

**Whinhill Primary School
&
Nursery Class**



**Standards and Quality Report
2016-2017**

Our School

School Background

- Whinhill Primary School and nursery class is a non-denominational school situated high above Greenock on the road to the Greenock Cut which was opened in 2012.
- At Whinhill we offer education of the highest quality for children between ages 3-12 in both English and Gaelic medium. Our nursery class offers 30/30 places for English and 16 am places for Gaelic. At present our school and nursery role is 314.
- The school has been fully refurbished and extended following an amalgamation of two schools in 2012 and offers accommodation of the highest quality. It consists of 15 classrooms, a music room, 2 gym halls, one of which has a stage area, a library, an IT suite and a separate dining area. The school and nursery benefit from a MUGA pitch and outdoor netball court.
- Inverclyde Academy is our associated secondary school.
- We have 23 teachers including the Head Teacher, Depute Head Teacher, Principal Teacher, 13 class teachers, a support for learning teacher 2.5 days per week, one SALU teacher and 7 teachers who work part time and support reduced class contact, support for learning and class teaching.
- We also benefit from the support provided by 1 Senior and 5 EYECOs and 2 support workers (in nursery), 1 EYECO (in school) formerly known as a nursery nurse, 2 classroom assistants, 3 learning assistants and 5 additional support needs auxiliaries.
- Our school is well supported by our chaplains Rev. Frances Murphy and Rev. Alan Sorensen.

Vision

We aspire to be a centre of excellence where all our children become successful learners, confident individuals, responsible citizens and effective contributors through achieving personal success, developing a love of learning and respect for our core school and nursery values. We fully support an enriched curriculum for our pupils which will offer them many opportunities both in and out of the classroom to promote these capacities. We aspire that every child will reach their potential and that we will establish an effective learning community where everyone works together to 'Get it Right for Every Child'.

Values

Respect Honesty Responsibility Confidence Kindness

Aims

To create a nurturing school environment where every child feels safe, secure and protected from harm and where they will thrive socially, emotionally and physically.

To ensure that every child feels included, accepted and valued within the community in which they live and learn.

To ensure children achieve their fullest potential through participating in motivating, inspiring and creative experiences which develop their knowledge, skills and attitudes.

To create an environment where children feel confident that their opinions, concerns and goals are listened to, and provide opportunities to take an active role in contributing to the school and nursery community.

To encourage children to feel healthy and happy through access to appropriate resources which encourage, develop, support and sustain a healthy lifestyle, and to participate in a wide range of play, sporting and recreational activities.

To foster high quality leadership at all levels through valuing and empowering all members of the school and nursery community.

School Activities and Achievements during 2016-2017

Community Involvement

- Our parents are encouraged to take an active role in their child's education and the life of the school. Several parent workshops have taken place and also concerts to which parents are invited including our early year's nativity play, class assemblies and festival showcase.
- The school plays a significant role in the life of the Local Community by participating in a variety of events e.g. visiting our local care home, whole school litter picking event, inviting local elderly residents to a Harvest Thanksgiving tea.
- Six very successful themed weeks took place this year. Literacy, Health, Eco, Scottish, Digital Learning and Fairtrade Week gave both pupils and staff the opportunity to focus on particular curricular areas for a time period of a week and therefore ensure depth of understanding. Class teachers planned fun and innovative activities and positive links were made with other professionals and members of the local community.
- Whinhill Primary School and Nursery Class have achieved Level 2 Rights Respecting School accreditation. All classes ensure that the rights of the child are at the centre of their planning and the children's experiences. We have also been awarded Fairtrade status again. A Fairtrade tuckshop is available in school every week.
- P6 led our involvement in Inverclyde Foodbank with visits to the premises and then the collection of advent boxes full of food for a Christmas Dinner.
- We have continued to foster our links with Litchenza school in Malawi and celebrated with a Malawi Market and involvement in the Partnership Showcase in May.
- We have continued to have strong links with PC K Boyd our community police officer who gives significant support to our curriculum and to individual children and families. We are also well supported in our links with the Community Wardens.

