

Context of the school:

Our school values which have been chosen and agreed by our school community are-
Honesty Partnership Kindness Positive Attitude Respect

Children, parents, carers and community partners are warmly welcomed to Lady Alice Primary and Nursery Class. Children's needs and interests are at the heart of everything we do and we will work with our families to ensure that the time children spend at Lady Alice Primary and Nursery Class is both enjoyable and productive. Through high quality education we aspire to encourage and support everyone in our school community to reach their full potential in all areas of their lives.

Since 2015, Inverclyde has been part of the Scottish Attainment Challenge. The Scottish Attainment Challenge aims to achieve equity in educational outcomes by focussing on closing the poverty related attainment gap. In August 2017 Lady Alice Primary and Nursery Class joined the third cohort of local focus schools. This is an exciting time for our school and staff are keen to engage with the wide range of opportunities available. Through Attainment Challenge funding we are fortunate to have a newly appointed Nurture Teacher who will further develop nurturing approaches throughout the school.

In February 2016, we moved to temporary accommodation while our school building is being refurbished. Our nursery class remains onsite in a purpose-built unit. Our primary pupils have been transported daily to the Southfield Avenue campus in Port Glasgow.

In session 2017/18 we have faced many challenges related to staffing which impacted our planned PEF interventions and Nurture provision.

Lady Alice School and Nursery Class were part of local authority review processes this session; this was a very positive experience which has helped to shape our plans for school improvement.

A new Leadership Team has been formed in Lady Alice this session with the appointment of Mrs Gail Connick, Head Teacher in partnership with Mrs Lesley Caldwell, Depute Head Teacher and Miss Samantha McShane, Acting Principal Teacher. We are looking forward to our expected return to Lady Alice with its newly appointed address at Gateside Avenue in August 2018.

Our attainment:

Local Authority & National Achievement of a Level Data

	Listening/Talking %		Reading %		Writing %		Numeracy%	
	Inverclyde	National	Inverclyde	National	Inverclyde	National	Inverclyde	National
P1	87	85	85	80	83	77	88	83
P4	88	83	77	77	73	71	74	75
P7	84	81	77	76	69	69	74	70

Lady Alice Achievement of a Level 2016/17 Data

Primary One

Lady Alice Achievement of a Level in Primary One

- By the end of Primary One, most of our pupils achieved Early Level in Reading Writing, Talking and Listening.
- Almost all pupils achieved Early Level in Numeracy.

Lady Alice Achievement of a Level in Primary One compared to Inverclyde Achievement of a Level in Primary One

- In Reading, Writing and Listening & Talking, attainment levels show that our Primary One pupils perform just below the local authority average.
- In Numeracy, attainment levels show that our Primary One pupils perform just above the local authority average.

Lady Alice Primary One Achievement of a Level data compared to Primary One National Achievement of a Level data

- In Reading, attainment levels show that our Primary One pupils perform in line with the national average.
- In Writing, attainment levels show that our Primary One pupils perform just above the national average.
- In Listening & Talking, attainment levels show that our Primary One pupils perform just below the national average.
- In Numeracy, our Primary One pupils perform above the national average.

Primary Four

Lady Alice Achievement of a Level in Primary Four

- By the end of Primary Four, the majority of pupils achieved First Level in Reading and Writing.
- Most pupils achieved First Level in Listening & Talking and Numeracy.

Lady Alice Achievement of a Level in Primary Four compared to Inverclyde Achievement of a Level in Primary Four

- In Reading and Numeracy, attainment levels show that our Primary Four pupils perform just below the local authority average.

- In Listening & Talking, attainment levels show that our Primary Four pupils perform above the local authority average.
- In Writing, attainment levels show that our Primary Four pupils perform in line with the local authority average.

Lady Alice Primary Four Achievement of a Level data compared to Primary Four National Achievement of a Level data

- In Writing and Numeracy attainment levels show that our Primary Four pupils perform just above the national average.
- In Reading, attainment levels show that our Primary Four pupils are performing just below the national average.
- In Talking & Listening, attainment levels show that our Primary Four pupils are performing just below the national average.

Primary Seven

Lady Alice Achievement of a Level in Primary Seven

- By the end of Primary Seven, most pupils achieved Second Level in Reading, Writing and Talking & Listening and Numeracy.

Lady Alice Achievement of a Level in Primary Seven compared to Inverclyde Achievement of a Level in Primary Seven

- In Reading and Listening & Talking, attainment levels show that our Primary Seven pupils perform just below the local authority average.
- In Writing, attainment levels show that our Primary Seven pupils perform in line with the local authority average.
- In Numeracy, attainment levels show that our Primary Seven pupils perform above the local authority average.

