

Context of the school:

Our School:

Gourock Primary is a non-denominational school situated in the heart of Gourock and is part of the Clydeview Cluster. The school is currently undergoing a refurbishment to provide additional space which will enhance our quality learning environment. The new extension is projected to be complete by early 2020. In the session 2017/18 we had a roll of 234 pupils over 9 classes. The staffing complement within Gourock Primary School was 13 members of teaching staff which included the Head Teacher, Depute Head Teacher, 7 full-time teachers 2 part-time teachers and 1 newly qualified teacher. The school was supported by 2 classroom assistants, 4 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. The School's learning philosophy rests on the key vision principles of Building Learning Capacity, Collaborating and Making Meaning. Developing each learner holistically is critical in creating curious individuals who think and relate well to others. A Gourock Primary Learner perseveres, is engaged, motivated, creative, responsible and effective.

Our Values:

Children, staff and parents have an excellent understanding of the school's values which reflect the principles on which we base all our decisions and use them to influence day-to-day practice.

Respect	Resilience	Care	Honesty	Tolerance
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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 and coherence and one which 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.

Gourock Primary School is committed to delivering on its core business of 'learning' and is thrilled with the achievement gains to date. We are committed to building the necessary knowledge and competencies for pupils to thrive and succeed in learning and life. We have a supportive and active staff, community and partnerships who are open, committed and willing to do whatever it takes to ensure that each learner is stretched and experiences fulfilment in learning. Attainment Challenge Funding has focussed on raising attainment in literacy and numeracy across the school including those pupils who may be disadvantaged as a result of the poverty related attainment gap.

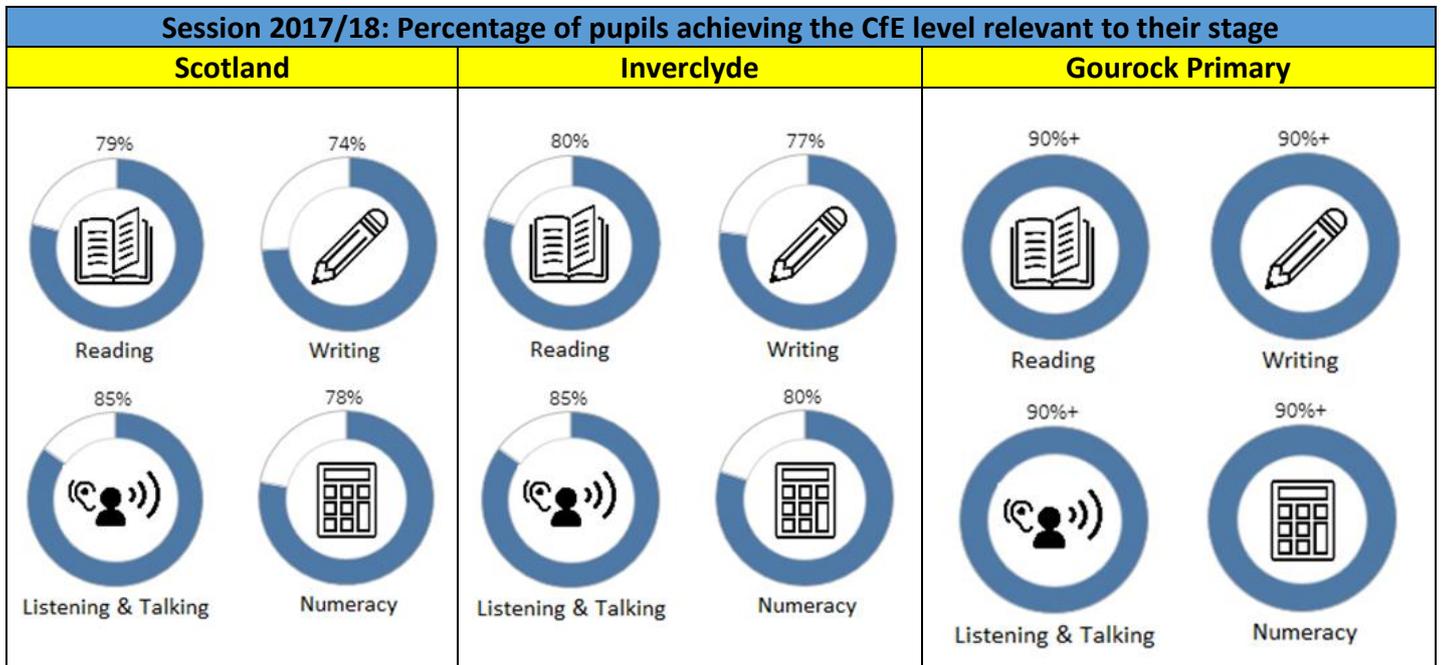
In June 2018, a team of inspectors from Education Scotland visited Gourrock Primary School. The inspection team found the following strengths:

- ❖ The school's approaches to improving the wellbeing outcomes for children. Through the work of the school in this area, children are developing an excellent understanding of what they need to do to build resilience and make effective contributions to their local Community.
- ❖ The outstanding leadership and vision of the head teacher and depute head teacher. Together with the staff team, they are strongly committed to improving outcomes for children and ensuring they are equipped to be successful, articulate and responsible.
- ❖ Children who are motivated and engaged in their learning. They are highly skilled in reflecting on their strengths and identifying what they need to do to improve.
- ❖ Well-planned opportunities for staff, children, parents and partners to be involved in evaluating the work of the school. This creates a school community in which all stakeholders are valued and contribute to school improvement.
- ❖ Children's skills in literacy and how they are applying these skills across their learning.

Quality indicators	Evaluation
Leadership of change	excellent
Learning, teaching and assessment	very good
Raising attainment and achievement	very good
Ensuring wellbeing, equality and inclusion	excellent

Our attainment: achievement of a Level data

School attendance is on average 95.1% which is above the local and national average. Interrogation of government statistics, indicated that Gourock primary is performing above our comparatives of pupils achieving the CfE level relevant to their stage across Scotland and Inverclyde which is a positive picture of attainment. As the diagrams below illustrate, overall attainment performance exceeds the national and local average. Data indicates increased gain for children in SIMD 1 and 2 in Numeracy at P4 and P7. Our school priority is to maintain a strong performance across all elements and monitor any variation between Reading, Listening and Talking, Writing and Numeracy.



For session 2017/18 our attainment data for Teachers Professional Judgement of achievement of CfE levels shows an increase in the following areas since 2016/2017:

- Listening & Talking: P1 and P4
- Reading: P1 and P7
- Writing: P1 and P7
- Numeracy: P4

Comparison with Achievement of CfE levels with the National statistics: 2017-2018

	Listening & Talking %		Reading %		Writing %		Numeracy %	
	Gourock PS	National	Gourock PS	National	Gourock PS	National	Gourock PS	National
P1	97	87	97	81	93	78	90	85
P4	90	85	93	77	87	72	96	76
P7	91	84	88	79	94	73	86	75
Combined	92	85	92	79	91	74	90	78

Those pupils in SIMD 1 & 2 showed a performance gain in numeracy at P4 & P7 however, this could be improved across the following areas: Listening & Talking - P1 and P4, Numeracy - P1 & P7 and Writing - P4. Despite a slight decrease in performance data for the 2018/19 cohort of pupils it is still a very strong picture of attainment. 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

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Teacher professionalism

Assessment of children's progress

Performance information

HGIOS?4 QIs

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

Strategies:

- The school is proactive in providing a range of texts and genres to motivate and promote a reading culture across the school. Strong partnership with local library has encouraged a positive reading culture across numerous stages especially our P1 pupils
- Implement SEAL and Active Literacy to support first level numeracy and literacy building on prior knowledge in Primary 1.
- All classes using reciprocal and dialogic teaching approaches
- Teachers share clear learning intentions and success criteria with the children. In best practice, the success criteria is co-created with the children
- Staff provide written feedback or oral feedback to children through plenary sessions or learner conversations. Learning logs are shared on a monthly basis with feedback from parent/carers
- Heightened awareness of approaches to classroom pedagogy such as visible and dialogic learning
- The school had a recent focus on developing the conceptual understanding of number at early and first level and on developing mental agility strategies and mastery learning across the school.
- Staff are highly motivated and positive about opportunities for professional learning to develop their practice. Staff have appropriate opportunities to lead on key aspects of the work of the school through their subject coordinator posts
- Across the school, children have opportunities to lead their learning in class and out with, through clubs and committees. Children can decide what they want to learn and how they are going to find it out through the use of knowledge, learning and understanding boards
- Children at all stages are being supported to reflect on their learning and identify their strengths and areas they need to improve. Children from P4 onwards are supported through learning conversations to set appropriate targets in their learning logs to improve their learning

