

GOUROCK PRIMARY SCHOOL



Standards and Quality Report 2016-2017



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This annual report provides an outline of our achievements for the past year and our plans to further raise attainment and achievement and develop opportunities for all to become successful, confident, responsible and effective contributors.

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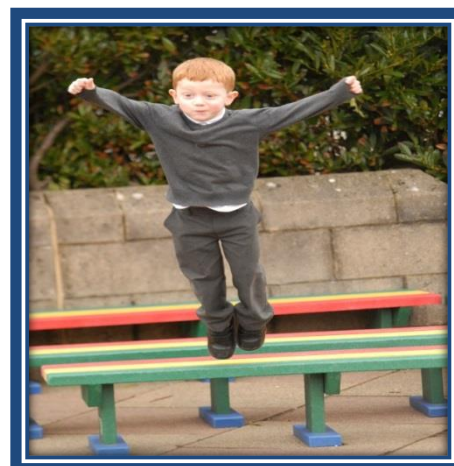
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Our School

Our School

Gourock Primary School is a non-denominational school; the current building opened in 2000.

Many of our Primary 1 pupils have attended a local nursery. The main nursery connected with our school is Kelly Street Nursery.

Clydeview Academy is our associated Secondary School which was newly opened in August 2011.

The school has a working capacity of 275 and our current roll is 235.

We have an active Parent Council supporting pupils and staff.

There are visiting musical specialists: - Voice, Bagpipes, violin, wood & brass.

We have strong links with a variety of partners and other agencies.

Vision

To encourage all to be all they can and become confident individuals, responsible citizens, effective contributors and successful learners.

Values

- Respect
- Resilience
- Care
- Tolerance
- Honesty

Aims

To support our vision and values we aim to:-

- Provide a curriculum which is challenging, has breadth, depth, relevance, coherence and is fun and enjoyable.
- Ensure opportunities for all to develop knowledge and skills for life in the 21st.century.



- Work together to provide high quality teaching that meets the needs of all pupils and promotes effective learning in a stimulating environment.
- Provide emotional, physical, social and educational support for all pupils and an environment within which children feel secure, happy and included.
- Develop partnerships between staff, pupils, parents and other agencies which promote a positive ethos within the school and a positive image within the community.
- Strive to make effective use of the resources at our disposal - staffing, accommodation and financial to "Get it Right for Every Child."
- Develop opportunities for staff and pupils in leadership and teamwork.

Achievements 2016-2017

- ❖ Our pupils have taken part in a wide range of sporting activities, events and clubs including: football, basketball, netball, rugby, sports-hall athletics, swimming, tennis, heptathlon cross country and Young Engineers.
- ❖ We retained our "Green Flag "and all learning and efforts were highly praised.
- ❖ Our GIRFEC group of pupils organised a cafe and invited guests and pupils from other schools to play our GIRFEC game. The proceeds were sent our partner school in Malawi, Namadidi primary.
- ❖ The GIRFEC group were awarded "The Social Enterprise Award."
- ❖ The P6 pupils and P 6/5 pupils took part in workshops with the BBC, the RSPB and the Scottish Wildlife Trust which culminated in a BBC film and radio broadcast.
- ❖ P5 pupils attended a seminar at The Beacon with illustrator and author Chris Mould.
- ❖ P6 pupils enjoyed a residential outdoor activity trip to Dalguise in Perthshire.
- ❖ P7 had a fun and challenging week with a variety of activities including a visit to the Kings Theatre and going back stage to learn about make up etc.
- ❖ Our P1 & 2 pupils performed a Nativity called "The Sleepy Shepherd"which was very well attended by family and friends.
- ❖ Several classes and some individual pupils took part in the Inverclyde Music Festival with great success.
- ❖ P6 pupils took part in an inter-schools Euro quiz
- ❖ P7pupils organised a very successful Burn Supper for staff, performing poems and songs for parents and invited guests.