Expressive Arts

- At the Inverclyde Music Festival P6 and P7 and P4 and P5 were awarded first place in their action song categories and P6 and P7 were asked to perform this piece again in the celebration concert of the festival. P1 and P2 took part in the singing game class and put in an excellent performance with P2 winning their class. Primary 3 competed in the action song classes and were truly brilliant and our nursery class sang beautifully. Our Gaelic choir won the choir competition and individual pupils sang beautiful Gaelic songs. Our Gaelic P1-3 children recited Gaelic poetry.
- Several of our children performed in the Glasgow MOD and were successful in achieving gold, silver and bronze medals.
- Primary 5 worked all year with 'Reely Jiggered' which focused on Scottish music, instruments and culture. They showcased this in the school where a fantastic performance of the music and singing and Scottish Culture was performed for the parents, relatives and friends.
- Our children performed as a choir showcasing Christmas songs for various residential care homes.
- Children in P4 have worked with Rig Arts on projects focussing on recycling. They have been incredibly creative and produce fantastic works of art. P5 have also been working on the upcycling project 'Plastic Fantastic'.

Sports

- P5 and P6 have participated in swimming lessons at the Waterfront Complex. All of our pupils improved their skills and received distance awards.
- Local Netball, Football, Athletics and Rugby tournaments took place in which our pupils have shown a great attitude to sport and showed very good sportsmanship at all times. Our teams practise every week and are supported by the school staff
- A wide range of sport is available to our children throughout the year and include tennis, rugby, golf, basketball, hockey, and cricket.
- P6 pupils participated in the Phoenix Cycle Competition which followed on from their Bikeability training.

Activities

- P7 completed a very successful week long trip to Ardmay, by Arrochar. The children experienced both indoor and outdoor activities and great fun and excitement was had by all.
- P6 participated in an outdoor adventure trip to Castle Semple Outdoor Centre provided by the Local Authority. The children were a credit to the school and further developed their skills and their confidence.
- We have continued with our Eco work on sustainability and have driven this through many areas of the curriculum. We continue to develop a wide variety of strategies to fulfil our Eco action plan.
- We have continued to develop the grounds of our school and are developing a wide variety of different garden areas and continue to cultivate and support our orchard. Many gardening awards have been won. We have achieved the level 5 Royal Horticultural Society Award.
- Significant development has gone in to our work on outdoor education. In partnership with Clyde Muirshiel we have developed a programmed of outdoor learning and all classes have had many opportunities to experience this at Cornalees.
- Children across the school have benefitted from a variety of trips which has included Vikingar, Finlaystone, Kelburne, Stirling Castle, Edinburgh and Lunderston Bay.
- Our primary 6 Euro Quiz team won the Inverclyde competition and participated in the final which was held at the Scottish Parliament.
- All classes participated in Enterprise activities throughout the school year and showcased many of the skills by establishing a Christmas Market for parents and children.
- P2 and P3 successfully nurtured 8 chicks that they hatched from eggs in an incubator in the classroom.
- P7 were involved in an engineering project entitled 'Watt Project' which was supported by a grant from the Royal Society Local Heroes Project. Pupils enjoyed learning about 3D printer technology and had 2D designs made into 3D models.
- P7 also took part in the Engineering Challenge – 'Girls into Engineering'.
- Whinhill pupils received a visit from the Digital Scotland Team and helped them launch the latest fibre broadband which built pupils' knowledge and skills in understanding the hard engineering that's involved in connecting up communities.
- Our school participated in the Scottish Mathematic Council's Primary Mathematical Challenge and one of our pupils received a national silver award.

