P1 staff are using SEAL planners to ensure progression of skills taught
- Throughout the school teachers have been using benchmarks and signpost testing to evidence their professional judgements

Evidence:

- Evidence from teachers' planning and learning visits reflects our work in this area.
- New resources are being well used in classes.
- Teachers are more confident in their professional judgements in maths

Next Steps:

- Maths planners will be further refined based on evaluation of this session's work.
- Procedures for tracking individual progress in the development of maths skills will be developed.
- Extended use of numicon and SEAL planners into First level
- Working with CMO to enhance learning and teaching of maths

Literacy

Progress:

- Active literacy has been successfully introduced into P1
- Daily write is being used to promote writing at second level
- Further use of novel studies and reciprocal reading at first and second level

Evidence:

- More P1 pupils have sound knowledge of phonics and are able to spell and read a range of common words.
- Improvement in Big Write results
- Pupils are able to discuss texts in groups and results in comprehension have improved

Next Steps:

- To extend active literacy to P2
- Use peer visits to promote the use of daily write and reciprocal teaching
- Engage with CMO (Literacy) to further advance teaching of literacy at all levels

Health and Wellbeing

Progress:

- Relationships, Sexual Health and Parenthood Education is fully embedded in all classes and parents/ carers have been made aware of content of these lessons through curriculum afternoons.
- Whole school programme of emotional literacy has been introduced through weekly assemblies and follow up work

Evidence:

- All classes are using Inverclyde RSHP education materials and teachers are confident in the delivery of these lessons
- Creating Confident Kids programme is being used at assemblies and in all classes for follow up

activities.

- Children can talk about emotions and give examples

Next Steps:

- Work with CMO (Nurture) to further advance teaching of emotional literacy

Next steps in the design of our curriculum:

- Develop an updated curriculum rationale
- In line with other attainment challenge schools use additional staffing available to promote effective learning and teaching in literacy, numeracy and health and wellbeing

Ensuring wellbeing, equality and inclusion

Work done this session - 2015-2016

GIRFEC Pathway/ Child's Plan

Progress:

- HT and DHT have undertaken training in HWB application
- All staff are aware of GIRFEC pathway and regular meetings are held to identify support required for pupils
- DHT has established good working relationships with a variety of external agencies

Impact:

- HT and DHT have started to document children's needs and plans on Wellbeing application
- All staff have contributed to Child's Plan where appropriate
- Pupils and families have received help from a range of partner agencies

Next Steps:

- Further training for staff will be provided
- An individual Child's Plan will be created for those who require it.
- The school management team will use the SEEMIS well-being application to record and manage all aspects of a child's support needs.
- Tracking documentation will be updated termly to ensure that all pupils are on correct pathway and are receiving appropriate support

Inclusion

Progress:

- Further staff training in restorative approaches to behaviour management has been undertaken
- Inverclyde's Anti-Bullying Policy has been fully implemented
- Staff have undertaken training in Autistic Spectrum Condition
- SfL Teacher has completed Post Graduate training

Evidence:

- There are fewer behaviour referrals to the SMT.
- Staff are aware of effects of bullying and all complaints about bullying are fully investigated and documented.
- Parents/ Carers and children's views are sought on outcomes of investigations

Next Steps:

- Development of nurture room
- Training for staff on principles of nurture

Next steps in ensuring wellbeing, equality and inclusion:

- Monitor and improve attendance following guidance contained in the new Attendance Policy
- Development of Nurture Room through Attainment Challenge
- Use of PT (PEF) to monitor progress of pupils in SIMD 1 and 2 and those in receipt of free school meals
- Engage all staff in use of data to monitor and evaluate progress

Future Priorities 2017-2019

- In line with Attainment Challenge continue to promote effective learning and teaching in literacy and numeracy to close the attainment gap
- Embedding of GIRFEC Pathways approach to managing additional support needs
- Engage in whole school development of Visible Learning Strategies