Lady Alice Primary Seven Achievement of a Level data compared to Primary Seven National Achievement of a Level data

- In Reading, attainment levels show that our Primary Seven pupils perform in line with the national average.
- In Writing, attainment levels show that our Primary Seven pupils perform just above the national average.
- In Talking & Listening, attainment levels show that our Primary Seven pupils perform just below the national average.
- In Numeracy, attainment levels show that our Primary Seven pupils perform above the local authority average.

Lady Alice Summary of Attainment

Lady Alice Primary Achievement of a Level data compared to schools of a similar context

- In attainment across Literacy and Numeracy, Lady Alice Primary performs in line with or better than schools of a similar context.

Summary of Lady Alice Primary Achievement of a Level data

- In Reading, most pupils in Lady Alice Primary have attained an age appropriate level.

- In Writing, most pupils in Lady Alice Primary have attained an age appropriate level.
- In Listening & Talking, most pupils in Lady Alice Primary have attained an age appropriate level.
- In Numeracy, most pupils in Lady Alice Primary have attained an age appropriate level.

Summary of Lady Alice Primary Achievement of a Level data when compared to Inverclyde Achievement of a Level data

- In Reading and Listening & Talking, Lady Alice Primary attainment levels show that our school performs just below the Local Authority average.
- In Writing, Lady Alice Primary attainment levels show that our school performs just below the Local Authority average in P1 and in line with or just above average in P4 and P7.
- In Numeracy, Lady Alice Primary attainment levels show that our school performs just above the Local Authority average.

Summary of Lady Alice Primary Achievement of a Level data when compared to National Achievement of a Level data

- In Reading and Listening & Talking, Lady Alice Primary attainment levels show that our school performs just below the National average.
- In Writing, Lady Alice Primary attainment levels show that our school performs just above the National average.
- In Numeracy, Lady Alice Primary attainment levels show that our school performs just above the National average.

[Achievement of a Level data](#)

(select Inverclyde Authority and school from menus at the top of the page)

Review of progress for session 2017-18

School priority 1: Improvements in attainment, particularly in literacy and numeracy	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism	<u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum
Strategies, progress and impact: <p>Strategies</p> <ul style="list-style-type: none"> • Termly focus on each of the four key skills of Reciprocal Teaching – predicting, clarifying, questioning and summarising. • SEAL approaches adopted in Primary 1 & 2 • Active Literacy approaches will roll into Primary 2 • Moderation process will be revisited. • Staff will be increasingly aware of the most effective Learning & Teaching strategies through engaging with Visible Learning research. <p>Progress</p> <ul style="list-style-type: none"> • Attainment Challenge Coaching and Modelling Officers have supported class teachers in the use of SEAL and Active Literacy up to Primary 2. • Coaching and Modelling Officers have having modelled various numeracy approaches in every class. • In partnership with the Attainment Challenge team, our Nursery has taken part in a pilot of Reciprocal Teaching with our pre-school pupils. • Teachers have taken part in moderation activities and have accessed the training materials from the Moderation Hub • All teachers have attended the Visible Learning training days. Two Impact Coaches have attended additional training. • Inverclyde Progression Pathways for Literacy & Numeracy have been introduced to staff. <p>Impact</p> <ul style="list-style-type: none"> • Literacy Pathways have been used to support Teacher Professional Judgements • A clearer understanding of the moderation cycle exists for staff; this has identified the next step of changing our planning approaches. • Staff and pupils have begun work on creating a shared language of learning; this will be developed and shared with all stakeholders. • Pupils have a clearer understanding of the 4 key Reciprocal Teaching strategies. • Active literacy approaches have been embedded in Primary 1 and 2; there is a consistent approach. 	
Next Steps: <ul style="list-style-type: none"> • Continue with Year 2 of the Visible Learning programme. 	

- Ensure all staff are following the Inverclyde Numeracy and Mathematics Progression Pathways and the Inverclyde Literacy and English Progression Pathways.
- Further embed the use of SEAL by rolling it into Primary 3 and increase the focus on developing mental agility and number talks in the upper school.
- Further embed the use of Active Literacy by rolling it into Primary 3.
- Develop staff skills in dialogic and reciprocal teaching.
- Approaches to planning for learning should reflect key features of planning as outlined by Education Scotland.

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 Driver

Assessment of children's progress
Performance information

HGIOS?4 QIs

1.3 Leadership of change
2.3 Learning, teaching and assessment
2.5 Family learning

Strategies, progress and impact:

Strategies

- Use available data and teacher professional judgement to identify target groups of pupils for specific interventions by Attainment Challenge staff.
- Develop relationships between school staff, parents, Family Support Worker and CLD link worker

Progress

- Attainment Challenger interventions were put in place with Primary 1 & 2 pupils for Literacy and Numeracy.
- A Nurture Group was identified and set up by our Attainment Challenge funded Nurture Teacher.
- Pupil groups were identified for intervention by PEF Principal Teacher and strategies were implemented supported by Class Teachers, EYECO and Support Assistants.
- Literacy Toolbox was introduced for targeted Primary 6 & 7 pupils, this is now being piloted with targeted Primary 4 pupils.
- Barnardo's Support Workers have provided support for several pupils and developed a plan to work with pupils on playground relationships.
- Family learning groups on Child Psychology and Family Cooking were established for families to access by our CLD link worker.