Nursery Activities and Achievements during 2016-2017

- Our nursery had a visit from the Care Inspectorate to evaluate the quality of our nursery. Our report was terrific with the two gradings given as Very Good. We are delighted.
- Our nursery children are great supporters of charities which have included Children in Need, Red Nose Day and Unicef. They also took part in a sponsored walk counting footsteps used as pedometers.
- Children and families participated in Profile decorating, Easter Craft Days, Gardening projects that included working with school children and parents helping to prepare the garden.
- A very spooky Hallowe'en party was held and all children wore costumes to celebrate.
- At Hallowe'en and at the end of term we visited Merino Nursing Home and entertained the residents by singing some of our favourite songs. Our Gaelic children sang songs to them in Gaelic.
- 'The Nativity' was our Christmas performance this year. The children performed fantastically well as angels, shepherds, kings and animals to share the Christmas story with their families. Songs were performed in both English and Gaelic. We learned how to sing Away in a Manger in Spanish. We also participated in the Inverclyde Music Festival where we gained second place and were awarded the Gary Greene Trophy.
- We had a visit from two of our parents who played the ukulele and we had a sing song with them.
- The children were really successful in the 'Port Glasgow Bulb Show' and showcased all the gardening skills they have been working on all year and they won lots of trophies. They were also successful in winning more trophies at the Gourock Bulb show. The nursery also achieved the R.H.S. level 4 school gardening award. Well done to all our green fingered nursery children.
- A wonderful celebration of Burn's Day took place with children wearing tartan, listening to Scottish music and performing the highland fling. They also tasted haggis, neeps and tatties. We learned songs, listened to stories and made flags.
- We visited Cardwell Garden Centre, The Big Adventure and Barshaw Park. We enjoyed visitors to the nursery including Marak the Marine Biologist, Ross from Morton Football Club and the Gaelic Toddlers group.
- We have had a particular focus on Science in nursery this year and our HNC student developed this and created a science club. She took us on a nature walk around the Murdieston Dam.
- All children enjoyed studying the lifecycle of butterflies and enjoyed watching them hatch and grow.
- Our Gaelic nursery have been visiting the South West library regularly to participate in Gaelic Bookbug sessions.
- We have had many visitors that helped us with our 'People who help us' topic including a nurse, Andy the lollipop man and PC McDonald and WPC Quiggly who let us see inside their police car.

School Leadership

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

Work done this session - 2016-2017

Increased Participation in leadership programmes and Masters Level leadership programmes

Progress:

- Teaching staff have actively sought opportunities to observe colleagues when delivering learning and teaching.
- Staff have been supported to engage with further professional development.

Evidence:

- Masters level learning being undertaken by three members of staff.
- SCEL leadership course undertaken by two members of staff.
- The Head Teacher is a member of several local authority working groups including literacy, GIRFEC and LAC outcomes.
- Staff member of authority working party looking at the development of a 3-18 skills strategy.
- Action research topics have been undertaken by 2 members of staff.
- Six staff members engaged with Inverclyde Uplifting Leadership course.
- All staff are able to discuss their professional development against the GTC standards with confidence.
- One member of staff is a member of Inverclyde's Literacy Development Group.
- Members of our Gaelic staff have developed literacy pathways programmes linked to the benchmarks.

Next Steps:

- Raise awareness for all teaching staff of Inverclyde's Leadership Strategy and encourage and support staff to engage in the leadership pathways as appropriate.
- Further encourage professional reading through the development of a school book club.

Embed leadership across all levels of the school and nursery

Progress:

- Many members of staff have taken responsibility for a curricular area or aspect of school life.
- Children in P6 and P7 engaged in training provided by psychological services which focussed on mediation strategies.

Evidence:

- Pupils are beginning to use mediation strategies in their interactions with each other especially when leading restorative discussions.
- Feedback from pupils tells us that they value the training and are trying to use it regularly in their interactions
- Senior pupils demonstrated skills through numerous activities such as buddying and playground pals.
- Through discussions with staff in a variety of settings including PRD, learning visit discussions and professional dialogue it is clear that there is an improved culture of professional learning and enquiry.

Next Steps:

- Further development of coaching and mentoring

Next Steps in school leadership:

- Continue to create leadership roles throughout the school for both staff and pupils
- Continue to encourage staff to participate in leadership programmes (including at Masters level)
- Raise awareness for all teaching staff of Inverclyde's Leadership Strategy and encourage and support staff to engage in the leadership pathways as appropriate.
- Further development of teacher leadership of learning and teaching through engagement with visible learning strategies through extensive training with Osiris.

