

Inverclyde council

King's Oak Primary and Nursery

Standards and Quality Report

June 2016 – May 2017



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Foreword

Every year, we write a **Standards & Quality Report**.

Welcome to our Standards and Quality Report for the period June 2016 – May 2017.

This report will give you important information about our **achievements for improving the school and nursery** last year.

Our **Standards & Quality Report** explains what we have done to make sure all of our children are **Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible** and **Included**.

Our **Standards & Quality Report** is created by gathering evidence of our achievements. We have included information about our **main achievements** from last year.

We get feedback from **pupils, parents, staff** and **other people who know the school well** and this helps us to decide what we have achieved over the year.

Vision and Context

Getting it right for every child (GIRFEC) is a national policy to help all children and young people grow, develop and reach their full potential. Its focus is to improve outcomes for children and their families based on a shared understanding of their wellbeing.

Inverclyde Council recognises the importance of GIRFEC and has developed an approach that puts the child at the centre but recognises that every child grows up to become a citizen of Inverclyde and a part of the local community. Inverclyde aims to 'get it right for every child, citizen and community.' This 'nurturing' approach has been awarded a gold 'COSLA' award by the Convention of Scottish Local Authorities.

GIRFEC is based on 8 wellbeing outcomes. In King's Oak, we have used these wellbeing outcomes to establish our school aims. These aims are central to everything we do in the school and ensure that our children are...

Safe:

In King's Oak we believe that every child has the right to feel secure and to live and learn in an environment which is free from harm and danger.

We ensure our children...

- *do not experience or engage in bullying behaviour or discrimination with peers or adults at school or in the local community.*
- *feel safe at school.*
- *have the resilience to cope with adverse circumstances.*
- *feel confident enough to tell a responsible adult if they have been harmed or threatened with harm.*

Healthy:

In King's Oak, we believe that every child has the right to feel healthy and happy and to learn the knowledge and skills needed to make healthy, safe choices.

We ensure our children...

- *are able to cope with the normal stresses of everyday life without undue or persistent anxiety, depression, withdrawal or aggression.*
- *are confident and competent when faced by problems and new challenges in everyday life.*
- *are mostly satisfied with life.*
- *have good relationships with family and friends, care about and respect others.*
- *have strategies for assessing and managing avoidable risks to health.*

- *are developing their understanding of their body and can use this knowledge to maintain and improve their wellbeing and health.*
- *are supported to overcome health issues which prevent full participation in activities which positively affect their wellbeing.*

Achieving:

In King's Oak, we believe every child has the right to receive the support that they need in order to make progress in the knowledge, skills and personal qualities required to unlock further opportunities for learning.

We ensure our children...

- *are developing skills for learning, life and work.*
- *are progressing towards agreed learning objectives with appropriate additional supports.*
- *are developing independence and autonomy in relation to their learning.*
- *experience depth of learning within engaging and relevant contexts.*

Nurtured:

In King's Oak, we believe every child has the right to belong to a nurturing and stimulating home, school and local community where they can live and learn.

We ensure our children...

- *belong to families which are supported.*
- *have a level of physical care where they are clean, adequately and appropriately clothed and kept warm.*
- *receive sufficient and appropriate nutrition.*
- *feel valued in a culture of praise and encouragement.*
- *develop confidence and competence when faced by problems and new challenges in their everyday lives.*
- *develop their emotional intelligence.*

Active:

In King's Oak, we believe that every child has the right to access a broad range of opportunities for physical activity which are enjoyable and contribute to building a sustainable, active lifestyle.

We ensure our children...

- *are encouraged to play and interact in positive ways.*
- *receive encouragement to develop their interests.*
- *actively engage in sporting and recreational activities.*
- *express and celebrate achievement from their activities.*

- *are encouraged to build physical competencies, improve fitness, develop personal and interpersonal attributes which are likely to lead to a sustained interest in physical activity in adult life.*

Respected:

In King's Oak, we believe that every child has the right to have their views, concerns and goals taken into account when decisions about their wellbeing are made.

We ensure our children...

- *have a well-developed sense of identity and belonging with which they feel comfortable.*
- *are generally optimistic and realistic about what they can achieve.*
- *are actively involved in any assessment, planning and review process affecting them.*
- *feel that they are listened to and valued by peers and adults.*
- *feel that they are treated as individuals in their own right with their own needs, expectations and aspirations.*
- *are able to contribute to making their school community one which values individual equality and is a welcoming place.*

Responsible:

In King's Oak, we believe that every child has the right to develop the skills and personal qualities needed to contribute to a responsible and compassionate community.

We ensure our children...

- *attend school regularly and engage with learning.*
- *show respect, concern and compassion to others.*
- *demonstrate a willingness to take responsibility for their actions.*
- *participate in appropriate school and voluntary activities to develop responsibility, leadership, social networking and decision making skills.*
- *have good strategies for minimising risks.*
- *have opportunities to demonstrate leadership.*

Included:

In King's Oak, we believe every child has the right to be accepted and valued as an individual and as part of a team in school and the wider community.

We ensure our children...

- *receive additional support and care when they need it.*

- *are aware that the school has a positive attitude towards all people and understand that it is everyone's responsibility to challenge discrimination.*
- *feel that they and their family are accepted and valued by friends and staff.*
- *have genuine access to a range of opportunities for making friends and participating in social and recreational activities.*

Since August 2015, King's Oak has been part of the targeted drive to close the attainment gap linked to deprivation through the Scottish Attainment Challenge. The Scottish Attainment Challenge, led locally by the Inverclyde Attainment Challenge Team, focussed on Primary 1 classes in King's Oak and 5 other local primary schools in Inverclyde during the academic year 2015/16 with the intention of trialling a range of new approaches and resources to help raise children's attainment in literacy, numeracy and health & wellbeing and gathering clear evidence of 'what works'. During our 2016/17 year, best practice was shared across our school to help teachers focus on the approaches which were having greatest impact. We knew that High Quality Teaching & Learning and approaches to Assessment would be the key feature leading to improvements in attainment but also understood the need for a culture of high expectation, where pupils have the mindset and skills to maximise progress and improve attainment and achievement. Targeted interventions from Attainment Challenge colleagues and coaching and modelling support helped to embed highly effective practice, primarily in the infant classes but with some links for the wider school. Regular meetings of Heads Teachers from Attainment Challenge schools helped to refine the strategic thinking required to drive forward these priorities.

Next year, our Attainment Challenge project will directly support all of our nursery and primary stages as we embed the approaches which have greatest positive impact in closing the attainment gap. In April 2017, all schools across Scotland were allocated Pupil Equity Funding (PEF) according to the level of children attending the school who are in receipt of free school meals. Again, the purpose of the PEF is to close the attainment gap linked to deprivation. King's Oak are receiving £196, 000 during this school year.

Our School Improvement Plan 2017/18 (incorporating our PEF Action Plan) will detail how we will build on the existing work of the attainment challenge and use Pupil Equity Funding to broaden the services and deepen the impact on achieving positive outcomes for our pupils and their families.

Key Achievements as of March 2017

A few highlights:

- Over the year primary and secondary pupils have competed in three “Sumdog” mathematics competitions. This is a web based challenge which is greatly enjoyed by pupils. On average over 50 classes participated involving over 1100 pupils answering around 400,000 mathematics questions and getting 85% of those correct. King’s Oak Primary School’s Primary 7 class were presented with a trophy by a representative from “Sumdog” for coming first in one of the Inverclyde competitions.
- Our Girls’ Rugby Team won the Inverclyde Rugby Festival. Our Boys’ Rugby Team were placed in the top three in Inverclyde.
- We started a new cross-country running club as part of our athletics team and over a dozen pupils participated in each of the Saturday morning cross-country events this year, with our P5 Boys’ Team placed in the top 3 in Inverclyde.
- We participated in a Scottish Natural Heritage project and won a camera for filming areas of our playground to track visiting animals!
- One of our Pupil Voice classes secured funding from the Scottish Book Trust and organised an author visit to raise the profile of reading for pleasure. Our senior pupils participated in the First Minister’s Reading Challenge.
- Our P6s won the Inverclyde Music Festival Wilson McKay Trophy.
- We had teams of pupils participate in Activote, EuroQuiz and Engineering Challenge events.
- We launched two new annual trophies at our end of year Celebration of Achievement to recognise the retirement of two of our colleagues. The Nixon Literacy Cup and Bowes Numeracy Cup will be awarded every year to pupils who demonstrate high levels of achievement and/or progress in literacy and numeracy.
- Our Parent Circle has grown and is much more able to lead on the implementation of positive changes within our school community. In particular, Parent Circle members organised our first ever Summer Fete which raised significant funds and engaged large numbers of small, local businesses and was very well attended by members of our local community, a further Outdoor Action Day to improve our school grounds, and a Fair Trade Café in partnership with a large national organisation.

Self-Evaluation Activities and Visits 2016/17

During the 2016/17 school year, we engaged in a range of self-evaluation activities ranging from informal professional dialogue with staff, pupils, parents and partners and more formal opportunities focused on particular HGIOS?4 Quality Indicators. On one occasion, we participated in Self-Evaluation Visits, supported by our Link Quality Improvement Officer from Education Services.

| Date of SE Task | HGIOS?4 Quality Indicators and Self-Evaluation of Practice | | | | | |
|-----------------|--|--------------------------------|---|--|--|--|
| October 2016 | 2.1 Child Protection and safeguarding : Good | | | | | |
| November 2016 | 2.2 The Curriculum : Satisfactory | 2.3 Learning & Teaching : Good | | | | |
| December 2016 | 1.3 Leadership of Change : Good | 2.3 Learning & Teaching : Good | 3.2 Raising Attainment and Achievement : Good | | | |
| March 2017 | 3.2 Raising Attainment and Achievement : Good | | | | | |

To summarise, our self-assessed grades for the Key Quality Indicators are as follows:

| Quality Indicator | School Self-Evaluation | Key Priorities for session 2017/18 |
|--|------------------------|---|
| 1.3 Leadership of Change | Good | Establish clear rationale for the curriculum to help raise standards of attainment. Embed collaborative self-evaluation practices across the school community to help achieve consistency and identify areas for school improvement. |
| 2.3 Learning, Teaching & Assessment | Good | Ensure approaches to assessment and moderation provide reliable data that supports the delivery of progressive and challenging learning experiences. Establish a quality assurance calendar to identify and share highly effective practice in achieving positive outcomes for children. |
| 3.1 Ensuring Wellbeing, Equity & Inclusion | Very Good | Support our new staff to ensure that practices that secure wellbeing for all children, including those who face additional challenges, is of the highest quality. |
| 3.2 Raising Attainment & Achievement | Good | Continue to build on the practice which has enhanced the progress our learners are making to ensure improved levels of attainment in literacy and numeracy for all learners. |

What is our capacity for continuous improvement?

