



Lady Alice Primary and Nursery Class Standard and Quality Report 2015/2016



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Our school

- ❖ Our school is non-denominational and is situated in Greenock.
- ❖ Our present role is 238 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



Some of our achievements this session

- Our pupils have participated in a range of sporting activities including basketball, football, sportshall athletics, heptathlon and cross country. Our basketball team was chosen to play at Emirates Stadium as part of the 'Jump to it' programme. 10 of our Primary three pupils played in a football tournament at Hampden Stadium.
- Our Primary six pupils took part in the UNICEF Kidpower initiative during which they recorded steps taken and these were converted into food parcels.
- Our Primary six pupils also completed Bikeability level one, enjoyed 10 weeks of swimming lessons and participated in outdoor pursuits at Castle Semple and Cornalees.
- Following weekly singing lessons our primary five pupils took part in the music initiative concert at Greenock Town Hall.
- Some of our classes enjoyed participating in Inverclyde Music Festival at Greenock Town Hall.
- All our classes enjoy regular visits to South West Library. Our nursery children have enjoyed Book bug sessions at the library.
- Our newly formed choir has sung at our Easter assembly and will perform for parents/ carers next month.
- All classes have led a whole school assembly based on UNICEF Rights. These have been well attended by parents/ carers.
- Our school chaplain worked with our Primary seven pupils and they sang at local residential homes at Christmas.
- Our nursery and primary nativities were attended by parents, carers and residents from local establishments.
- Our successful school show gave our pupils the experience of performing on stage in front of large audiences.
- We ran an extremely successful F.A.S.T. project which involved 20 families attending sessions for eight weeks. The participants have now formed a parents' group which meets fortnightly in the school.
- Our Parents' Council organised a sponsored walk which raised funds to subsidise the many educational visits throughout the session.
- Our Primary Seven pupils enjoyed a residential trip to Lockerbie Manor where they experienced a range of activities including abseiling, kayaking and camping skills.



School Leadership

The Quality and impact of leadership within schools and at all levels

HGIOS 4 / HGIOELC- 1.2 1.4

Evidence

Attendance at leadership courses

SEYECO completing degree course

Staff curricular responsibilities

How are we doing?

- All Nursery and support staff have had annual appraisal and training has been identified. This has enabled us to identify areas of strength so that the expertise of support staff can be used effectively to support a range of pupil needs.
- All teaching staff undergo annual PRD meetings and set targets for the following session. Staff have developed plans for the coming year to support their professional development and support the school improvement agenda.
- All staff are encouraged and supported to develop personal skills and interests and use this expertise to provide a range of activities both within the school day and out with school hours to enhance the experiences of all our pupils.
- Some staff have successfully taken on leadership roles in curricular development in Maths, Science and IT.
- HT has completed an Introduction to Coaching and Mentoring course and has used this approach successfully in staff review meetings.
- One of our teachers has completed the Uplifting Leadership course and is working towards a leadership qualification.
- Our SEYECO is completing a BA in Childhood Studies.

Next steps

Further develop leadership skills of all teaching staff by giving them areas of responsibility and opportunities to lead whole school initiatives.

Encourage and support more teaching staff to undertake leadership qualifications.

Continue to support SEYECO in next year of degree course.

Teacher Professionalism

Teacher Professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievement.

HGIOS 4 / HGIOELC- 2.3

Evidence

Evidence and data from nursery staff and teachers' professional enquiry projects.

Attendance at CPD courses and events

PRD meetings and teachers' plans

How are we doing?

- Nursery staff and teaching staff have identified an area for improvement within their class and have carried out a professional enquiry project. The results of these have been shared with all staff and we have adopted the strategies or interventions which have had a positive impact on learning and teaching.
- One of our teachers has worked closely with SSERC and cluster schools to take forward and further develop the teaching of science from early to second level. On-going CPD opportunities have increased staff's confidence in the teaching of science and led to better learning experiences for our children.
- Teachers have further developed their knowledge and skills in the teaching of French and all classes are using French in their daily routines.

Next steps

All teaching staff will take a lead role in an area within the school curriculum and will develop their expertise and that of others in this area.

We will engage with the Attainment Challenge team to take forward our practice and raise attainment for all.

We will work with teaching staff from Inverclyde Academy Maths department to enhance the teaching of maths at all levels.