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

Implement professional learning shown to have had an impact in year 1 Att. Challenge Schools.

Progress:

- All P1 and P2 teachers have had the opportunity for training in SEAL strategies and Active Literacy.
- Modelling of high quality literacy and numeracy learning and teaching strategies been delivered by attainment challenge staff and this is impacting positively in children's experiences
- All required resources to support these strategies have been purchased and are in place in classrooms
- Literacy Toolbox used as a targeted intervention for children in P7.
- Nursery has begun to make links with AC CMO nursery to support development of numeracy.

Evidence:

- Learning visits show the use of SEAL numeracy and Active Literacy in learning and teaching and exemplify teachers' increasing confidence in their use.
- Reading data shows an increase in attainment for targeted children using literacy toolbox.
- Attainment challenge assessment data shows that all P1 and P2 have made progress in their literacy skills.

Next Steps:

- Extend the use of SEAL numeracy to P3 and introduce to the rest of the school.
- Using PEF funding additional laptops will be purchased to support the extension of the use of Literacy Toolbox to P6 and P5 pupils.
- Continue to develop school and nursery staff pedagogical expertise and plan to build on our early start to adopting strategies which make learning more visible in the classroom.
- Increased nursery involvement in attainment challenge strategies.

Continue to develop staff knowledge and confidence in effective use of the GIRFEC Pathway

Progress:

- All ASN and school and nursery referral paperwork is fully based on the GIRFEC pathways and this has been used for this year's planning and reviews.
- Senior staff have received full training for implementation of the children's plan.
- Awareness of the GIRFEC pathway and current legislation has been raised with parents of children with ASN systematically through review and interagency meetings.

Evidence:

- All wellbeing assessments and planning for children is now on the Seemis wellbeing application.
- Staff have contributed to these plans through support for learning meetings to discuss SMART targets.
- Pastoral notes are being used to record information related to children's wellbeing.

Next Steps:

- Raise awareness of GIRFEC pathways to the wider parent body through workshops, leaflets and other means of communication.
- To ensure that the GIRFEC pathways definition bespoke to Whinhill is embedded and shared with all stakeholders.

Continue to develop staff knowledge and confidence in effective use of Talking and Listening strategies.

Progress:

- Collegiate training has been delivered by an experienced staff member to all teaching staff.
- Staff have observed high quality talking and listening lessons through peer observation.
- T & L for learning underpins the pedagogy of the school and scaffolds the learning process for children.

Evidence:
<ul style="list-style-type: none"> • Learning observations show that talking and listening strategies based on dialogic teaching are being used across the school and across all curricular areas. • Children engage readily and with success in learning conversations with their peers and adults. In discussion and pupil voice activities children have shown they can articulate their learning and discuss their development needs with some articulation.
Next Steps:
<ul style="list-style-type: none"> • Further training on dialogic teaching and development of reciprocal reading strategies.
Cluster – moderate methodology to improve pupils’ working memory, concept of number and efficient use of mental maths strategies.
Progress:
<ul style="list-style-type: none"> • Common practice agreed with cluster HTs focussing on teaching of mental maths. • P7 teachers have met with cluster colleagues and secondary staff and engaged in professional dialogue re mental maths. The focus was to establish vision, rationale and format for taking this forward.
Evidence:
<ul style="list-style-type: none"> • Common strategies have been agreed and shared with cluster schools. • Mental maths assessment results show increased confidence in mental agility which has been sustained from P4 through P5.
Next Steps:
<ul style="list-style-type: none"> • Identified cluster colleagues to carry out a professional enquiry and share this with the wider cluster community.