Progress:

- Overall, children are making very good progress in literacy and English language and in numeracy and mathematics. Staff have increased confidence in being able to benchmark the achievement of children. Progress of individual children and vulnerable groups is closely monitored. The school has piloted the use of the Broad, General Education toolkit and this shows that the school is performing above the level of the virtual comparator in literacy and numeracy at all levels
- SEAL and Active literacy embedded in P1 with positive attainment impact
- HMIE Inspectorate reported that the quality of children's work across the school is of a very high standard. During the inspection, they observed children learning at all stages P1-P7, sampled children's work, engaged in professional discussion with staff, and met with individuals and groups across the school. This range of activity allowed moderation to support teachers' professional judgement across children's learning
- School leaders make very effective use of a range of data from standardised assessments and teacher judgements to analyse children's progress and improvements across the school
- Almost all lessons are well planned and the content of tasks and activities appropriate, relevant and matched to learners needs. Across the school, a range of learning and teaching approaches are

utilised including whole class direct teaching, opportunities for children to work independently, in pairs or collaboratively in groups

- Clear progression pathways that support staff to plan and deliver high quality experiences and outcomes building on their prior learning. The local authority has supported schools through producing pathways in literacy and English language and numeracy and mathematics
- Staff across the school have a very good understanding of their statutory duties. Children with additional support needs or those who face challenges are appropriately identified and supported. Interventions are closely monitored to determine the impact in relation to attainment and wellbeing

Impact:

- Data from 2017/18 shows that most children at P1 in reading and writing and almost all in listening and talking and numeracy achieved appropriate levels in literacy and numeracy. In P4, almost all achieved appropriate levels in all aspects of literacy and numeracy. By P7, most move on to secondary school having achieved appropriate levels in reading and writing and numeracy and almost all in listening and talking
- Staff display increased knowledge and understanding of SEAL and Active Literacy with an impact on P1 attainment noted through phased assessments, SNSA and ongoing evidence. 'Number talk' approaches are developing resilience, and children are now more confident in attempting to solve problems and are able to discuss wrong answers
- Parent/carers indicate that they feel more informed with regards to their child's progress. Children display an increased confidence when sharing their learning with others and identifying next steps in their learning
- Through a range of self-evaluation approaches, staff have identified appropriate priorities for improvement and put in place subsequent actions to achieve these priorities. For example, attainment data was used to identify the need to improve attainment in numeracy and mathematics and as a result, new approaches and resources are being implemented
- SLT take very good account of information from quality assurance activities such as classroom observations to inform priorities for improvement. Regular feedback across the school community is gathered and the school has an active Parent council who are very supportive to the school
- Evidence of Visible learning approaches are evident and pupil focus groups indicated that feedback was helpful to children in summarising their learning and allowed them to reflect purposefully on their learning. Children across the school routinely self-and peer-assess their work
- Children can reflect meaningfully on these targets and can explain how target setting helps them. This is impacting positively on individual progress and attainment

Next Steps:

- Further develop information handling skills as children move through second level. This should include drawing conclusions about the reliability of data and taking into account and making effective use of technology when creating graphs
- Moderate and audit the use of Inverclyde's literacy and numeracy pathways within the planning cycle to drive continuous improvement. Pathways shared with senior pupils as a tool to identify next steps in learning
- Review timetabling of Additional support needs teacher to maximise the impact of targeted interventions
- Pupil Equity Fund to employ class teacher 0.1 to increase capacity and focus on use of data to encourage assessment capable learners
- Embed SEAL and Active literacy within P2-3 and introduce resources such as 'Numicon' to scaffold learning in P1. Ensure consistent use of 'number talks' at first/second level to embed numeracy skills
- Review writing pathways and moderate expectations at first level to ensure pace and challenge. Introduce Rubrics/Waggles to encourage focused peer and self-assessment