Parental Engagement and Partnership Working

Parental engagement focuses on ways in which parents, families and professionals work together to support children's learning.

HG10S 4 / HG10ELC- 2.5

Evidence

Attendance at Parents' events including F.A.S.T., Parents meetings, review meetings and curricular workshops in classes.

Nursery activity days for parents and children

How are we doing?

- We have run a highly successful F.A.S.T. programme which involved 20 families attending for 8 weeks. This will be evaluated by Middlesex University however we have already seen the benefits of this. Our parents have set up a FASTWORKS group to support each other and work with their children to support their learning.
- Our home/school link worker has been supporting families at times of need.
- We have organised a range of family workshops/ activities to support the pupils' learning at school and at home. These have been well attended by parents who have given positive feedback. The parents of our nursery children enjoy spending time in the nursery with their children and this gives opportunities to further develop and strengthen their relationship with nursery staff.

Next steps

To establish a school improvement team including management, teaching, nursery and support staff, pupils, parents, outside agencies and community partners to evaluate and identify areas for development in our school curriculum, ethos and partnership working.

To continue to encourage and empower parents to become involved in the school, nursery and their child's education.

Assessment of Progress

Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.

HGIOS 4 / HGIOELC- 3.2

Evidence

Pupils' learning logs

Nursery profiles

Tracking of progress- tracking documentation and notes from tracking meetings

How are we doing?

- We share and celebrate pupils' achievements at whole school assemblies.
- We assess and track progress in writing four times a year and set targets for pupils. This has had a positive effect on the standard of writing throughout the school.
- Nursery pupils have a comprehensive profile which maps their learning in nursery and which is regularly shared with parents.
- All pupils have been using a learning log to note their learning in all curricular areas.
- Pupils in second level have been completing e-portfolios which will transfer with them to secondary schools.
- Teachers are using tracking systems to ensure progress and identify any areas for development.

Next steps

We will participate in moderation tasks with staff from our cluster schools and early years establishments to ensure consistency across the cluster.

We will further develop our learning logs, nursery profiles and pupils' use of reflective language.

We will implement Inverclyde's Attendance policy to ensure regular attendance at school for all.

School Improvement

The overall quality of education provided in Lady Alice Primary and Nursery Class and our effectiveness in driving further improvement.

HGIOS 4 / HGIOELC- 1.1 2.1 3.1

Evidence

School values display/ house points

Feedback from class visits

PIPS and reading test results

Increase in spelling ages across the school

More responsive planning in nursery

How are we doing?

- Nursery staff are effectively using floor book planning to engage the children and respond to their needs and interests both within the nursery and outdoors.
- All classes including the nursery have worked on one significant aspect of learning in social subjects to ensure progression from early to second level.
- We have a science programme which is well resourced to ensure progression.
- Our new IT programme has been agreed with staff and will be implemented next session.
- Reciprocal teaching is being successfully used in classes to improve pupils' comprehension skills and develop skills of collaborative working.
- We have trained all staff in restorative approaches and this has helped all staff in dealing with behaviour in the class and playground.
- Management team has received training on Child plans and Named Person. Wellbeing assessment has been completed for a nursery pupil and will be used throughout the school.
- We have used outside agencies to support our pupils and their families.
- We fully engaged with the whole school community to establish our school values. Our newly formed house groups help to promote these values within the school.

Next steps

We will continue to adapt and refine responsive planning within the early level and increase the level of collaborative working within the early level.

We will work with Attainment Challenge staff to introduce North Lanarkshire active literacy programme in primary one.

We will promote the use of Story Grammar at early level.

We will continue to encourage the development of mental maths strategies throughout the school.

We are going to revisit restorative practice training with all staff to further develop their skills in dealing with challenging behaviour.

We will adopt Inverclyde's Anti-bullying policy and share this with staff, pupils and parents.

We will continue to monitor attendance in line with Inverclyde's attendance policy and use our Home / school link worker to support parents in ensuring their children attend school regularly.

We will support our FASTWORKS parents' group to engage with more families.

We will develop our understanding of stages of early arithmetic learning to enhance the teaching of numeracy from early to second level.

I hope this report has given you an insight into the on-going work and developments which will continue to improve the outcomes for your children. With your support and the on-going professional development of all our staff we will raise the attainment of all our children in a secure and happy environment where they feel comfortable and eager to learn. Together we can and will make a difference.

*M.Morris
Head Teacher*