<p>Next Steps in teacher professionalism:</p> <ul style="list-style-type: none"> • Extend opportunities for staff engagement in and knowledge of SEAL numeracy and North Lanark Literacy. • Further Implement 2015/16 Cluster recommendations to improve pupils’ working memory, concept of number and efficient use of mental maths strategies. • Develop staff knowledge of most effective learning and teaching strategies through attending Visible Learning professional learning opportunities. • Extend knowledge, understanding and application of GIRFEC to all stakeholders. • Further develop Talking and Listening for Learning / dialogic teaching philosophy across school and nursery.
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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

1. Build /develop effective working partnerships with Family support workers and link CLD staff
2. Ensure that a co-ordinated response to family learning is taken forward with partners

Progress:

- A family support worker and CLD link worker have been identified and have been working with the school team to support parental engagement.
- A leaflet drop and questionnaires have been completed by parents indicating their preferences for parental engagement opportunities. This was supported by CLD.
- Weekly family learning sessions have taken place to support parent/children engagement in learning. These are delivered by our Barnardo's family support worker and our nurture teacher.

Evidence:

- An increasing number of families are participating in weekly family learning sessions.
- Strong and positive relationships have been made between our family support worker and families identified through a referral process. This is beginning to lead to improved outcomes for them and families have shared that this has been valuable and supportive to them.

Next Steps:

- Extend and enhance current partnerships to support life chances of families experiencing challenges.
- Focussing on the wider parent body, establish more effective means of communication to support families engaging in their child's education.

Next Steps in parental engagement and partnership working:

- Further develop effective use of partner agencies in supporting children and their families
- Development of Parent Council (PC) role in engaging the wider parent body
- Continue to develop more effective information sharing via the school website and social media

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, qualification and other awards.

Work done this session - 2016-2017

Take forward literacy and numeracy strategies to raise attainment for all pupils.

Progress:

- All staff have participated in quality CPD focussing on literacy and numeracy.
- Attainment figures based on professional judgement over three years show an improving picture. The school now tracks children's progress in literacy and numeracy three times per year.
- Overall, children's attainment in literacy and numeracy is good with aspects of very good. Current data based on professional judgement supports this.

Evidence:

- Most of the children by the end of Primary 1 will have achieved early level for reading, writing, listening and talking and maths and numeracy.
- By the end of Primary 4 all children have achieved first level in listening and talking, most children achieved first level in writing and reading and most achieved first level in maths and numeracy.
- By the end of Primary 7 almost all children have achieved second level in listening and talking and reading, and most children have achieved second level in writing and maths and numeracy.

Next Steps:

- PT will dedicate 0.2FTE who will plan, monitor and track targeted interventions as well as support staff in the use of data and assessments.
- Literacy toolbox will be extended to be used by targeted P6 and P5 pupils.
- Professional learning for all support staff provided by 'Catch Up' – literacy and numeracy training.
- The use of SEAL numeracy in P3 and number talks across the school will be introduced and implemented.
- Extend the use of Active Literacy strategies to P3.

Target interventions to work towards closing our gap in attainment linked to deprivation

Progress:

- The school identifies barriers to participation in after school activities and out of school activities and intervenes to support individual children and families to overcome these.
- The school are aware of children and families facing financial hardship and ensure that cost is not a barrier to all children being able to participate in school trips and fund raising events.
- A range of data including SIMD is used to identify children experiencing disadvantage who are not progressing as well as expected and to intervene appropriately. The school links with support agencies e.g. Barnardo's to support those families. Through the attainment challenge, targeted interventions have taken place for identified groups of children, particularly those facing socio-economic disadvantage, which are monitored and tracked to ensure improvements in attainment
- Staff are proactive in using data to shape improvement and have established a culture where planning and monitoring encourages self-reflection.

Evidence:

- Use of data is evident in the self-evaluation cycle of the school.
- Teaching staff have dedicated data information related to their own class. This is used as the basis