We consider we have very good capacity for continuous improvement.

Strengths: We have a newly established Senior Management Team consisting of the current HT and will be appointing a DHT in the coming weeks).

Challenges: We have a strong commitment from staff to drive the school forward in partnership with the local authority to identify and address the attainment gap.

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

Evidence we gather:

- Records of Professional Learning Activities
- Thematic Self-evaluation activity for relevant staff using HGIOS 4 QIs 1.2 and 1.3
- Number of staff undertaking Leadership Professional Learning opportunities
- Discussions with staff who are undertaking professional development to meet the Standards for Leadership and Management
- Leadership projects undertaken by staff
- PRD discussions with staff

Last year we said we would:

- Increase participation in leadership programmes and Masters Level professional learning.

Here's how we got on:

During 2015/16, our Principal Teacher participated in Inverclyde's Uplifting Leadership programme. Our PT then successfully recruited a class teacher to take part in the 2016/17 programme. The teacher was able to successfully apply the principles of Uplifting Leadership to develop a stage-based project linked to raising attainment in reading comprehension and collated evidence which indicated very good results through our GL Reading Assessment Data (October 2016). In turn, on completing the programme, our class teacher has already recruited a King's Oak teacher to take part in the Uplifting Leadership programme next school year.

In addition to this, one of our class teachers also participated in Masters Level learning by participating in a module. We purchased a number of professional texts related to this course and have made these available to other teachers within our school.

Through our annual PRD discussions with teachers, and other informal professional dialogue, it is evident that we have a number of colleagues who are showing an interest in taking on more leadership projects and seeking new opportunities in preparation for applying for promoted posts.

Our Senior EYECO continues to engage in the BA Childhood Practice which focusses on leadership in an Early Learning and Childcare setting. This has influenced SMT discussions and our Senior EYECO has ensured we are alerted to new policy documents in relation to early years' practice, such as documents related to Outdoor Learning.

Our Acting DHT was part of the core team responsible for organising the Network Meetings for Depute Head Teachers in Inverclyde.

Our HT was identified to be the education representative on Local File Reading Team for the Joint Children's Services Inspection.

Evaluation of school leadership

Our school leadership is good, with features of very good practice emerging across our school. We have a school with many staff who show a strong professional commitment of their role and to the wider life of the school. Almost all staff convey a sense of pride in the school and are keen to support our school priorities with time, energy and passion. This leads to many staff taking on additional roles and responsibilities, primarily to support the experiences of the pupils, parents and colleagues, but also to develop the skills they require to further their own professional development in preparation for next steps in their career. Some teachers are beginning to be able to evidence the impact of their professional learning on pupils' achievement and attainment. Teachers are now selecting areas for professional development that are closely aligned to school improvement priorities. There is a strong feeling at King's Oak that we are preparing members of promoted staff for the future in Inverclyde.

The HT has a very strong commitment to King's Oak, the school and the wider community. There is a widely shared rationale for closing the attainment gap by building on the school vision for nurturing the whole child through positive, healthy relationships. The HT provides high levels of professional stimulation and challenge through focussed and deep professional learning sessions.

With the appointment of our new DHT and the identification of our two PT-PEF posts and Senior Family Learning Worker (PEF) in the upcoming year, our new SMT will continue to access and provide genuine leadership opportunities and ensure that the Inverclyde Leadership Pathways policy is supported.

What do we hope to achieve in the future?

Outcomes for learners

Children experience consistently high-quality experiences as a direct result of staff who are engaged in leadership opportunities.

Next Steps

- Continue to ensure that King's Oak staff are suitably recruited for leadership programmes.
- Improve the quality of structured leadership learning pathways for teachers seeking promotion.

Teacher Professionalism

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

Evidence we gather:

- Self-evaluation of schools of HGIOS 4 QI 1.2 Leadership of learning, 2.3 Learning, teaching and assessment and QI 2.4 Personalised support
- Opportunities for and impact of, professional learning opportunities
- Observations of learning and teaching
- Discussions with learners
- Discussions with teachers/Progress meetings with staff
- Notes from collegiate meetings
- PRD discussions

Last year we said we would:

- Implement professional learning which has been shown to have had an impact across Attainment Challenge Schools during Year 1.
- Implement 2015/16 Cluster recommendations to improve pupils' working memory, concept of number and efficient use of mental maths strategies.
- Moderate methodology, across the Inverclyde Academy Cluster, for the explicit teaching of mental maths strategies through a Professional Learning Community model.

Here's how we got on:

During the 2016/17 school year, one of our infant teachers was successfully appointed to a secondment as a Nurture Teacher in another Inverclyde School and one of our other infant teachers went on maternity leave midway through the school year. In order to maintain the approaches through the attainment challenge, we ensured that collegiate professional learning took place to get new staff up to speed with SEAL and Active Literacy. By releasing a teacher who had been using these approaches since last year as often as we could to collegiately plan lessons and model techniques for new staff, we were able to minimise the disruption to children's experiences despite the practical challenges we faced.

We extended our use of Literacy Toolbox with identified P6 and P7 pupils and saw some children make gains of 16 months in their reading age over a 9-month period. We are clearer on which profile of pupil benefits most from this resource. Support staff would benefit from further training on Literacy Toolbox.

One of our class teachers become one of the Inverclyde QAMSOs for 2nd Level Numeracy, developing materials for assessment and moderation, whilst another one of our infant teachers supported the work of the Early Level Numeracy QAMSO and took part in a National Development session.

Notably, we were more able to ensure that PRD discussions and Professional Learning Plans reflected our School Improvement Plan with teachers identifying areas for professional development that reflected the attainment agenda.

Our attempts to create a Professional Learning Community within the Inverclyde Academy Cluster proved to be difficult due to the lack of flexibility in releasing secondary staff to meet and share practice. Instead, we provided the opportunity for our own teachers to share experiences of explicit teaching of mental maths strategies. We also started to engage with the 2nd Level Numeracy CMO to work with teachers in developing Number Talks in almost all of our senior classes.

Teaching staff deepened their understanding of Growth Mindset through our collegiate sessions and implemented a whole school approach to metacognition through the development of the King's Oak Learning Powers. This has been well received by staff and pupils and we have reflected on practice where this has had greatest impact, creating a policy document to support further implementation.

We also had teachers attend Visible Learning training and noted their improved ability to contribute to professional dialogue around key themes. One of our teachers attended Reciprocal Reading Training and infant teachers attended SEAL sessions to reflect on their professional practice.

Over the last two years, we have had three very experienced and highly capable teachers retire (two class teachers and our Support for Learning Teacher), so there is a clear need for developing the professionalism of our existing team. As a new Management Team, moving forward we will need to prioritise the professional development of our existing and new staff to reduce any negative impact on these changes and to ensure we are well-placed to maintain progress each year.

Evaluation of teacher professionalism

Our teacher professionalism is good with features of very good practice evident with particular teachers, especially those keen to seek promoted posts in the future. Almost all of our staff are highly capable of engaging our pupils, including those with complex needs who require high levels of adaptations and additional support. We are highly effective in playing to teachers' strengths and have them well-matched to the children they teach.

Recent work on enhancing Pupil Voice at King's Oak has improved staff understanding of participation and our senior pupils report that they are feeling engaged in school improvement.

Infant teachers and support staff are developing a greater understanding of the role of play and are making connections between child development and nurturing play experiences.

Although, we are beginning to develop teacher professionalism by making meaningful connections beyond King's Oak to seek professional learning opportunities, we will strive to enhance these links, particularly in relation to assessment and moderation and improving the quality of learning and teaching using evidence-based approaches to improving pupils' attainment. It will be critical for all members of the new SMT to understand the strengths and development needs of EVERY teacher (and indeed, wider staff team) to ensure that these opportunities for enhancing teacher professionalism are appropriately selected. We are looking at creative ways to use the expertise of our newly 'retired' teachers to maintain the positive impact for our learners.

What do we hope to achieve in the future?

Outcomes for learners

All children and young people benefit from high quality learning experiences.

Next Steps

Continue to take forward our approaches to promoting staff wellbeing and evaluate the impact of this on the ethos of the school.

Improve teachers' understanding of the rationale for our curriculum and improve the quality of learning and teaching in all classes accordingly.

Inverclyde Next Step - Ensure that teacher professional learning impacts upon playroom/classroom practice through a revised learning, teaching and assessment policy. All observed lessons should be satisfactory or above with the majority being judged as good or above.

Parental Engagement and Partnership Working

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

Evidence we gather:

- Feedback from Parent Council Representatives meetings and Parent Council meetings.
- Self-evaluation of schools of HGIOS?4 / HGIOELC Quality Indicator 2.5 - Family Learning and Quality Indicator 2.7 - Partnerships.
- Quality and impact of family learning events.
- Questionnaires from inspections and school reviews.
- Evidence of parental involvement in Standards and Quality Reports and Improvement Plans.

Last year we said we would:

- Build/develop effective working partnerships with Family Support Workers and link CLD staff.
- Ensure that a coordinated response to Family Learning is taken forward with partners.

Here's how we got on:

We successfully recruited a greater number of parents for our Parent Circle at the start of the school year. We had an average of 9 parents attend each of our 8 'formal' Parent Circle Meetings during the school, with an even wider range of parents supporting specific projects or activities.