Impact

- The P6&7 Literacy Toolbox pupils have increased their fluency in reading.
- Although our Nurture Teacher left in January 2018, we adapted the model for Nurture and the group have continued their learning successfully.
- Families are beginning to forge links with our CLD and Barnardo's Workers

- Plans for the role of the PEF PT had to be adapted due to staffing levels within the school; despite this, teachers are clearer about learner needs in Literacy.
- EYECO led interventions were successfully implemented for Primary 1-3 pupils in Literacy and Numeracy.

Next Steps:

A new Nurture Teacher will be appointed to Lady Alice for session 2018/19 and a new Nurture Class established.

Through PEF funding an EYECO will be employed for session 2018/19

Through PEF funding we have a Principal Teacher post for session 2018/19 who will be 0.5 class committed.

4 members of support staff to be trained in Catch Up Literacy intervention.

Parental engagement opportunities to be maximised in partnership with Barnardo's and CLD upon return to our own campus.

Families Connect to be offered to Primary 1 families; this will be run by CLD Link Worker and PT PEF.

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 Driver

Parental engagement

Assessment of children's progress

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.4 Personalised support

Choose an item.

Strategies, progress and impact:

Strategies

- Apply steps outlined in the Inverclyde Attendance Policy.
- Implement Nurturing Approaches through development of Nurture Class
- Staff will understand and use GIRFEC Pathways to identify support needs, monitor progress, evaluate and record impact and determine next steps

Progress

- Our approaches to Nurture had to be re-thought in January following the departure of our Nurture Teacher. A nurturing space was created within the Primary One classroom and classroom assistant lead learning experiences designed in partnership with the P1 teacher were implemented.
- The average attendance figure for Lady Alice Primary in session 2016/17 was 92.76%; this is lower than average attendance figure for our local family group of schools and below the local authority aspirational aim. It is anticipated that this will improve upon our return to our own campus.
- Exclusions continues to be at 0% which is lower than our local family group of schools.
- Attending School Matters was implemented for pupils for pupils below 90% attendance and Steps 1, 2 and 3 were implemented for a range of pupils.

- The Depute Head Teacher has improved the processes used for sharing pupil needs within the school.
- SEEMIS Wellbeing Application has been used to store pupil information securely.

Impact

- Pupils in the Nurture Group made very good progress with their learning.
- Parents and pupils with low attendance have increased awareness of the procedures which can be implemented. Additional supports have been put in place for pupils following Maximising Attendance meetings.
- At the start of session 2018/19, teachers will have appropriate information describing the GIRFEC pathways, needs and effective strategies for the pupils they teach. This will be used to monitor progress, evaluate and record impact and determine next steps for pupils.

Next Steps:

- Continue to implement Attending School Matters Policy.
- Establish new Nurture Class lead by Nurture Teacher.
- Train staff in use of Boxall Assessments for potential Nurture Group pupils.
- Development of pupil action plans as appropriate through the SEEMIS Wellbeing Application.
- Fully implement Positive Relationships, Positive Behaviour Policy

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 Driver

Assessment of children's progress
Teacher professionalism

HGIOS?4 QIs

3.3 Increasing creativity and employability

2.2 Curriculum

2.3 Learning, teaching and assessment

Strategies, progress and impact:

Strategies

- Increase pupil awareness of Inverclyde Employability Skills
- Raise staff awareness of Inverclyde Employability Skills

Progress

- Inverclyde Employability Skills pathways were shared with staff.
- Local authority display materials were distributed to staff for classroom use
- Representatives from School Health and the Police presented to pupils on the Inverclyde employability skills that they use in their jobs.

Impact

- Staff awareness of the Inverclyde Employability Skills pathways has increased.
- Pupils have a very basic awareness of the Inverclyde Employability Skills.

Next Steps:

- Employability Skills development to be highlighted within teacher planning.
- Use the language of the Inverclyde Employability Skills pathways in classroom plenaries and discussions.
- Invite other external visitors to speak with classes about key employability skills.

National priority: How we are ensuring Excellence and Equity?

Our SIMD profile does not lend itself to focus on identifying the attainment gap between SIMD 1 & 2 and SIMD 9 & 10. Instead we compare SIMD 1 & 2 with SIMD 3-10. We now have a whole school focus on raising attainment for all pupils, particularly those not making the expected progress for their age/stage.