<p>of all professional dialogue between SMT and class teacher.</p> <ul style="list-style-type: none"> • Our PTA funds many opportunities and experiences for all children and subsidises many school trips.
<p>Next Steps:</p> <ul style="list-style-type: none"> • The school will engage with attainment challenge colleagues re the development of progressive pathways for maths and numeracy. • The school will continue to develop robust systems for tracking the progress of attainment in line with attainment challenge to ensure all children make the best possible progress. • Our PT will have a focus on the explicit identification, planning and monitoring and tracking of targeted interventions for identified children (0.2FTE)
<p>Take forward strategies to improve children’s health and wellbeing – outdoor learning</p>
<p>Progress:</p> <ul style="list-style-type: none"> • Teaching staff participated in a CPD session provided by Clyde Muirshiel using the local community to enhance learning and teaching across all curricular areas, with an additional focus on improving children’s wellbeing. • The school has formed a strong partnership with Clyde Muirshiel and we have been able to access their expertise on a weekly basis to continually build staff capacity. • Children have had regular opportunities to explore the outside environment using Cornalees and Lunderston Bay as a base for contextualised learning and application of skills.
<p>Evidence:</p> <ul style="list-style-type: none"> • Teachers have taken ownership of the planning of outdoor learning experiences and are now able to evaluate learning with confidence and through their planning are showing that they are making contextualised links across the curriculum.
<p>Next Steps:</p> <ul style="list-style-type: none"> • The school will continue to review the quality of our own outside space and intend to design and create an outdoor classroom. • Other areas of school grounds will be developed to support children’s physical literacy and emotional wellbeing.

<p>Next steps in assessment of progress:</p> <ul style="list-style-type: none"> • Staff pedagogical expertise will have been strengthened and the early start to adopting strategies which make children’s learning more visible will have been built upon. • Leadership pathways and experiences will be accessed by a wide range of staff who will demonstrate their ability to take forward and implement improvements that have a positive impact for learners. • Learning visits and professional dialogue will show high quality literacy and numeracy learning and teaching strategies through SEAL, Active Literacy and Talking for listening and learning, being implemented to support children’s attainment. • A robust tracking system in place where data will be interrogated and assessment information used to identify development needs for individual learners which build upon prior levels of attainment and ensures continuous progress for children. • Staff will show increased confidence through moderation in using national benchmarks to confirm and challenge professional judgements to ensure appropriate pace and challenge for all children. • Parents will be active participants in their child’s learning, and the life of the school, through planned communication processes and opportunities for engagement in learning. • Nursery practice will reflect early level literacy and numeracy development with a strong focus on early attainment.

School Improvement

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

Work done this session - 2016-2017

Response to School Review which took place November 2016

Progress:

- The school has simplified its planning paperwork to ensure a sharp focus on the progress being made by pupils and the next steps in learning.
- Pupil voice has been further developed across the school with increasing opportunities for all children to
- Procedures currently in place to evaluate learning and teaching through classroom observations have been enhanced to ensure next steps have a targeted focus.
- A continued focus on Aifl strategies has strengthened pupil and staff discussions and provided a climate for more effective feedback.
- Nursery have changed planning, assessment and profile format in line with Inverclyde Policy.

Evidence:

- Planning paperwork has been developed and agreed by teachers and is ready to be implemented in August '17.
- Nursery planning paperwork has streamlined the planning process and workload is in line with tackling bureaucracy guidance.
- Provision of opportunities to develop pupil voice is a planned and integrated in a manner appropriate to the age and stage of the pupil.
- Learning visits have exemplified the increased use of Aifl strategies.
- Detailed evidence of attainment is included in 'Assessment of progress'.

Next Steps:

- Review of nursery profiles in light of Care inspectorate advice.
- Implementation and regular evaluation of new planning formats.
- Continue to streamline evaluation paperwork of curricular areas.

Develop staff awareness of the National Improvement Framework

Progress:

- Opportunities for professional dialogue were scheduled to raise staff awareness in the Framework and the Drivers
- Consistent use of challenge questions has been used in professional dialogue, paperwork and meetings.

Evidence:

- Feedback during professional dialogue shows an increased awareness and understanding of NIF and the drivers and their link to excellence and equity.

Next Steps:

- Review of Quality Calendar which focusses on the NIF drivers.

