

Context of the school:

Gourock Primary is a non-denominational school; the current building opened in 2000. In session 2016/17 we had 234 pupils over 9 classes. There were 13 members of teaching staff which included the Head Teacher, Depute Head Teacher, 7 full-time teachers 2 part-time teachers and 2 newly qualified teachers... The school was supported by 1 classroom assistant, 3 additional support needs auxiliaries, 2 clerical staff and a janitor.

Our Vision

In Gourock Primary, we strive to provide the highest quality learning and teaching experiences to ensure that all children care about the world they live in and learn and develop the full range of skills to be citizens of the 21st century.

Our Values

Respect Care Honesty Resilience Tolerance

Our aims

- To provide a nurturing environment for all pupils to feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
- To provide a curriculum which is challenging, has breadth, depth, relevance coherence and is fun and enjoyable.
- To work together with parents and partners to provide high quality learning experiences for all pupils to achieve and attain.
- To encourage effective contributors with enterprising attitudes, resilience and independent skills capable of positively impacting on the communities in which they live.
- To provide a stimulating environment and opportunities for staff and pupils in leadership and teamwork.

Following a recent Education Scotland inspection, the following areas were identified as strengths of the school:

- The school's approaches to improving the wellbeing outcomes for all children.
- Pupils who are motivated and engaged in their learning.
- The outstanding leadership of the Head teacher and the Deputy Head teacher and the commitment of all staff in raising attainment and achievement.

Our attainment:

For session 2016/17 our attainment data shows very good progress in Literacy and Numeracy. Teachers Professional Judgement of achievement of CfE levels shows an increase since 2015/2016.

In Primary 1, the percentage of pupils achieving early level in Literacy & Numeracy is higher than the national average. The numeracy element remained particularly strong. There is no notable attainment gap linked to deprivation.

At P4 the performance far exceeds the national average. Those children in SIMD 1 and 2 showed significant gains in Literacy and Numeracy.

In Primary 7 the percentage of pupils achieving second level is higher than the national average. There was a small improvement across reading, writing, talking and listening and numeracy. Those pupils in SIMD 1 & 2 showed a significant gain across all elements although performance in numeracy could be improved. There was a slight decrease in performance in literacy for pupils within SIMD 3-10 however, it is still a very strong picture.

There is no gap between the percentage of pupils achieving a level in our school and the national average at all levels. Within our school, the data shows very good attainment in the percentage of pupils achieving the appropriate levels in all elements of literacy and also in numeracy and some pupils achieving the levels earlier.

	Listening/Talking %		Reading %		Writing %		Numeracy%	
	Gourock	National	Gourock	National	Gourock	National	Gourock	National
P1	100.0	85	88.6	80	88.6	77	94.3	83
P4	93.5	83	96.8	77	90.3	71	90.3	75
P7	90.0	81	83.3	76	83.3	69	86.7	70

When looking across our local authority comparator schools, the percentage of pupils achieving early level in Primary 1 is highest in listening and talking, writing and numeracy. At Primary 4, the percentage of pupils achieving first level in all of the elements is higher than our comparator schools. At Primary 7 the percentage of pupils achieving second level is highest in listening and talking, writing and numeracy.

Within our school the priority is to maintain a strong performance across all elements and monitor any variation between Reading and Numeracy.

Following successful moderation this session, staff are becoming increasingly familiar with the standards expected to achieve a level. We will continue to work on this as a school and across our cluster.