- DHT to attend QAMSO training for second level writing and feedback to staff for moderation of writing expectations
- Audit and develop use of digital learning to support literacy/numeracy
- Moderate and embed Dialogic/Reciprocal teaching to ensure consistency across classes
- Continue to Identify and share good practice across the school
- Continue to track and monitor differentiation, pace and challenge of learning and teaching to ensure consistency across all classes that promotes children's thinking and independence
- As staff embrace new pedagogical practices such as visible learning, staff should ensure that they take better account of the range of learning styles of all children and differentiate appropriately
- Continue to extend the opportunities for children to take ownership of their learning. There is further scope for the school to provide increased opportunities for challenge, appropriate personalisation and choice across the curriculum
- The school has identified the need to develop the use of digital technology in learning and teaching across the school
- Continue to ensure appropriate universal/enhanced universal plans and targets are in place to record the impact of interventions. Develop strategies to ensure pupils/parent voice is embedded throughout GIRFEC pathways process

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

Performance information
Teacher professionalism

HGIOS?4 QIs

2.4 Personalised support
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement
1.5 Management of resources to promote equity

Strategies:

- The pupil equity fund used to provide professional learning opportunities for staff with a focus on developing an environment that makes learning visible and encourages ownership of learning
- Digital learning used to support and enhance numeracy and literacy progression with programmes such as: Literacy Toolbox/Sum dog/Education City/ Bug Club
- Continue to identify and plan for pupils using SMART(ER) targets to ensure progression in numeracy and literacy
- Continued development of reciprocal reading strategies and dialogic learning
- Targeted use of support staff to scaffold learning for children with an identified attainment gap across cohorts of pupils in literacy and numeracy
- All teachers use a variety of assessment approaches in literacy and numeracy. Teachers collect a wide range of assessment evidence during their day-to-day teaching and at the end of teaching blocks.
- Staff have termly tracking meetings with the senior leadership in which progress, staging posts and assessment information, is analysed
- The school has participated in moderation within their cluster.
- Additional support staff employed through the pupil equity fund PEF to target early numeracy and literacy intervention strategies

Progress:

- Children across the school are supported to do their best through classroom differentiation and targeted support
- Tracking and GIRFEC meetings focussed on pupils who are behind/beyond expectation with an emphasis on moderation of learning against the national benchmarks rather than comparatives between pupils
- Staff monitor closely the progress of children who may face barriers to learning, including social and economic disadvantage. Staff use this information well to provide appropriate interventions and support for children
- Effective approaches in place to share information at key transition times with planned meetings between class teachers to discuss progression and attainment, to ensure continuity in learning as children move stages at the end of the school year to build on prior learning

Impact:

- Feedback from dialogue with professional partners, indicates that interventions are very well planned to meet the universal and individual needs of children
- Staff report an increased use of IT to support learning and many are using digital learning tracking tools to gather evidence of learning e.g. Bug club assessment data. Our P4 class was named National champions in a recent Sum dog contest
- SLT and staff are able to articulate through professional dialogue, a clear understanding of the barriers faced by children in the community, including social and economic disadvantage
- Pupils received targeted support bespoke to individual needs following SMT tracking meetings which helped to identify children who require support and specific literacy, numeracy and HWB interventions
- Moderation has supported staff in making robust and reliable professional judgements on progress within, and achievement of, a level and this is evident in increased teacher confidence when using the SEEMIS BGE toolkit

Next Steps:

- Continue with moderation practice at school, Cluster and authority level to ensure that it becomes integral to planning learning, teaching and assessment
- Develop and embed Inverclyde's 'Learning, teaching and assessment' policy and moderate with cluster schools
- Develop the interrogation and interpretation of standardised assessments, evidence and data to identify strategic next steps in learning for individuals/groups and classes
- Audit & develop use of IT to support literacy/numeracy
- Continue to align systems and processes to evaluate the impact of interventions/GIRFEC pathways to ensure a clear focus of desired impact for individual and cohort groups of children to ensure improved outcomes
- Embed the use of high quality assessments and develop an understanding of SOLO taxonomy

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

Teacher professionalism
Performance information

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion
2.7 Partnerships
2.4 Personalised support
1.2 Leadership of learning

Strategies:

- Senior children are trained in restorative conversations to enable them to support other children in dealing with conflict
- Children are encouraged to develop resilience through a whole school HWB programme 'Bounce back'
- Increased opportunities for after school sports activities and specialist input from sport coaches
- Partnership work with specialists from a number of agencies to deliver specific HWB outcomes such as NSPCC/Cyber Security/Booze Busters
- Mind Mosaic training for support staff to increase understanding of attachment/self-regulation techniques
- Children across the school are encouraged to provide their views on issues related to themselves and wider school issues. They participate in a range of committees and groups and have very good opportunities to talk to staff about their learning
- A range of techniques used to communicate with parents/community such as newsletters
- The school website successfully provides a wide range of information as well as celebrating children's achievements and the achievements of the school. The school utilises a range of digital approaches as well as leaflets and newsletters to ensure all parents can access news about school life and their children's learning
- P3-P7 children are able to talk about the impact of each of the indicators on their own wellbeing and assess their strengths and needs

Progress:

- Children have a very good understanding of their rights and responsibilities within their school, community and the wider world. This understanding is as a result of the school's work on wellbeing indicators, children's rights, global citizenship and a range of pupil groups. The school is proud of its Rights Respecting School status
- The school continues to use a range of approaches across all aspects of health and wellbeing to ensure children have a thorough understanding of areas such as healthy eating, keeping safe online, sexual health and developing resilience
- Children are articulate in talking about the wellbeing indicators through events in the school and in the community
- The school recently revisited their curriculum rationale in order to ensure that it reflected accurately the current context for the children in Gourock, capturing the hopes and aspirations of the community
- The school uses a range of ways to seek the views of parents including questionnaires, feedback on reports and from school events
- School assemblies are well planned and structured to link with both the UN Convention on the Rights of the Child (UNCRC) and GIRFEC wellbeing indicators. At these assemblies, the school community celebrates the successes of children in a wide variety of areas. These achievements are reinforced through newsletters and twitter
- We recognise that the attendance at recent curriculum events such as the GIRFEC Café, and the health and wellbeing information session have been less well attended than hoped

Impact:

- The school has achieved Level 2 Rights Respecting Schools Award
- Increase in after school club attendance figures. The school reviews and tracks children's attendance at the clubs and can identify children who have not participated. Action is taken to ensure all children can participate in some way. Where necessary, children can set up and lead their own clubs to follow their own interests and encourage their peers.
- Children regularly demonstrate, during a restorative discussion, a very good understanding of what they need to do to be resilient and they are now better equipped to overcome challenges in their learning and in their wellbeing
- Children lead on events with confidence in school and in the community such as mental wellbeing, Fairtrade and healthy eating
- Parents indicate that they are well informed of their child's learning, progress and achievement. However, feedback indicates that parents would like specific feedback on attainment levels for literacy and numeracy. The school communicates through written reports, discussions at parents' evenings, open afternoons, the use of Twitter and most recently through sharing learning logs
- Senior pupils are able to conduct a restorative discussion with decreased adult input. Learning experiences are impacting positively on behaviour and children are developing a strong sense of what it means to be a responsible citizen as well as developing skills for learning, life and work
- Children talk enthusiastically about strategies to help them overcome challenges in their emotions, learning and relationships and relate to techniques taught through 'Bounce back'
- The seven principles of curriculum design are reflected in the rationale and the aims of Getting it right for every child (GIRFEC) sit at the heart of the curriculum
- Staff and pupils attended a recent conference on health and wellbeing to showcase the school's practice in developing pupils as partners. This presentation resulted in delegates from an international conference on health and wellbeing visiting the school to see good practice

Next Steps:

- Embed our newly agreed learning dispositions into the assembly planner
- Continue to build staff capacity of current research on promoting positive behaviour and relationships
- Update HWB policy and pathways to celebrate 'Diversity' and to embed Inverclyde PRPB policy/GIRFEC/Nurture principles
- Continue to utilise a range of digital approaches to ensure all parents can access news about school life and their children's learning. Change the school website platform in line with pilot schools across Inverclyde
- Develop a calendar for GIRFEC café with advance notice of dates to increase participation across the local community
- Develop parental engagement calendar, outlining events and activities across each term. Increase opportunities for parents to engage in family Learning activities. This includes opportunities for reporting on pupil progress and achievement, sharing learning events, information on school events and social activities, including fundraising.
- Develop pedagogy of Boxall assessment and strategies to support classroom practice from 'Beyond the Boxall'
- Audit existing nurturing approaches, the use of visual communication around the school awareness of the 6 principles of Nurture with a focus on 'All behaviour is Communication'
- Develop tracking folder/log to encourage pupil ownership of actions from restorative discussions
- Create parent learning opportunities such as; 5 to Thrive/Nurture/Self-regulation
- Develop use of a pupil friendly version of HGIOS 4 to promote pupil voice with challenge question embedded into weekly pupil focus group sessions

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
 Parental engagement
 Teacher professionalism
 Assessment of children's progress

HGIOS?4 QIs
 3.2 Raising attainment and achievement
 3.3 Increasing creativity and employability
 2.7 Partnerships

Strategies:

- The school benefits from an active and supportive Parent Council who are well informed. Members work closely with the school to discuss priorities for improvement
- Staff have increased capacity when identifying and promoting skills progression. Staff ensure personal development skills, inter-personal skills and enterprise skills are appropriately planned for
- Staff continue to promote the pathway: Developing Inverclyde’s Young Workforce and engage with Employability Skills 3-18 documentation and research
- Pupils encouraged to take on leadership roles through a number of opportunities such Committee responsibilities/ House captains/peer mediators/Buddies
- Whole school workshops on ‘ financial education’ to increase money sense

Progress:

- World of work focus week embedded in school calendar
- Staff are now familiar with DYPW progression pathways and are able to identify skills within CfE outcomes
- Pupil led world of work focus week

Impact:

- Pupils confidently lead numerous event throughout the school and indeed were complimented on how articulate they were when giving feedback to the education committee on the recent HMIE inspection
- Increased participation of parent/carer/community partners & volunteers during World of work focus week

Next Steps:

- Review and refresh our aims to reflect the national improvements for Scotland’s children such as raising attainment
- Increase opportunities for STEM activities with senior pupils
- Staff to engage with Creativity and Enterprise and investigate use of play at early/first level to reinforce skills
- Staff continue to plan opportunities through the curriculum to involve partners / parents in Learning
- Continue to explore how the career education standards can add to our current approaches
- Revisit use of digital learning to enhance learning and teaching
- Harness the skills of parents and partners to enhance the learning experiences offered to children at all stages
- DHT working collaboratively with cluster school to moderate and develop a cluster action plan highlighting the skills agenda
- Staff to highlight and identify links between learning dispositions and the skills agenda
- Use of high quality assessments to create opportunities to assess learning in a real-life context

National priority: How we are ensuring Excellence and Equity?

Gaps in attainment:

Across the school, attainment figures are showing a positive picture with almost all pupils on track to achieve the expected CfE level. Our priority is to raise the attainment of every pupil across the school but particularly 22.9% of pupils in SIMD 1 & 2 who may be disadvantaged as a result of the poverty related attainment gap. We have used SIMD data and FME figures to ensure interventions are targeted especially towards the 6.75% of pupils who are both SIMD 1 & 2 and FME. There is no significant gap between the attainments of pupils in SIMD 1 & 2 compared to those in SIMD 3-10. However, our most significant gap is in writing. When we focus on another measure of comparing SIMD 1& 2 to SIMD 3 -10 (inverted gap) we can see that pupils in SIMD 1 &2 are out performing across curriculum areas. 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 there is no major concern. Our attainment is very good and we remain above schools in similar circumstances and nationally.

Pupil equity Funding has been targeted towards:

- Visible Learning training
- Two additional ASN auxiliaries
- Additional Class teacher (0.3): targeted support bespoke to individual pupils
- 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 and capacity 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
- ASN auxiliaries have increased confidence and pedagogy from training in Active Literacy, SEAL and Literacy Toolkit supporting the delivery of these programmes in raising attainment

Key priorities for improvement planning 2019 - 2020

What is our capacity for continuous improvement?