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**
- **Continue to support staff engagement with HGIOS 4 and How Good is Our Early Learning and Childcare (HGIOELCC)**
- **Continued development and implementation of updated systematic self-evaluation procedures involving all stakeholders and linked to HGIOS 4 and HGIOELCC**
- **Review of nursery profiles in light of Care inspectorate advice.**
- **Implementation and regular evaluation of new planning formats.**

The Development of our Curriculum

Work done this session - 2016-2017

1+2 Languages – Continue to embed French across the school, Further develop Gaelic across all school stages

Progress:

- 1 + 2 strategy has been embedded across the school. French is delivered from P1-7 and Gaelic from P4-7.

Evidence:

- Children in P4-7 are confidently using Gaelic words and phrases in the correct context.
- Children across the school are using French language in day to day activities e.g. registration, short conversations and

Next Steps:

- Further develop Gaelic within English medium.
- At the appropriate time the implementation of Spanish from P4 -7

Review and develop current practice in Social Studies

Progress:

- Staff have had a renewed focus on the design principles which are beginning to be reflected in the planning of social studies.
- Learning Pathways have been developed for early, first and second levels and relate to progress through levels and social studies benchmarks.
- Contexts for learning in Social Studies have been discussed and agreed with all staff for all stages of the school.

Evidence:

- Learning pathways which identify key skills progression from early to second level have provided progression, challenge and application and are evident in staff planning and in evaluations of learning visits.

Next Steps:

- Implement the newly developed learning pathways for social studies.
- Continue to deepen staff understanding and confidence in the delivery of curricular areas through IDL.
- Continue to embed skills development particularly using the vehicle of 'Developing the Young Workforce' guidance.

Next steps in the design of our curriculum:

- Continue implementation of 1+2 languages and introduce Spanish when appropriate.
- Continue to deepen staff understanding and confidence in the delivery of curricular areas through IDL.
- Continue to embed skills development particularly using the vehicle of Developing the Young Workforce guidance.

Ensuring wellbeing, equality and inclusion

Work done this session - 2016-2017

Develop staff understanding of GIRFEC pathway and Child's Plan

Progress:

- Whole school staff have participated in training on Local Authority vision and guidance on GIRFEC pathway.
- Children's planning framework has been fully implemented for all children with an additional support needs.

Evidence:

- The use of the single agency assessment has determined targeted support with bespoke packages put in place for individual children.
- The philosophy of GIRFEC is evident in the planning, tracking and request for assistance documentation which support the GIRFEC pathways.
- All action plans are developed using the wellbeing application for personalised targeted support.
- Support staff deployment is targeted to support children based on robust data and evidence to maximise interventions. Awareness has been raised within the support staff as to the strategic thinking behind this.
- Information received from partner agencies is uploaded to the SEEMIS application to create an ongoing chronology in line with the expectations of GIRFEC.

Next Steps:

- Continued use of the SEEMIS wellbeing application to support targeted interventions.
- Liaise with partner agencies to share Child's plan to ensure continuity of targeted interventions.
- Build support staff capacity and awareness of the single agency assessment process.
- Develop practice to ensure pupil voice and feedback is embedded in the intervention process.

Continue to develop nurturing approaches across the school

Progress:

- DHT has participated in national training on whole school nurturing approaches and engagement with the policy landscape, research evidence and pedagogy surrounding nurture.
- Data has been collected using a range of evaluative measures to identify next steps in staff training based around the 6 principles of nurture.
- Identified multi-agency implementation group created to develop whole school nurturing approaches.
- A school staff Nurturing group has been established to audit, review and pilot small tests of change focussing on Nurture principle 4 'Language is a vital means of communication'
- A nurture teacher has been employed and is now in place as a member of the school team.
- Targeted children have been identified through the use of Boxhall assessments and attend the nurture class four mornings a week.
- The nurture teacher and support worker have participated in nurture training delivered by attainment challenge staff.
- All support staff have participated in 'nurturing playground training' which focusses on 'emotion coaching' and are beginning to implement these strategies in the playground.
- Whole staff training has taken place on attunement, attachment and stages of early language development.