- ❖ Some pupils as part of their ECO learning took part in Bird watching.
- ❖ Some pupils had success in the annual Gourrock Horticultural Society Autumn Flower Show.
- ❖ P 7 pupils participated in Firm Foundation workshops organised by our Chaplain David Burt and Clydeview Academy chaplaincy team where they learned all about Clydeview Academy's values.
- ❖ P7 pupils performed their Robert Burns poems for the local group the "Jolly Beggars."
- ❖ Many pupils achieve out with the school curriculum , developing a variety of skills for learning , life and .These are celebrated at school assemblies and are on our school website work
- ❖ Our pupils are active in leading Charity Fundraisers :
 MacMillan - £3668.26 Namadidi Primary - £240.00
 Children in Need - £240.00 Action Aid £ 150.00 Jeans for Genes - £100.00



School Leadership

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

How are we doing? 2016-2017

Progress:

- Staff are more confident in teaching aspects of Literacy, Numeracy and Art & Design as a result of C.P.D sessions delivered by colleagues.
- Staff and pupils have successfully led our school in achieving Rights Respecting School Award level 2 where all feel valued and respected.
- Members of our "Rights Respecting" group explained clearly and confidently to the assessors about the strong links/connections between Children's Rights and the GIRFEC agenda.
- A staff member and our ECO group provided comprehensive evidence to support the excellent learning and teaching in Learning for Sustainability.
- Some of our pupils are involved in pupil groups / committees and are actively involved in the decision making process.
- A staff member leads an N.Q.Ts Learning Community effectively providing opportunities for professional dialogue.
- A staff member mentored 2 N.Q.Ts providing excellent support which impacted on learning and teaching to support pupils' progress.
- Our school community has updated our school values and pupils are demonstrating

positive attitudes and an increase in personal and social skills.

Evidence:

HGIOS 4 QI : 1.2 , 1.3 1.4

- Staff P.R.D
- Support staff annual Performance Appraisals.
- Evidence - Rights Respecting School level 2 assessment.
- Agendas & minutes of meetings - progress meetings/ staff collegiate / pupil groups
- Pips data , NGRT data

Next Steps:

- Continue to provide staff with opportunities to lead projects/initiatives in the Improvement plan i.e. Visible learning, Health & Wellbeing, Literacy & Numeracy
- Further develop "pupil voice", and provide pupils with increased responsibility to lead their own learning.
- Develop opportunities for pupils in DYW 3-18 to develop skills for Life, Work and Learning
- Promote and encourage through the PRD process, Inverclyde's "Leadership Strategy."

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.

How are we doing? - 2016-2017

Progress :

- All staff have engaged further with the language platform improving pupils' confidence in speaking French.
- Staff have planned collaboratively within a level of CfE using the Global Goals as an Interdisciplinary learning topic, using E's and O's to plan relevant activities
- Staff have been involved in moderation activities in writing and numeracy which have improved planning for next steps..
- Staff have participated in Peer Learning visits to support learning and teaching.
- All staff have had an awareness raising in "Reciprocal teaching" and "Dialogic teaching" and now have a clearer understanding of the positive impact these approaches have on attainment.
- All staff received training in Art & Design techniques and pupils are benefiting from more cohesive learning experiences..
- The P7 teacher worked collaboratively with colleagues from primary and secondary maths department of Clydeview Academy identifying effective practices and materials

to teach mathematical concepts at second level.

Evidence:

HGIOS 4 QI 2.3

- PRD meetings
- Agendas collegiate & in service days / minutes
- Learning visits / professional dialogue
- Staffs planning and recording
- Progress/tracking meetings

Next Steps in teacher professionalism:

- Provision of/access to Career Long Professional Learning (CLPL) opportunities for all staff.
- Staff will engage with the bench marks in Literacy, Numeracy & Maths.
- Staff will develop their knowledge of Visible Learning.
- Staff will participate in moderation activities to become secure in their understanding of the achievement of a level.