How PEF funding has been used

- Visible Learning training
- 2 x ASN auxiliary
- 0.6 fte backfill for Principal Teacher
- Principal Teacher
- IT equipment
- Literacy and numeracy resources
- New Library Books
- Subscription to professional learning website

Progress

- Through our Visible Learning training we are developing a clear action plan which focusses on two key areas.
 1. Developing a shared language of learning that will be understood by learners, parents and carers, staff and partner agencies linked to our school.
 2. Creating assessment capable learners; our pupils will be more aware of where they are in their learning and the steps that they need to take to progress. This will be clearly communicated with parents and carers.
- The appointment of two ASN auxiliaries has allowed us to target specific pupils for learning interventions which have helped to narrow the gaps in learning.
- The resources purchased for Literacy and Numeracy have helped to build pupil confidence in key skills. Support staff access materials which can be used to consolidate teaching points while implementing their training in Active Literacy and SEAL.
- Teachers target interventions with a better understanding of progression, contributing to a rise in attainment as shown through assessment data.
- Due to unfilled staff vacancies the role of the Principal Teacher had to be adapted which limited some of the planned interventions. The additional teaching hours assigned to intervention groups had to be reallocated to providing a teacher for Primary 7 from January to June 2018.
- Professional learning opportunities have been successful in helping teachers to reflect on their classroom practice particularly around improving the construction and sharing of Learning Intentions and Success Criteria with learners.
- Our new library books will be used to stock our school library upon our return to Lady Alice, Gateside Avenue Campus as part of our work to improve opportunities for Reading for Pleasure.

Key priorities for improvement planning 2018-19

<p>What is our capacity for continuous improvement?</p> <p>Staff in Lady Alice Primary are a highly motivated, dedicated team who work well together and with other agencies to ensure the best outcomes for our children. We have accessed a wide range of continuing professional development opportunities; several teachers have successfully undertaken the Uplifting Leadership course.</p> <p>We use Professional Review and Development and Staff Appraisal to identify development opportunities which are linked to the school improvement plan.</p> <p>With our return to our newly refurbished building we will maximise our opportunities for stakeholder involvement in our continuous improvement plans in session 2018/19.</p> <p>Our capacity for interpreting and responding to data contributing to our teacher professional judgements continues to improve; this remains a focus for 2018/19.</p> <p>Our school review has highlighted our key strengths and priority areas for improvement and we have a clear vision for change.</p>

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2018/19
1.3 Leadership of change	Good	<ul style="list-style-type: none"> Curriculum Rationale
2.3 Learning, teaching and assessment	Good	<ul style="list-style-type: none"> Reciprocal Teaching Dialogic Teaching
3.1 Ensuring wellbeing, equity and inclusion	Good	<ul style="list-style-type: none"> Fully implement Positive Relationships, Positive Behaviour Policy Pupil action plans
3.2 Raising attainment and achievement	Good	<ul style="list-style-type: none"> Planning to meet learner needs. Literacy & Numeracy Pathways Data analysis

Key Achievements of the school

- Primary 1 & 2 invited parents to be their audience for their Nativity Performance.
- Our Nursery class invited parents to be their audience for their Nativity performance and Celebration of Learning.
- The choir performed at Tesco and donated half of the funds raised to school funds. The rest of the money raised allowed them to choose and donate toys to the Toy Bank appeal for Christmas.
- Rev. Fraser and our parents joined us at Harvest, Christmas, Easter and Leavers Services.
- Primary 7/6 worked with authors Paul Bristow and Stuart Patterson, they also attended a BBC Authors Live event with Pamela Butchart.
- All classes visited Port Glasgow library.
- Nursery and P1 classes enjoyed library sessions at South West Library.
- Pupils were able to access a wider range of lunchtime clubs supported by Active Schools and school staff. This included football, multi-skills, athletics, netball and Playmakers.
- Primary 4 and 5 pupils were very successful in the Burns class in the Inverclyde Music Festival and at the Burns Club competition.
- Our Outdoor Learning group worked with John Ferrie, QIO School Estates to share their vision for the new playground.
- 12 pupils took part in a site visit to the construction site of our school refurbishment.
- Primary 7 ran a monthly tuck shop which fundraised for their Leavers Prom which was held in Lady Alice Bowling Club.
- All school and nursery classes enjoyed educational trips to a variety of destinations.
- Primary 6 pupils visited Castle Semple and Cornalees thanks to Inverclyde Council's Outdoor Education grant.
- Our Parent Council organised a sponsored walk as well as Christmas Cards and Tea Towels featuring pupil art work as part of their fundraising endeavours.
- All pupils took part in monthly House Group meetings with areas of responsibility such as Fair Trade, Rights Respecting Schools, Outdoor Education and Road Safety.