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

- Continue to target and close the poverty related attainment gap for all SIMD 1 & 2 pupils
- Encourage 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
- Continue to ensure that all stakeholders are consulted on the work of the school and how to improve, through questionnaires, professional dialogue, meetings and focus groups with increased opportunities for engagement and involvement
- Interrogate a range of data to identify strengths and areas for support within our classes and make to support, develop and improve outcomes for our learners

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2019/20
1.3 Leadership of change	Very Good	<ul style="list-style-type: none"> • Digital learning and teaching • DYWF • Moderation of planning • Align systems & processes in line with curriculum rationale
2.3 Learning, teaching and assessment	Very Good	<ul style="list-style-type: none"> • Numeracy/literacy pathways • Mental maths agility/master learning • STEM • Visible learning • Holistic Assessments/SOLO
3.1 Ensuring wellbeing, equity and inclusion	Excellent	<ul style="list-style-type: none"> • Whole school Nurturing approaches • Align tracking of restorative approaches • Family learning
3.2 Raising attainment and achievement	Very Good	<ul style="list-style-type: none"> • Audit writing strategies • Develop assessment capable learners • Review targeted support/tracking

Key Achievements of the school

- Successful participation in the Inverclyde Music Festival
 - First place for P4 in the Dramatised Song
 - First place for P5 in the Action Song
 - And many soloists and poetry recitals achieving First and Second place in their categories
- Participated in the 'Removing Barriers' programme in partnership with Gourock Golf club and CalMac ferries with the aim to get more children playing without the financial burden.
- Primary P4/3 played their part in helping vulnerable people and communities across the UK by raising money for Comic Relief raising a total of £600.
- Pupils participated in a number of events to celebrate the 200th anniversary of James Watt. Our youngsters were inspired to create their own inventions through the workshops titled: 'Watt's it all about?' run in partnership with our local Gourock library.
- Our GIRFEC group organised a number of GIRFEC Café events, 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 Athletic team have been training hard throughout the year and have participated in numerous sporting events such as cross country, Sporthall athletics and the heptathlon. We had a fabulous day at the Gourock Highland Games and won first place in the mini-highland games competition.
- Pupils engaged in a Cressida Cowell Authors Live event through the Scottish Book Trust and were inspired to explore a variety of book genres. This complimented our ethos of promoting a positive reading culture across the school.
- P6 held a World of Work Week where pupils had the opportunity to explore their aspirations for their future career and highlighted the importance of skills for learning, life and work for the whole school.
- As a Rights Respecting school we are proud to highlight the importance of giving to others through participation in a number of whole school charity events such: as a sponsored Aerobathon, Jeans for Genes day, MacMillan Coffee Morning, Christmas jumper day for Save the Children and 'Superhero Day' for Diabetes UK.
- Our Rights Respecting Group were delighted to be involved in a consultation process with Aileen Wilson on Children's Rights in Inverclyde.
- Staff collaborated with cluster colleagues through participation in Micro:bit Training at Moorfoot Primary. We have since started a Code Club with Primary 6&7, using the Micro:bits and we are seeing a positive impact on pupil skills.
- Our school choir took part in the Christmas concert at Clydeview Academy with a World War II theme. We were so proud to be part of this commemoration and feedback from the audience was extremely positive. We also sang at the Gourock Christmas light switch on, alongside Moorfoot Primary and St Ninian's Primary, entertaining many locals and visitors to the area.
- P6 pupils and staff had three fun-filled days of activities at Dalguise outdoor centre where they learned a variety of new skills and were a credit to our school with their display of teamwork, resilience and motivation.
- P7 had a most successful Activity Week including a visit to Kings Theatre to learn about stage make-up. We know this will serve them well in preparation for their 'Aladdin' school P7 show.
- Class teacher Ms McCready, supported by an advocate from Barnardo's, ran the 'Seasons for Growth' programme for a group of our children. We continue to develop links with all our Community partners such as Mind Mosaic, Home link, Barnardos and the school health team.
- Representatives from the Gardening Group attended the opening of the George Wyllie Garden on Gourock's Shore Street. Our green fingered gardening group overseen by Mr Sinclair, will have ongoing input into ensure the garden remains nurtured and well cared.