Members of our Parent Circle participated in each of the 3 Inverclyde Parent Council Representative's Meetings over the course of the year. We also had 4 parents attend 'The Role of the Parent Council' Training session and 5 parents attended an 'Involving All Parents' Training Session to develop their skills and confidence. 2 Parents completed an online course on 'Creating Parent Council Constitutions'. The parents then held meetings to draft a new constitution and further consultation with the Parent Circle allowed this to be agreed at our recent AGM. Feedback on each of these courses was shared with the wider Parent Circle at our monthly meetings. Informal feedback from Education Services staff highlighted the highly participative approach of our parents who then initiated, organised and hosted a successful Parent Council Curry Night to allow for further networking and sharing of best practice.

Members of our Parent Circle attend our Weekly Café to help engage the wider parent forum in the life of the school. Our Parent Circle successfully organised a team of Christmas Show Helpers who made props and costumes and helped to sell lucky programmes on the day of our Christmas Shows. Parent Circle members also organised our first ever Summer Fete which raised significant funds, a further Outdoor Action Day, and a Fair Trade Café. In addition to this, our Parent Circle organised a café at each of our 3 Parents' Evenings (we added an additional Parents' Evening to our 'regular' two meetings per year).

Our Parent Circle raised enough funds this year to provide positive financial support to our school community. They subsidised school trips and bought school tied for all of our pre-school pupils in the nursery and also for our P7s. They also funded P7 Leavers' Hoodies.

Parents were active participants in the recruitment of our HT and DHT this school year. Two parents attended formal recruitment training and a wider group of parents were involved in informal interviews with candidates for both posts.

During the school year, our Link CLD worker offered a range of tasters in family cooking. These were enthusiastically if modestly attended by a core group of families.

Our Family Support Worker and Link CLD Worker supported a small group of parents in running a weekly Family Learning Club throughout the school year.

5 members of our Parent Circle attended a consultation on our PEF and helped to generate ideas for our PEF Action Plan.

Parents who work locally for national organisations (EE, Bank of Scotland) and those who run their own craft businesses have developed new partnerships to support the work of our Parent Circle.

We had a change of Family Support Worker during this school session (there was a break in service due to the recruitment process) and had to build relationships with this new member of staff. We have now been able to establish a suitable caseload for our new FSW and have created joint Wellbeing Assessments to support the role of the FSW.

Evaluation of parental engagement and partnership working

Our parental engagement and partnership working is good.

Core members of our Parent Circle feel highly engaged in working with our SMT and are very supportive of the work of our school.

The Parent Circle effectively uses Twitter and a newly set-up Facebook account to share information about their work and to help gather the views of the wider parent forum.

There has been increased opportunities to utilise the skills and experience of parents within our school with parents offering their time to create new local business connections to support the work of the school community.

We are looking to focus parental engagement on family learning and the recruitment of our Senior Family Learning Worker – PEF, will drive this priority forward to maximise the impact on children's learning and achievement.

Further work on reporting to parents will help teachers engage parents and learners in more focussed dialogue about children's learning. There is some evidence to suggest that parents have modest expectations of their children's learning and this needs to be challenged.

What do we hope to achieve in the future?

Outcomes for learners

Children and young people benefit from strong partnerships, especially in relation to Family Learning opportunities. These partnerships contribute directly to raising attainment and achievement as well as family wellbeing in its widest sense.

Next Steps

Continue to develop our Parent Circle constitution to support better engagement of parents in driving forward areas of school improvement.

Increase parental engagement in evidence-based family learning activities.

Improve parents/carers' engagement in reviewing their child's progress in learning.

Improve parents/carers' (of senior pupils) understanding of employability skills and the role the curriculum and family learning plays in developing these.

Assessment of Progress

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

Evidence we gather:

- The percentage of pupils achieving curriculum levels in literacy & numeracy at P1, P4, P7
- Pips scores and progress in learning from tracking data
- School assessment information for literacy, numeracy and HWB and Progress Meetings
- Attendance of identified pupils
- Data from Boxall profiles
- Self-evaluation of schools of HGIOS 4 QI 3.2 Raising attainment and achievement
- Notes from in-service or collegiate meetings, School/Authority training on moderation

Last year we said we would:

- Take forward literacy and numeracy strategies to raise attainment for all pupils.
- Target interventions to work towards closing our gap in attainment linked to deprivation.
- Take forward strategies to improve children's health and wellbeing.

Here's how we got on:

In response to the Tackling Teacher Workload agenda, we stopped using the Tracking System we had used previously. Instead, we were involved in discussions with other Attainment Challenge HTs to develop an understanding of a more proportionate assessment and tracking system. In particular, we explored the need to plan for assessment using the Es&Os and national benchmarks, the creation of holistic assessment tasks and in noting exceptions when assessing children's progress. This will form our approach to planning and assessment of progress in the year ahead.

We shared data on our 'experimental' Teachers' Professional Judgements from June 2016 and also our average PIPS Scores and GL Reading Assessment performance with our teachers. We also set a local context by showing how our data compares with other attainment challenge schools and with other schools in Inverclyde. Following this, we had progress meetings with P3, P5 and P7 teachers ahead of the next round of PIPS assessments and agreed whole class interventions. At a recent meeting with teachers and support staff, we participated in self-evaluation activities to determine which factors had the greatest impact on raising our average standardised assessment scores in maths and reading for all year stages. Staff identified the following factors as instrumental in achieving these initial results:

- Promotion of metacognition and increased ability of children to talk meaningfully about their learning and assess their own progress. Making the learning more visible.
- Outdoor play and outdoor learning.
- Progressive learning approaches in early years, using SEAL and Active Literacy.
- Use of assessment to identify progress and next steps for individual pupils.

- Development of Growth Mindset (especially the promotion of ‘mistake making’ as part of the learning process and to encourage pupils to engage in more challenging learning activities), teaching of learning powers metacognition strategies and understanding the brain as central to learning.
- Targeted interventions from colleagues from the Attainment Challenge team, including interventions at teacher level (i.e. from CMOs).
- The role of teaching staff and support staff working in partnership to ensure approaches to learning are more progressive and more thorough.
- Promotion of positive relationships to develop pupils’ confidence as well as the contribution to the overall ethos in classes.
- Partnerships with local organisations to create ‘new’ learning opportunities.
- Increased focus on literacy, numeracy and health & wellbeing across the curriculum.
- Providing pupils with high quality feedback about learning.
- Targeted teaching after pre-assessments to ensure focussed teaching.
- Planning and moderating with stage partners.
- Use of Number Talks approaches in the upper school to ensure pupils think about strategy and process.
- Promoting high expectations of learners and focussing praise on effort.
- Use of Enhanced Literacy programmes to address gaps in learning and allow for over-learning.

Our teachers participated in ½ day of in-service moderation with cluster colleagues to use the Draft Writing Progress Records. Further to this, we then developed our thinking of how to use the criterion scale to support teachers’ professional judgement and our staff are beginning to become more confident in using these to make judgements about children’s achievement in writing by considering how the pupil demonstrates their writing skills across a range of three texts. There is still lots of work to be done in this area, especially beyond the school with Cluster colleagues.

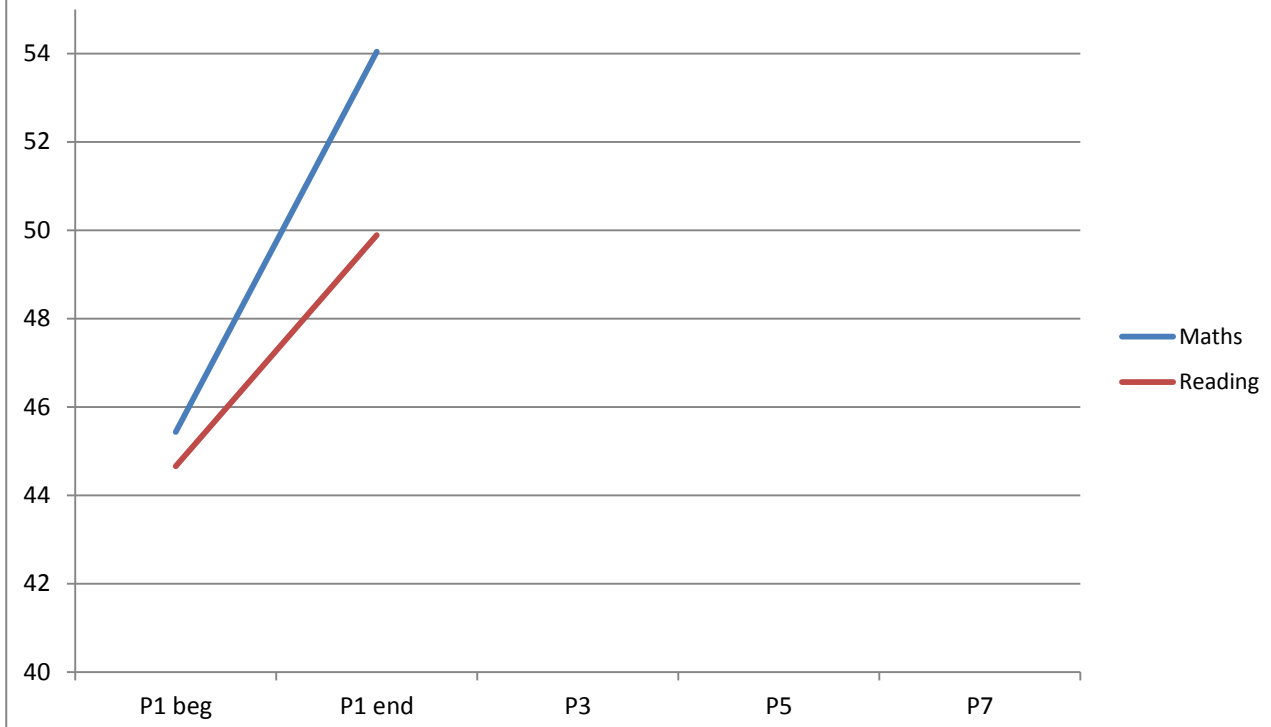
One of our class teachers participated in Quality Assurance and Moderation Support Officers (QAMSOs) training in Second Level Numeracy by Education Scotland to lead moderation and assessment activities. This teacher has started to work with colleagues in developing and using holistic assessment activities to support teachers’ professional judgement.