Parental Engagement and Partnership Working

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

How are we doing - 2016-2017

Progress:

- Parents/carers attended excellent assemblies which were comprehensive in "Children's Rights" and the "Health & Wellbeing" indicators
- Termly class letters newsletters are produced to share planned learning with families to help them support their child's learning.
- Homework is being reviewed to ensure consistency, a variety of activities and allocation of time.
- Some parents attended "Meet the Teacher" sessions, which gave them a clear understanding of how to support their child during the year.
- Parents attended Open afternoon / evening and had the opportunity to look at their child's learning and discuss this with their child.
- Parents and children were invited to a "GIRFEC" games café to play the GIRFEC game board to support pupils Health & Wellbeing..

- We have a very good school website which is updated regularly. We also share school news on our school Twitter page. Some classes have their own twitter accounts.
- A few classes are implementing "Dojo" and use this effectively to communicate with parents.
- We have a comprehensive Induction programme for P1 parents which involve partners sharing information about life in Gourrock primary school.

Evidence:

HGIOS 4 QI 2.5, 2.7

- Attendance at class assemblies, Meet the teacher and Open afternoon /evening.
- Parental Questionnaires feedback
- Partner evaluations
- H/Wb programme (Partners)
- Minutes of Parent council meetings
- Parent's evening - 1:1 discussion about their child's learning

Next Steps in parental engagement and partnership working:

- Implement new Homework policy
- Develop other opportunities for parent/carers to be involved in their children's learning e.g. Learning Logs, workshops for parents
- Use parent/carer skills in promoting "skills for learning, life and work. "
- Information leaflets for parents / website / website links

School Improvement

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

How are we doing - 2016-2017

Progress:

- Stakeholders and visitors describe the school as having a very positive culture and ethos which promotes the "Children's Rights ", where all are respected.
- SMT effectively monitor learning and teaching through a variety of activities.
- SMT talk to groups of pupils about their learning .
- Staff use Restorative approaches confidently when dealing with conflict within the school.
- We achieved our Rights Respecting School level 2
- Staff meet regularly with S.M.T using data effectively to track pupils' progress.
- We have a comprehensive Quality Calendar for continuous improvement.
- We have a very good P.7 Transition programme to support pupils .
- We have a good P1 Induction programme for pupils.

EVIDENCE

HGIOS 4 QI : 1.1 , 2.2 , 2.3 , 3.1

- Jotters, Displays of children's learning
- Data - Pips, NGRT results, spelling results, Quest testing, Tracking meetings
- Learning visits
- Focus groups of pupils to discuss their learning
- Feedback from questionnaires from staff, pupils and parents
- Staffs' planning / I.D.L -Interdisciplinary Learning

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
- Engage staff and all stakeholders in Self Evaluation process using HGIOS 4
- Develop our curriculum with a clear vision and curriculum rationale.
- Staff to engage with Progressive Frameworks for all curricular areas
- Improve Health & Wellbeing by developing staffs knowledge of Mental Health
- Staff to engage with DYPW 3-18, Enterprise and Creativity

Assessment of Progress

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

How are we doing - 2016-2017

Progress:

- Effective tracking of pupils' progress with S.M.T in literacy, numeracy & mathematics and Health & Wellbeing; Data, SIMD focus included.
- Consistent termly and daily planning to ensure progression in literacy and numeracy for pupils.
- We are very good at sharing and celebrating pupils' achievements at assembly / school website
- Parents receive written reports twice yearly of pupils' progress.
- Target setting for pupils in Literacy & Numeracy

Evidence

HGIOS 4 QI 3.2

- Progress and Tracking meetings

- Moderation activities
- Staff's planning

Next steps

- Continue to collect data will be collected from a variety of sources to monitor progress.
- Moderation cluster activities to ensure standards
- Staff will continue engage with tracking pupils' progress for Literacy, Numeracy referring to the Benchmarks and use to plan next steps in learning for pupils
- Staff to engage with Progressive Frameworks in Literacy and Numeracy & mathematics.