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
<p>Strategies (from SIP 2017-18)</p> <p>Implement SEAL at primary 1 to embed early number concepts. Staff to engage with the benchmarks in Literacy & Numeracy for planning, assessing and tracking pupils' progress. Identify strategies to support and challenge pupils in literacy & numeracy. Staff to implement Dialogic teaching and embed Reciprocal teaching. Staff to engage in moderation activities in school, with cluster colleagues and at inter-authority events. Identify opportunities for pupils to improve and develop writing in all aspects.</p> <p>Progress</p> <p>The school has introduced the Numeracy and Mathematics progression pathways alongside their own current planner. The school has introduced the Inverclyde Literacy pathways to ensure progression All staff are now confident with Reciprocal teaching strategies. All staff are implementing Dialogic teaching. Pupils are challenged through questioning and differentiated activities. P4 pupils have experienced daily writing activities as suggested in North Lanarkshire Writing programme.</p> <p>Impact</p> <p>SLT are seeing greater consistency of teaching across the school. Pupils are motivated and actively engaged in leading their learning. Most pupils are confident and articulate when evaluating their learning. Some pupils are suitably challenged in their learning in Literacy & Numeracy through planned opportunities and questioning. Most pupils have an increased understanding of text through the four strategies of Reciprocal teaching.</p>	
<p>Next Steps:</p> <p>Staff to engage with Progression Pathways in other curricular areas. Further embed the use of SEAL in the lower school and continue to focus on developing mental agility in the upper school. Identify opportunities for Numeracy across the curriculum giving opportunities to applying skills and concepts. Embed Dialogic teaching.</p>	

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
Teacher professionalism

HGIOS?4 QIs

1.3 Leadership of change
2.3 Learning, teaching and assessment
2.7 Partnerships

Strategies (from SIP 2017-18)

Ensure a robust tracking and monitoring system is in place which will provide a clear focus to ensure appropriate progress of both individuals and groups.

Identify and plan for pupils using S.M.A.R.T targets and strategies to ensure progression in numeracy and literacy.

All teaching staff to engage with the principles of Visible Learning and produce an action plan to improve learning and teaching.

Involve parents in pupils' learning.

Progress

All teaching staff have attended training for Visible Learning and are now using the strategies /actions in their daily learning and teaching activities.

Tracking meetings and GIRFEC meetings have an increased focus on the use of data, ensuring the needs of all pupils are being identified and met.

Differentiation has been a key focus of collegiate sessions with teachers sharing practice in how pupils can be supported and challenged within lessons.

Staff trained in identifying and supporting pupils with Dyslexia.

Impact

Teaching staff are more confident when analysing data and, as a result, more able to identify those pupils requiring additional support/challenge. There is also an increased focus on progress vs attainment.

Targeted pupils receiving support form A.S.Ns or adapted resources or computer programmes when appropriate are making progress.

Through learning observations some pupils are experiencing differentiated learning to ensure progression

Next Steps:

Share the BGE Tool with staff, showing where the school sits against national comparators.

Continue to focus on differentiation to ensure support and challenge for all pupils

Staff to continue to implement the principles of Visible learning

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

Teacher professionalism

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.6 Transitions

2.7 Partnerships

Strategies (from SIP 2017-18)

Health & Wellbeing coordinator to attend training in mental health and share information with staff.

Increase all staffs' knowledge on Attachment and how to support vulnerable pupils.

Implement the authority's attendance policy

Implement the authority's revised anti-Bullying policy.

Progress

All staff have an understanding of attachment (ACES) and how to support pupils.

All staff using the Bounce Back programme to support pupils in resilience.

All staff are familiar with the revised ant-Bullying policy.

Impact

Pupils feel more supported and are able to talk about their feelings.

All pupils understand are able to use the Bounce Back acronym to develop resilience.

All staff have a greater understanding of those pupils with attachment issues.

Next Steps:

Revisit PPRB policy

Work with other agencies to support children and families when appropriate

Awareness raising of Boxall assessment for staff.

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

<p><u>NIF Priority</u> Improvement in employability skills and sustained positive school leaver destinations for all young people <u>NIF Driver</u> School leadership Teacher professionalism</p>	<p><u>HGIOS?4 QIs</u> 2.6 Transitions 3.3 Increasing creativity and employability 2.7 Partnerships</p>
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Strategies (from SIP 2017-18)
Staff to engage with the pathways for Developing Inverclyde’s Young Workforce. Class teachers to plan focusing on skills progression pathways to ensure personal, inter-personal and enterprise skills are developed appropriately across the curriculum.
Staff to engage with Employability Skills 3-18 and identify opportunities already available and identify areas to be developed.