Evaluation of attainment in King’s Oak

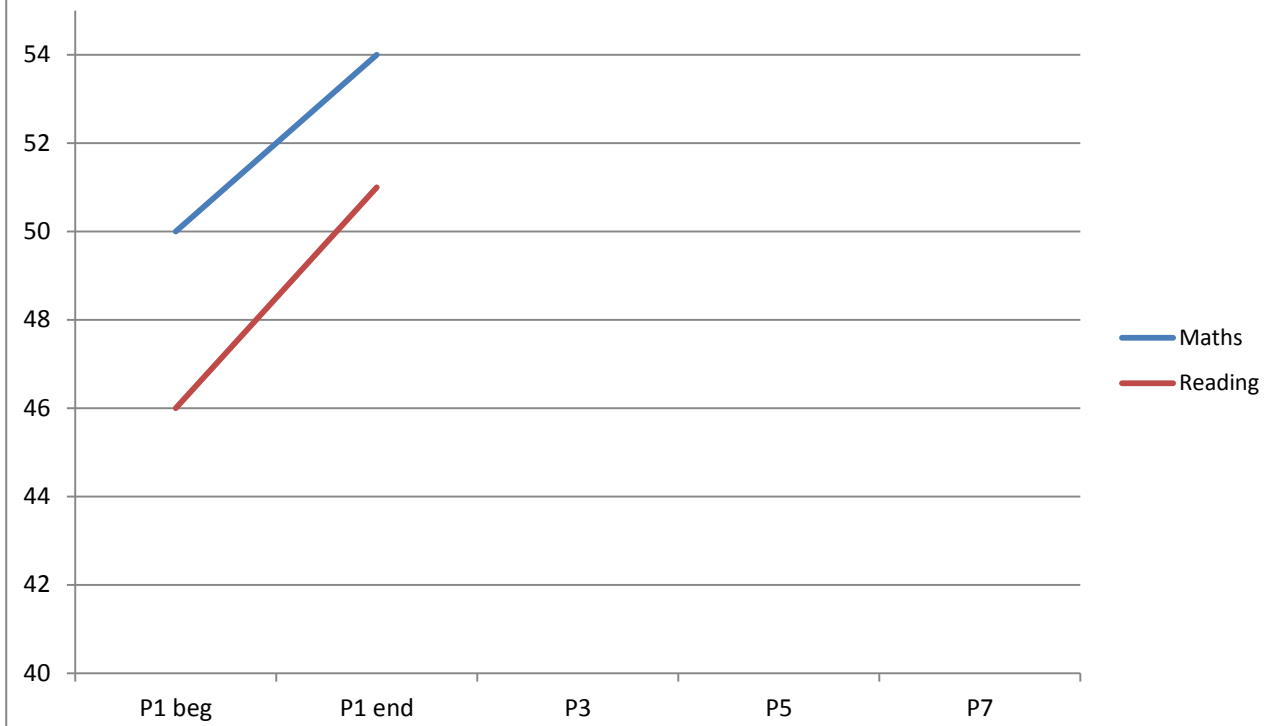
Measuring Attainment:

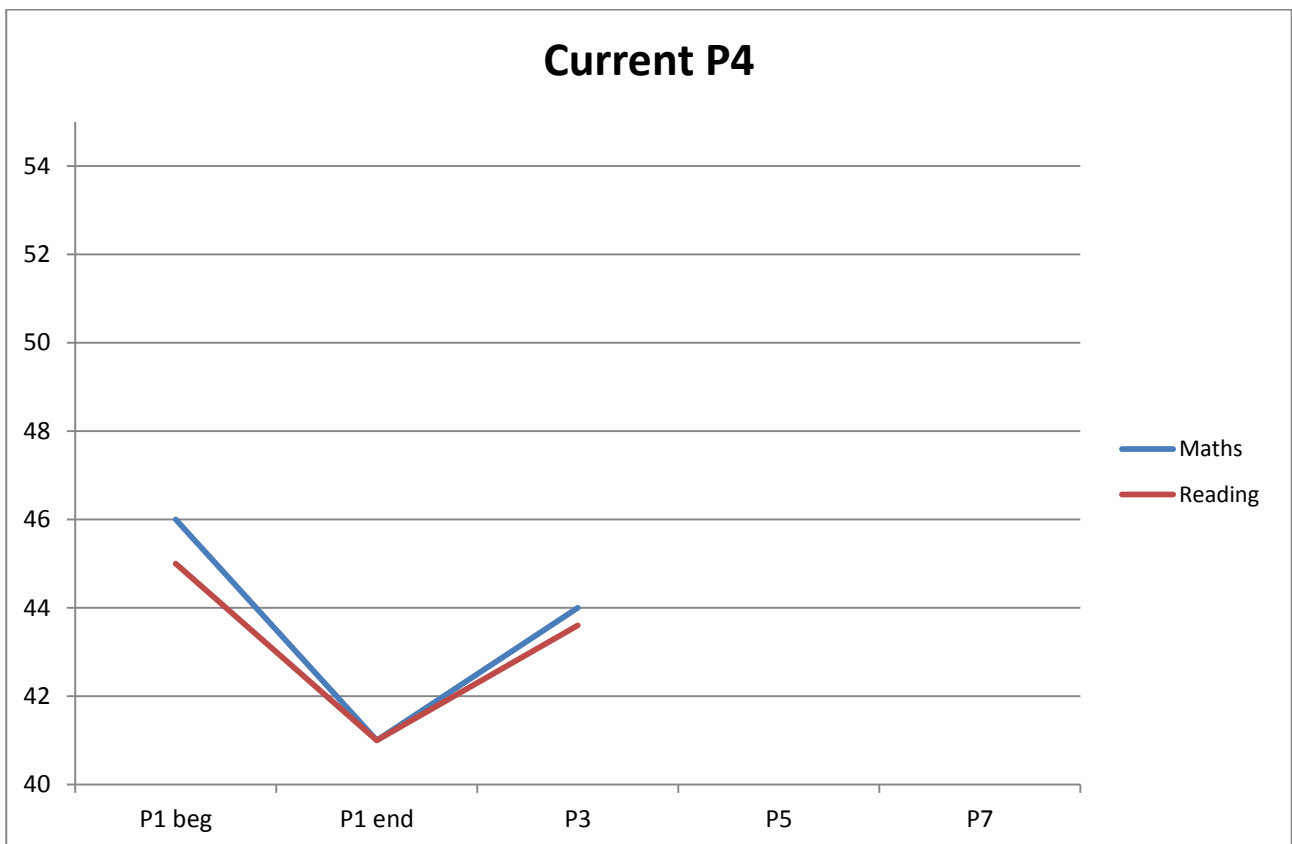
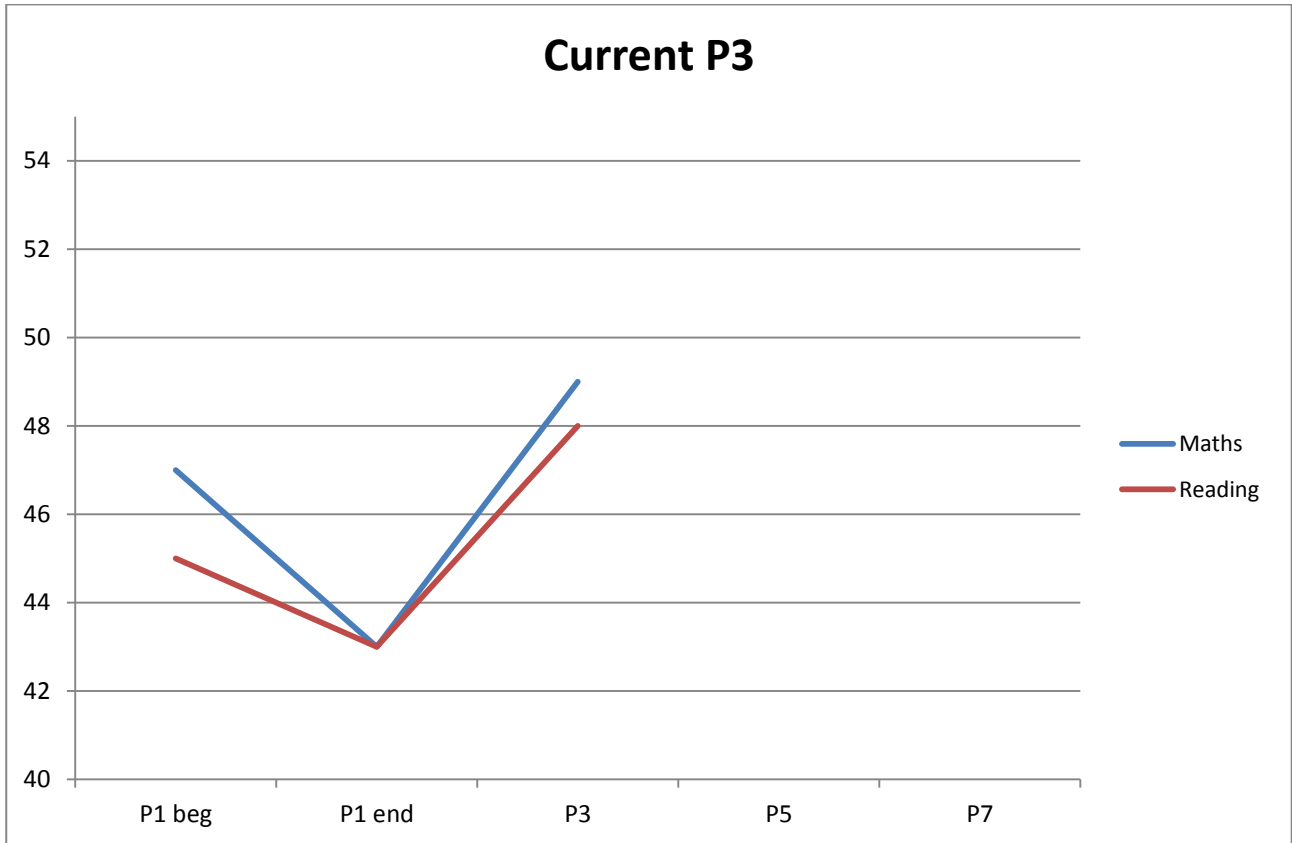
Our evaluation of assessment of progress is Good. Our most recent data shows that we have successfully increased our average PIPS Scores for **all** year groups over the last two years. The graphs below show that we have reversed the downwards trend for our senior pupils and made very positive gains for our infants.