The Development of our Curriculum

How are we doing ?- 2016-2017

Progress:

- Most pupils can talk confidently about their learning and some talk clearly about their next steps.
- Staff are becoming more confident in using Learning Intentions, Success Criteria and Feedback in lessons/tasks/activities
- All pupils are now consistently using learning Logs successfully to record evaluations of their learning.
- Some pupils are experiencing well planned lessons which use the Reciprocal teaching approach to improve understanding of text.
- All pupils can demonstrate improved numeracy skills and can articulate strategies when using Number talks in tasks.
- The Art & Design programme provides fun and enjoyable lessons encouraging creativity.
- Most pupils have made good progress in writing and can talk confidently about their targets
- Pupils are improving knowledge and applying skills through planned Interdisciplinary learning.
- Some classes make good use of Blooms and Higher Order questioning
- All pupils are motivated by the ABC music programme.

Evidence:

HGIOS 4 2.2 2.3 3.2

- Learning visits
- Staff's planning / 7 principles of curriculum design
- Interdisciplinary context planners
- Moderation activities
- Display of pupil's learning
- Jotters
- Learning logs

Next steps in the design of our curriculum:

- Develop a curriculum rationale
- Continue implementation of 1+2 languages
- Continue to develop the teaching of numeracy & mathematics to include support and challenge pupils.
- Continue to focus on raising attainment in writing including support and challenge.
- A more consistent approach to the teaching of reading across CfE levels to include coherent and progressive skills development and pupils working independently.
- Staff to continue to use context planners when planning Interdisciplinary learning to develop knowledge and skills

Ensuring wellbeing, equality and inclusion

How are we doing? 2016-2017

Progress:

- SMT has been trained in the GIRFEC Pathway approach to managing pupil support
- Information about the key features of the above aspects of the implementation of the GIRFEC strategy has been shared with staff.
- Pupils who may require an individual Child's Plan have been identified
- Pupils are familiar with the well-being indicators and can use these to describe how they are feeling in each indicator. These are used effectively to track pupils' Health & Wellbeing
- Very good tracking of pupils' progress in literacy & numeracy to reduce barriers to learning.

Evidence:

HGIOS 4 2.4 3.2

- Minutes of staff meetings.
- Pupil records in SEEMIS all show a Named Person.
- We have achieved Rights Respecting School level 2.
- Pupils completed SHANNARI WHEELS
- Attainment data / minute of meeting

Next steps in ensuring wellbeing, equality and inclusion:

- Monitor and improve attendance following guidance contained in the new Attendance Policy
- Awareness raising with staff about Inverclyde's Anti-Bullying policy
- Continue to improve parent/carers understanding of "Bounce Back" programme and Restorative approaches

Key priorities for improvement planning 2017-18

What is our capacity for continuous improvement?

We consider we have very good capacity to improve and we will :

Through our self- evaluation processes will reflect and evaluate throughout the year the service we provide i. e Quality Calendar

- The quality of learning and teaching including effective feedback
- The impact of teachers planning and assessment on pupil progress in identifying next steps
- The attainment , achievements and progress our pupils make across the four contexts of learning
- The impact on our curriculum has in meeting the needs of all learners.
- The effective use of data to plan learning and interventions to reduce barriers to learning for all.

Feedback relating to a variety of topics will be sought from all stakeholders, including our pupils.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2017/18
1.3 Leadership of change	Very Good	Develop a new vision. Staff involved in Improvement planning and leading change. Further involvement of

		pupil voice
2.3 Learning, teaching and assessment	Good	Planning for assessment. Moderation activities Tracking pupils 'progress Implement Visible learning
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Develop staff knowledge of mental health and ways to support pupils and parents Reduce barriers to learning for all
3.2 Raising attainment and achievement	Good	Track pupils progress using a variety of data Develop pupils' skills and attributes through a range of activities

Future Priorities 2017-2020

- Embed "GIRFEC" Pathways to meet the needs of all learners
- Raise attainment in Literacy & Numeracy
- Embed Reciprocal teaching and Dialogic teaching
- Develop opportunities/programmes to develop skills for Life , Learning and Work to include enterprise and creativity
- Support pupils and parents with mental health issues
- All teaching staff to be trained in Visible learning
- Continue implementation of 1+2
- Staff to engage with Progressive Frameworks in all curricular areas