Progress
Staff are now familiar with the DYPW progression pathways and are using as part of long term and short term planning.
Increasing opportunities for pupils to develop Employability Skills

Impact
Children are more able to talk about the relevance of their learning and how they can apply their skills in a variety of contexts. This is evident through discussion with pupils and through their Learning Logs.

Next Steps:
Staff to plan opportunities to develop skills for learning , life and work
Staff to engage with Creativity and Enterprise
Staff to plan opportunities through the curriculum to involve partners / parents in Learning
Staff to engage with Digital Learning

National priority: How we are ensuring Excellence and Equity?

Gaps in attainment

There is no significant gap between the attainment of pupils in SIMD 1 &2 compared to those in SIMD 3-10. Some of our pupils in SIMD 1&2 perform extremely well in Literacy and Numeracy. Although there is an inconsistency in the Attainment Gap across the school and in curricular areas Primary 1-Primary 7 there is no major concern. Our attainment is very good with a very strong performance in 2016/2017 and we remain above schools in similar circumstances and nationally

How PEF funding has been used

- Visible Learning training
- ASN auxiliary
- IT equipment
- Supported Study
- Literacy and numeracy resources

Evidence of Impact

- Staff have a clear action plan for the school on how to move forward in developing their skills to enhance learning and teaching. SLT have evidenced the impact of the Visible Learning focus through direct classroom observation and pupils' ability to talk about their learning.
- Targeted pupils show an observed increase in confidence in reading, writing and numeracy, resulting in improvements in reading, writing and numeracy at all levels as shown through assessment data, jotter monitoring and formal observation.
- The ASN auxiliaries have been trained in Active Literacy, SEAL and Literacy Toolkit supporting the delivery of these programmes in raising attainment.

Key priorities for improvement planning 2018-19

What is our capacity for continuous improvement?

We consider we have very good capacity to improve :

Our dedicated staff team are committed to Career Long Professional Learning. Teaching staff engage in Professional Review and Development meetings with a clear focus on our School Improvement Plan. Our annual overview clearly details our collegiate Professional Learning activities clearly linked to the HGIOS 4 indicators.

We ensure that all stakeholders are consulted on the work of the school and how to improve, through questionnaires, professional dialogue, meetings and focus groups.

A range of data is used to identify strengths and areas for support within our classes.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2018/19
1.3 Leadership of change	Excellent	Continue to manage change and develop staff expertise to raise attainment and achievement.
2.3 Learning, teaching and assessment	Very Good	Continue to develop staff knowledge and expertise in Dialogic teaching and Visible Learning to improve higher order thinking skills
3.1 Ensuring wellbeing, equity and inclusion	Excellent	Continue to ensure the health and wellbeing of all pupils.
3.2 Raising attainment and achievement	Very Good	Continue to develop staff skills in the analysis and interpretation of data, including use of the BGE toolkit. Ensure progression with the Literacy and Numeracy Progression Pathways and pupils applying these skills across the curriculum

Key Achievements of the school

Successful participation in the Inverclyde Music Festival

- First place for P4 in the Action Song.
- First place for the Senior Choir

And many soloists achieving First and Second place in their categories.

Primary 5 raised £556 for MacMillan Cancer Relief, through participation in the World's Biggest Coffee Morning.

P3 pupils learned about social and emotional competence and how to manage empathy through the Roots of Empathy educational programme.

P7 had a most successful Activity Week including a visit to Kings Theatre to learn about stage make-up.

P6 had three fun-filled days of activities at Dalguise outdoor centre.

Our P7/6 pupils showed that they are responsible citizens by taking part in a successful day to clean up Lunderston Bay.

P6 held a World of Work Week where pupils had the opportunity to explore their aspirations for their future career.

Our GIRFEC group organised the GIRFEC Café, inviting parents, partners and members of the community to play our GIRFEC game board. The donations were given to our partner school Namadidi Primary in Malawi.

Our community group organised our annual Community Café inviting retired members of our community and grandparents of P7 pupils. All of the other pupils either baked, made sandwiches, made table decorations, served or entertained our guests.

P2, P5, P6 & P7 pupils had great fun through the “Tag and Track” activities learning about seagulls and tracking lesser black winged seagulls.