Current P1

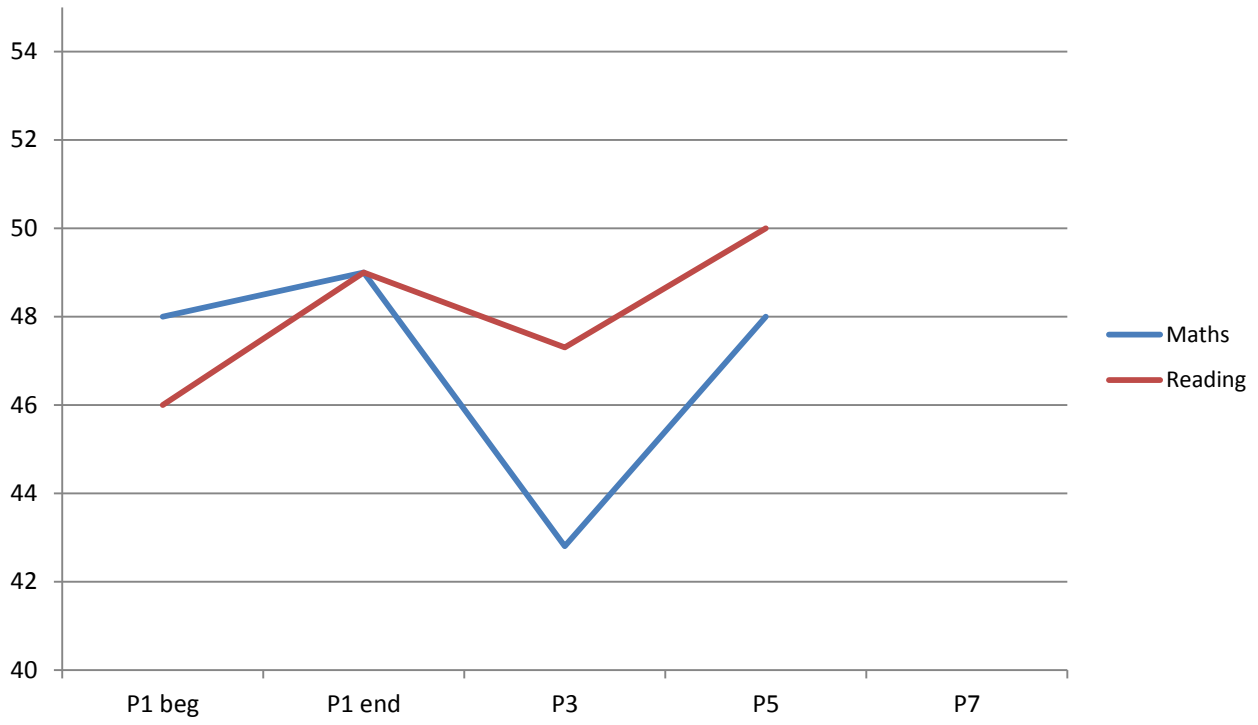


Current P2

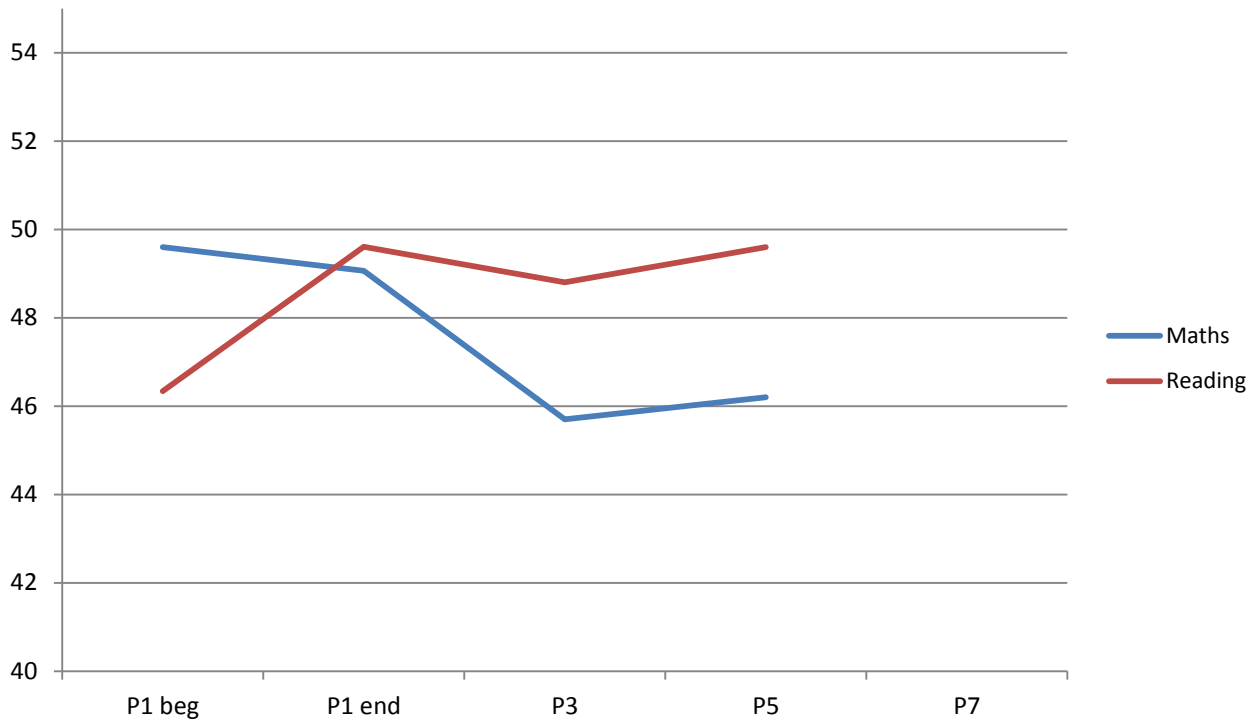


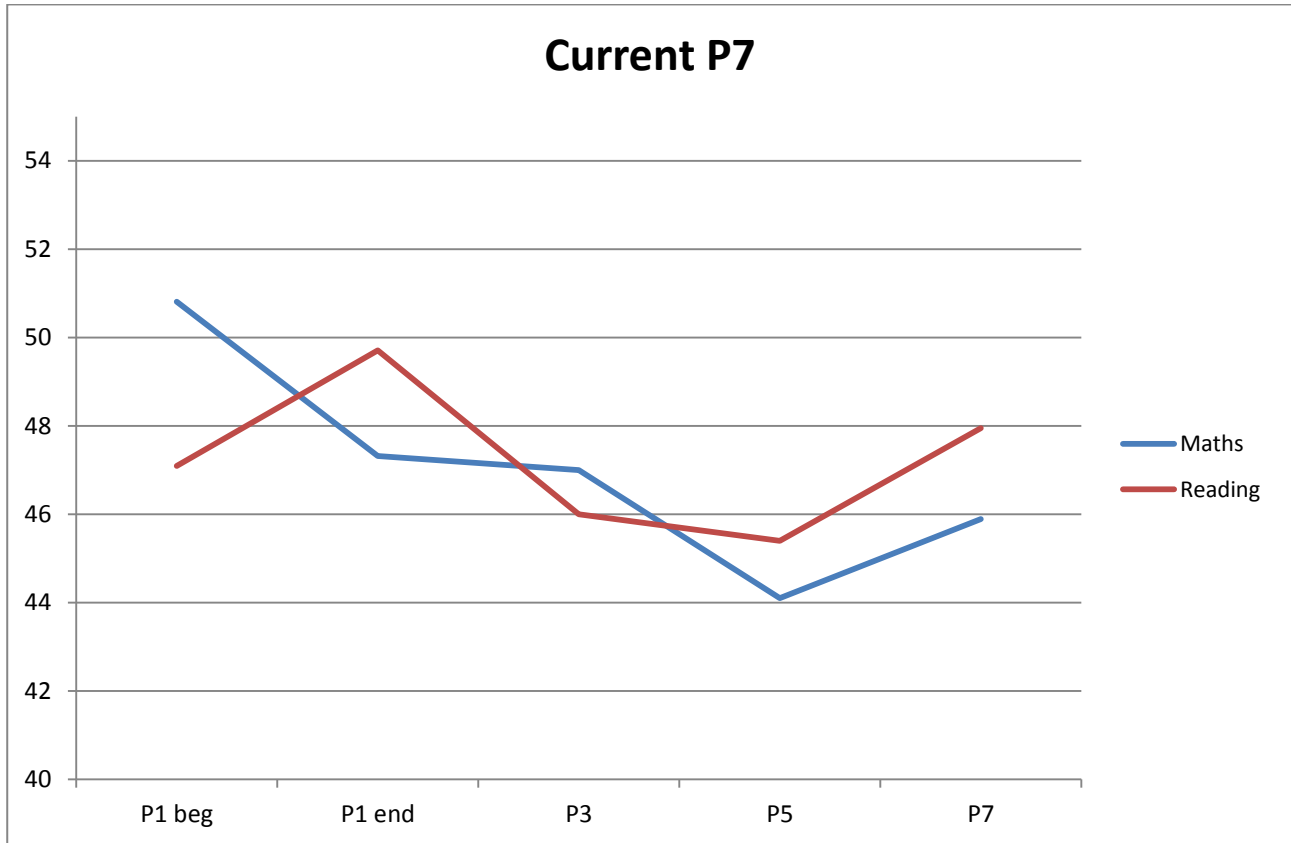


Current P5



Current P6





This is not yet fully reflected in our Teachers' Professional Judgement of CfE levels. The following data shows particularly low levels of attainment in writing throughout the school, and in reading at P4.

| Stage | No of pupils | L & T | Reading | Writing | Numeracy |
|-------|--------------|--------|---------|---------|----------|
| P1 | 40 | 60.00% | 70.00% | 52.50% | 80.00% |
| P4 | 49 | 77.55% | 57.14% | 46.94% | 61.22% |
| P7 | 49 | 71.43% | 65.31% | 46.94% | 69.39% |

The following data shows the proportion of pupils who teachers have judged to have achieved the expected milestones.