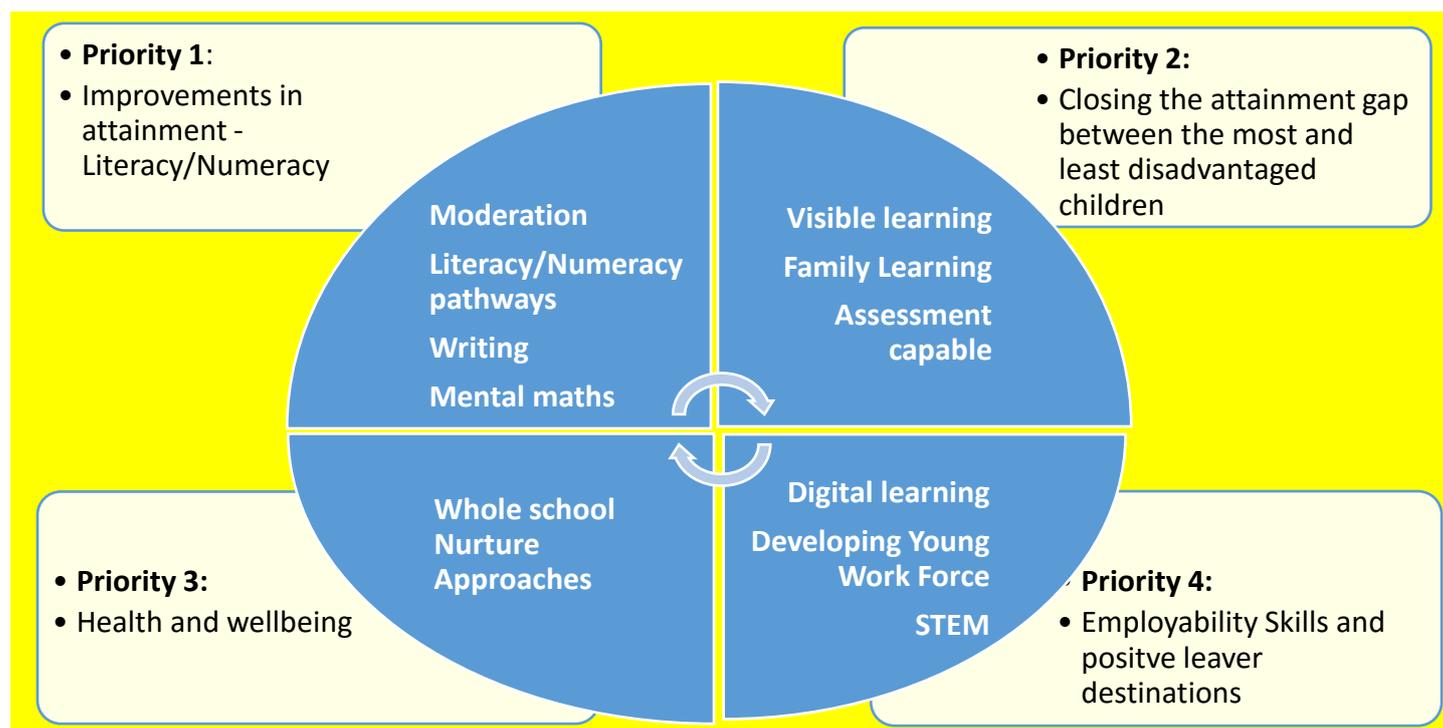
CARE, SHARE, BELIEVE & ACHIEVE

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. We aim to help our pupils become independent learners, be creative, healthy and develop a positive attitude to life. The School's learning philosophy rests on the key vision principles of Building Learning Capacity, Collaborating and Making Meaning.

Developing each learner holistically is critical in creating curious individuals who think and relate well to others. Therefore to deliver excellence in learning and teaching within the challenges of the 21st century, Curriculum for Excellence is at the centre of everything we do.

A Gourock Primary Learner **Perseveres** and is **Engaged, Motivated, Creative, Responsible and Effective**

The four strategic priorities and key messages from our school improvement plan are:



Gourock Primary School is committed to delivering on its core business of 'learning' and is thrilled with the achievement gains to date. We are committed to building the necessary knowledge and competencies for pupils to thrive and succeed in learning and life.

Attainment Challenge Funding has focussed on raising attainment in literacy and numeracy across the school including those pupils who may be disadvantaged as a result of the poverty related attainment gap.