Evidence:

- Evidence from a questionnaire issued to all staff has highlighted the areas of development which have been factored into the action plan. This action plan identifies possible interventions.
- Staff evaluations and reflections have shown that training events have been well received and helpful.
- Implementation group peer attunement observation profiles have provided a targeted approach to the use of verbal and non-verbal communications at class level.
- The established pupil focus group is beginning to audit and evaluate current practice.
- The AC CMO Nurture has audited our nurturing playground strategies which has supported our next steps.

Next Steps:

- Continue to build staff capacity and understanding of the targeted nurture room intervention. In addition increase pupil understanding of the 6 nurture principles.
- Speech and Language therapy colleagues to engage with nursery staff to develop an evidence based language programme.
- Upscale attunement observation profiles to include all teaching staff.
- Implementation of PATHs programme at all school stages.
- Restorative conversation conferences recording format to be developed to monitor, track and reflect actions.
- Establish a child friendly attunement pyramid for pupils to self-reflect and identify next steps.
- Develop interventions for P4-7's use of the nurture room to target emotional and social development.

Monitor and improve attendance through implementing Inverclyde's Attendance Matters Policy**Progress:**

- Attendance was previously monitored on a termly basis.
- Children whose attendance is lower than 90% have been identified, letters issued and are being monitored over a four week period.
- Information on new policy has been shared with both staff and parents and parent leaflet has been emailed to all homes.

Evidence:

- Attendance is being monitored at regular intervals to identify those who drop below 90%.
- Admin staff are fully aware of the implications of the policy and the expectations of managing this policy

Next Steps:

- Fully implement the Attendance Matters policy.

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
- Monitor and improve attendance following guidance contained in the new Attendance Policy
- Continue to develop the nurturing school approach through engagement in National nurture 3 yr project
- Continued use of the SEEMIS wellbeing application to support targeted interventions
- Develop practice to ensure pupil voice and feedback is embedded in the intervention process

Future Priorities 2018 - 2020

- Continue with whole school nurturing approaches as part of national 3 yr project.
- Engage with Visible learning training Yr 2 and Yr3
- Seal numeracy implemented throughout school
- Active literacy implemented throughout school
- Review of curriculum rationale
- Review of GIRFEC teaching strategies
- Targeted nurture interventions for senior pupils
- Whole school review of strategies for reading
- Review curriculum to ensure aspects of an industry focus
- Refresh of financial education
- Further development of family learning
- Focus on adult learning and provision of opportunities within school
- Parent partnerships developed to include the wider community

Key priorities for improvement planning 2017-18

What is our capacity for continuous improvement?

We consider that we have a very good capacity for improvement and we will

- Continue to ensure that learners receive bespoke single or multi-agency support for all their universal and targeted wellbeing needs using the principles and legislative framework of GIRFEC.
- Continue to nurture and deepen the existing strong relationships between staff, learners, their families, partner agencies and the local community.
- Continue to develop staff pedagogical expertise building on the excellent commitment from staff for continuous learning to ensure high quality learning and teaching.
- Ensure rigorous interrogation of quantitative data by all staff to recognise emerging issues and identify specific interventions as appropriate.
- Engage and collaborate with cluster colleagues in moderation of core aspects of learning to ensure consistency of understanding of attainment levels.
- Further strengthen school leadership at all levels through participation in leadership programmes (including master's level).
- Engage all stakeholders using the quality framework to ensure educational outcomes for all learners are improving.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2017/18
1.3 Leadership of change	Very Good	<ul style="list-style-type: none"> • Continued development of leadership across the school • Further development of pupil voice
2.3 Learning, teaching and assessment	Good	<ul style="list-style-type: none"> • Adoption of visible learning strategies • Focus on Active Literacy and SEAL numeracy
3.1 Ensuring wellbeing, equity and inclusion	Very Good	<ul style="list-style-type: none"> • Continue with whole school nurturing approaches pilot with Ed Scot. • Transitions • Multi agency and legislative focus of GIRFEC
3.2 Raising attainment and achievement	Good	<ul style="list-style-type: none"> • Use of SEAL numeracy and active literacy strategies extended to P3 • Rigorous interrogation of data to improve outcomes for children.