Teachers' Professional Judgement CfE Levels TALKING & LISTENING

| | Early | | | First | | | Second | | | 3.1 |
|-----------|--------|--------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|-------|
| | 0.1 | 0.2 | 0.3 | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | |
| Primary 1 | 22.50% | 17.50% | 60.00% | 0.00% | | | | | | |
| Primary 2 | 0.00% | 5.71% | 2.86% | 91.45% | 0.00% | | | | | |
| Primary 3 | 2.70% | 2.70% | 8.11% | 32.43% | 45.95% | 8.11% | | | | |
| Primary 4 | | | 0.00% | 8.16% | 14.29% | 77.55% | 0.00% | | | |
| Primary 5 | | | 4.26% | 4.26% | 17.02% | 46.81% | 27.66% | 0.00% | | |
| Primary 6 | | | | | 1.96% | 15.69% | 29.41% | 52.94% | 0.00% | |
| Primary 7 | | | | | | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

Teachers' Professional Judgement CfE Levels READING

| | Early | | | First | | | Second | | | 3.1 |
|-----------|--------|--------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|-------|
| | 0.1 | 0.2 | 0.3 | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | |
| Primary 1 | 10.00% | 20.00% | 70.00% | 0.00% | | | | | | |
| Primary 2 | 0.00% | 0.00% | 5.71% | 94.29% | 0.00% | | | | | |
| Primary 3 | | 2.70% | 21.62% | 21.62% | 27.03% | 18.92% | | | | |
| Primary 4 | | | 0.00% | 14.29% | 28.57% | 57.14% | 0.00% | | | |
| Primary 5 | | | 2.13% | 4.26% | 19.15% | 36.17% | 34.04% | 4.26% | | |
| Primary 6 | | | | | 3.92% | 15.69% | 25.49% | 54.90% | 0.00% | |
| Primary 7 | | | | | | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

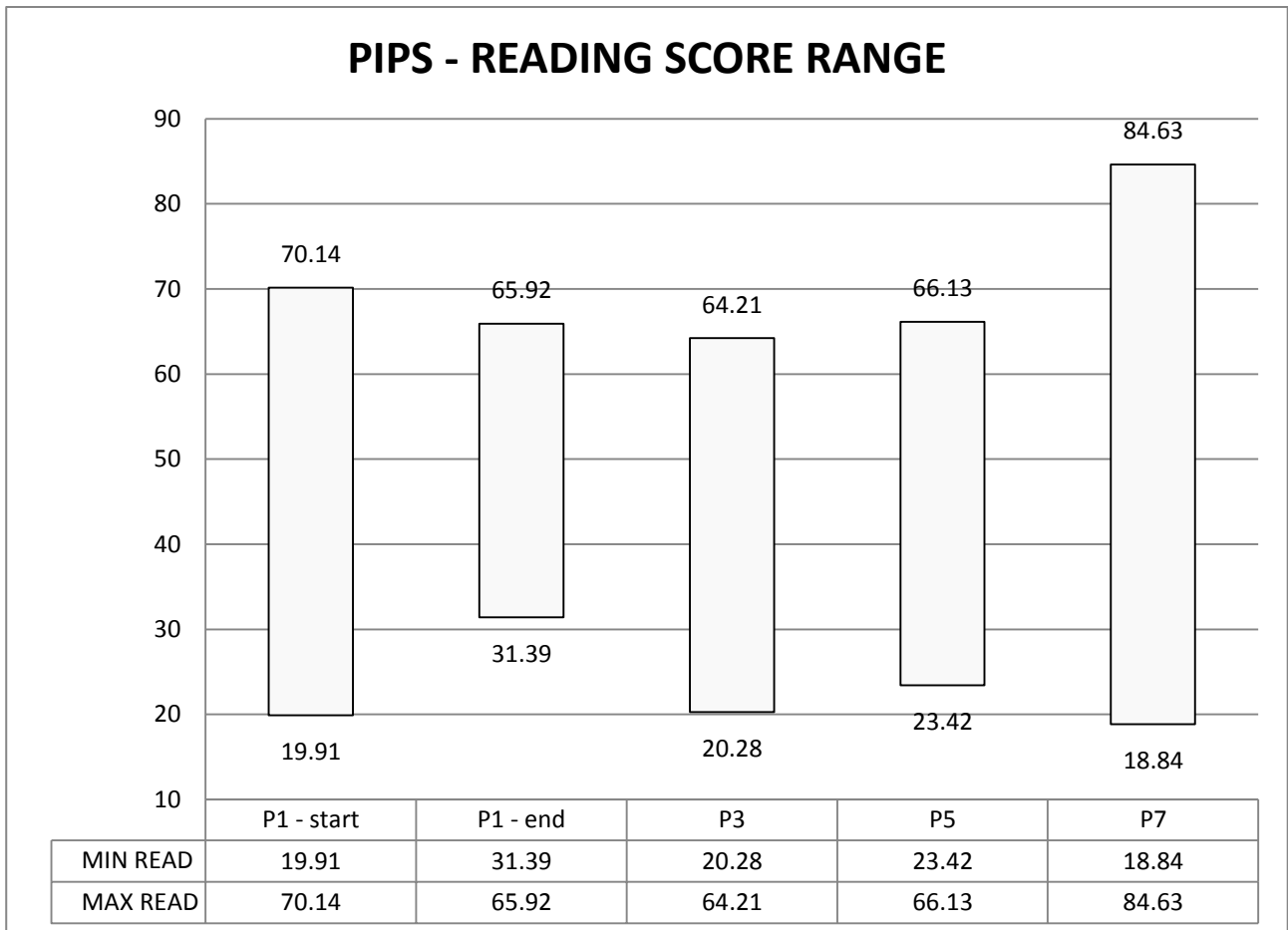
Teachers' Professional Judgement CfE Levels WRITING

| | Early | | | First | | | Second | | | 3.1 |
|-----------|--------|--------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|-------|
| | 0.1 | 0.2 | 0.3 | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | |
| Primary 1 | 22.50% | 25.00% | 52.50% | 0.00% | | | | | | |
| Primary 2 | 0.00% | 5.71% | 2.86% | 91.43% | 0.00% | | | | | |
| Primary 3 | | 10.81% | 27.03% | 35.14% | 13.51% | 5.41% | | | | |
| Primary 4 | | | 0.00% | 14.29% | 38.78% | 49.94% | 0.00% | | | |
| Primary 5 | | 4.26% | 0.00% | 4.26% | 25.53% | 51.06% | 14.89% | 0.00% | | |
| Primary 6 | | | | | 9.80% | 13.73% | 41.18% | 33.33% | 1.96% | |
| Primary 7 | | | | | | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

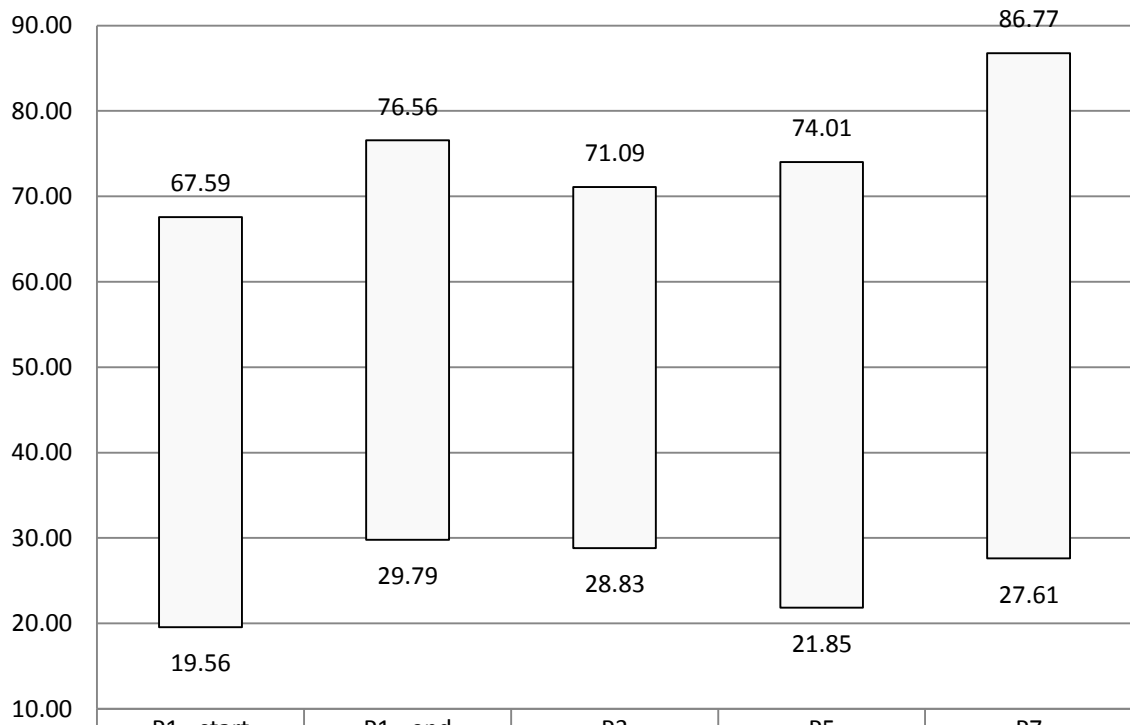
| Teachers' Professional Judgement CfE Levels MATHS | | | | | | | | | | |
|---|-------|--------|---------------|---------------|--------------|---------------|---------------|---------------|--------------|-------|
| | Early | | | First | | | Second | | | |
| | 0.1 | 0.2 | 0.3 | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 |
| Primary 1 | 7.50% | 12.50% | 80.00% | 0.00% | | | | | | |
| Primary 2 | 5.71% | 0.00% | 2.86% | 91.43% | 0.00% | | | | | |
| Primary 3 | | 5.41% | 13.51% | 35.14% | 4.54% | 5.41% | | | | |
| Primary 4 | | | 0.00% | 10.20% | 28.57% | 61.22% | 0.00% | | | |
| Primary 5 | | | 2.13% | 8.51% | 31.91% | 29.79% | 27.66% | 0.00% | | |
| Primary 6 | | | | | 7.84% | 9.80% | 49.02% | 33.33% | 0.00% | |
| Primary 7 | | | | | | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

As we would expect, the greatest impact has been on our youngest pupils as that is where the focus of our additional resources and professional learning has taken place, but to see improvements in every stage of the school is strong evidence that impact is being made against our school improvement priorities in all areas of the school and that pupils from all year groups are benefiting from our approaches.

As the following data shows, each of our stages has a very broad range of attainment levels. This is a significant challenge for teachers to ensure that every child is making progress from their current level of learning. We want to ensure every child makes progress irrespective of their current level of attainment.



PIPS - MATHS SCORE RANGE

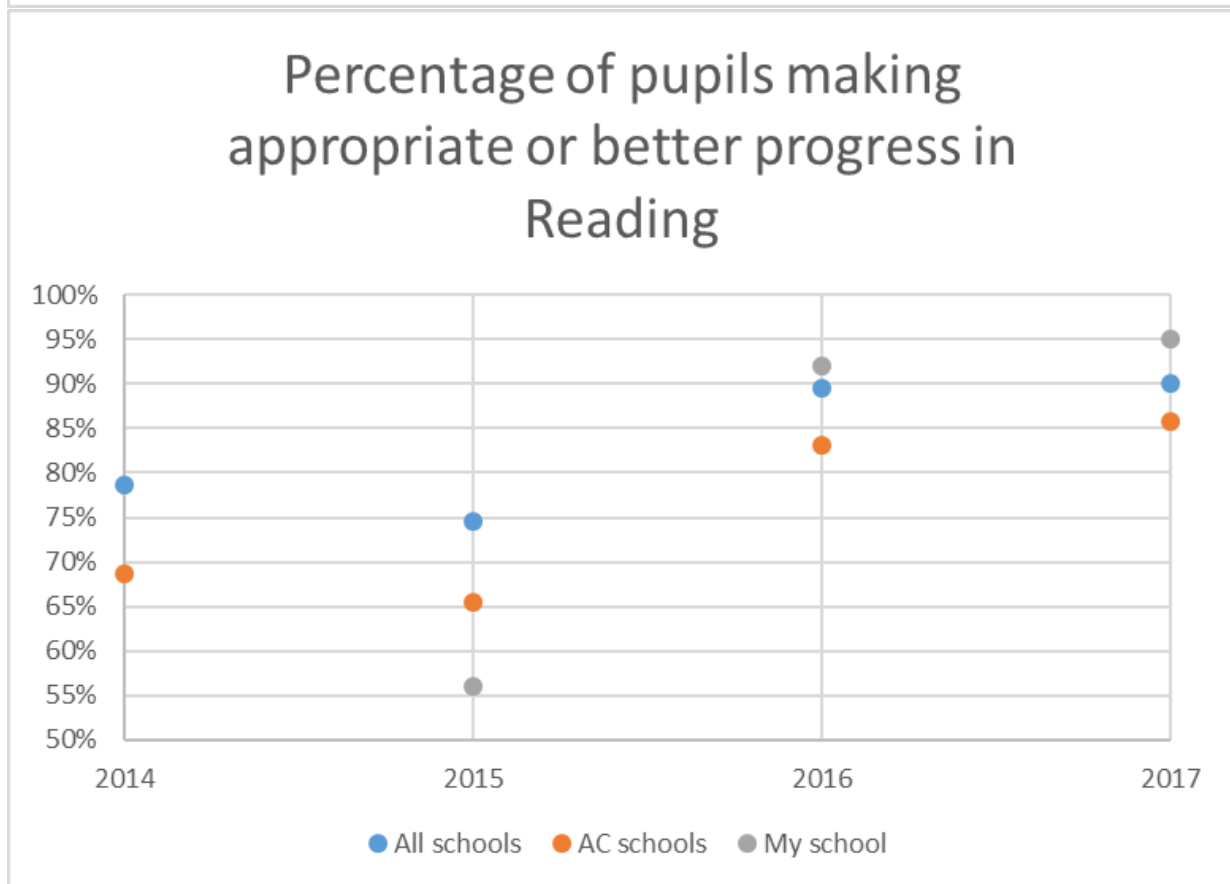
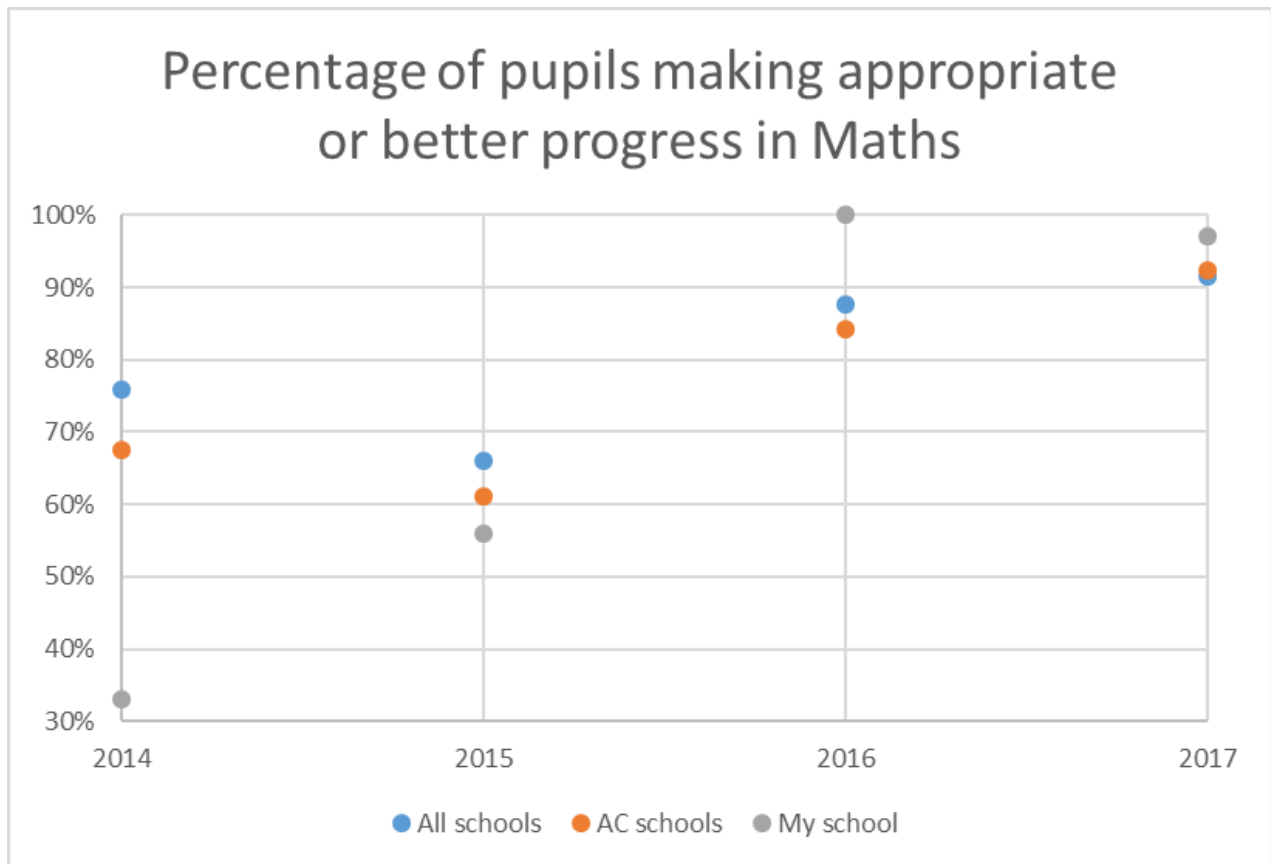


| | P1 - start | P1 - end | P3 | P5 | P7 |
|-----------|------------|----------|-------|-------|-------|
| MIN MATHS | 19.56 | 29.79 | 28.83 | 21.85 | 27.61 |
| MAX MATHS | 67.59 | 76.56 | 71.09 | 74.01 | 86.77 |

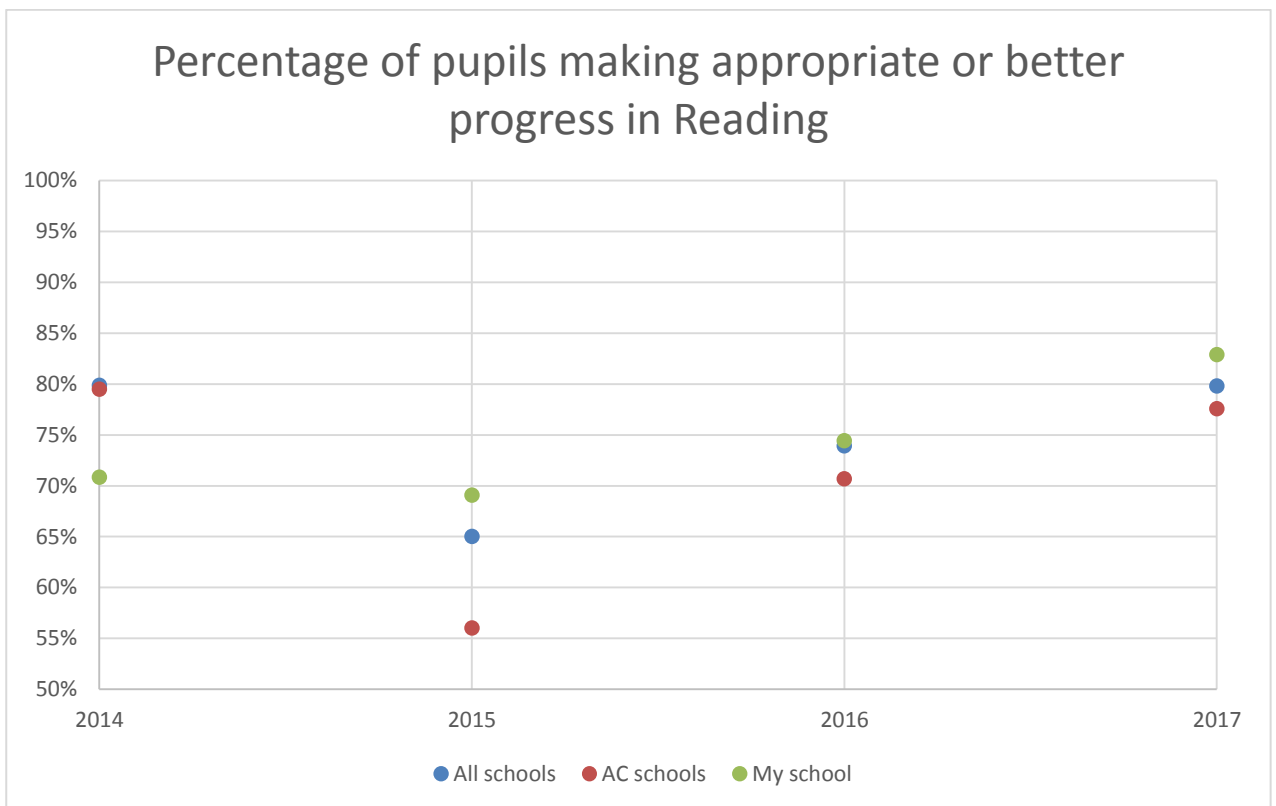
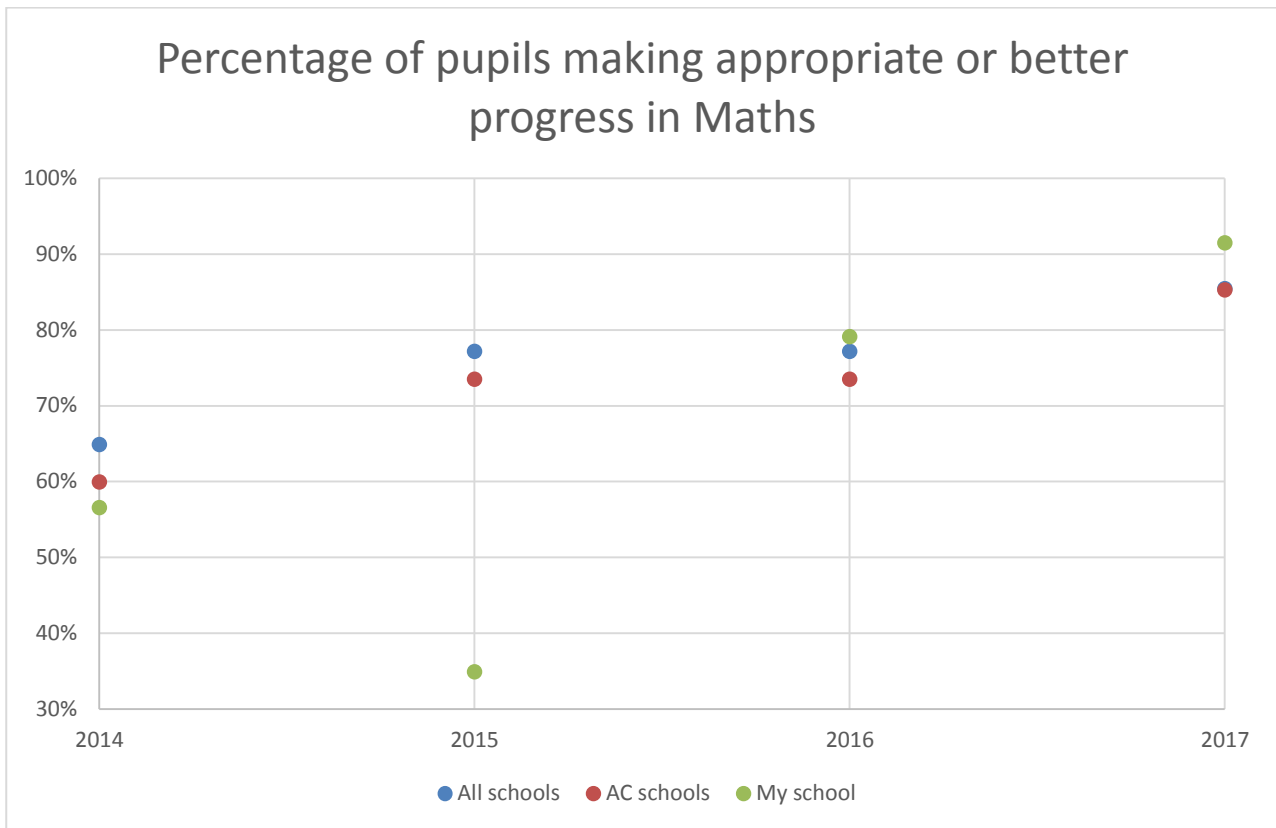
Measuring Progress:

It is important to stress that although we consider our attainment levels across the whole school to good (with some stages demonstrating only satisfactory levels of attainment) we consider that we have made very good progress in relation to pupil's progress in reading and maths across the whole school. The following data shows that when we look at progress (the proportion of pupils making expected or better than expected progress (0, + or ++)) based on their prior PIPS Scores), we compare favourably against the average performance of all schools and also that of other attainment challenge schools.

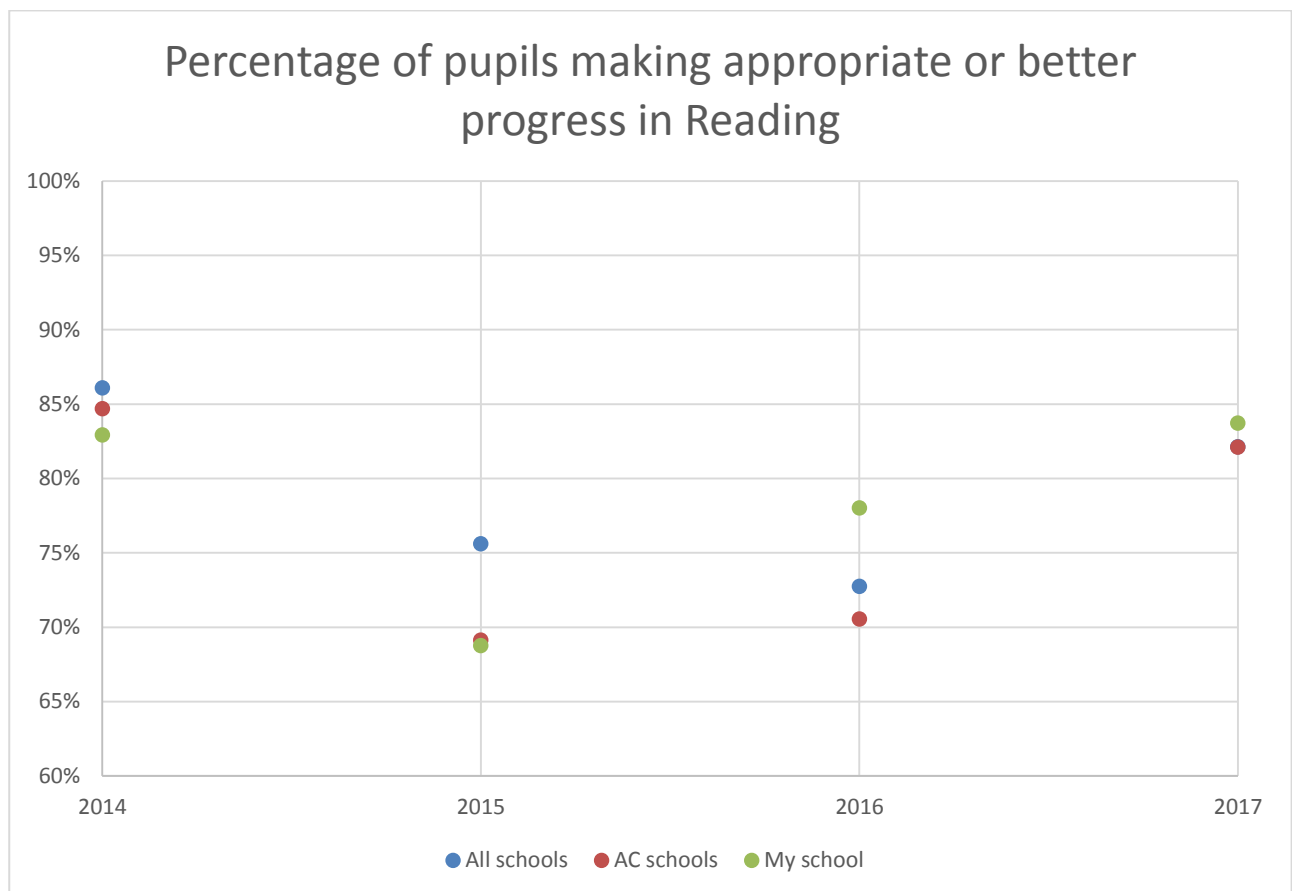
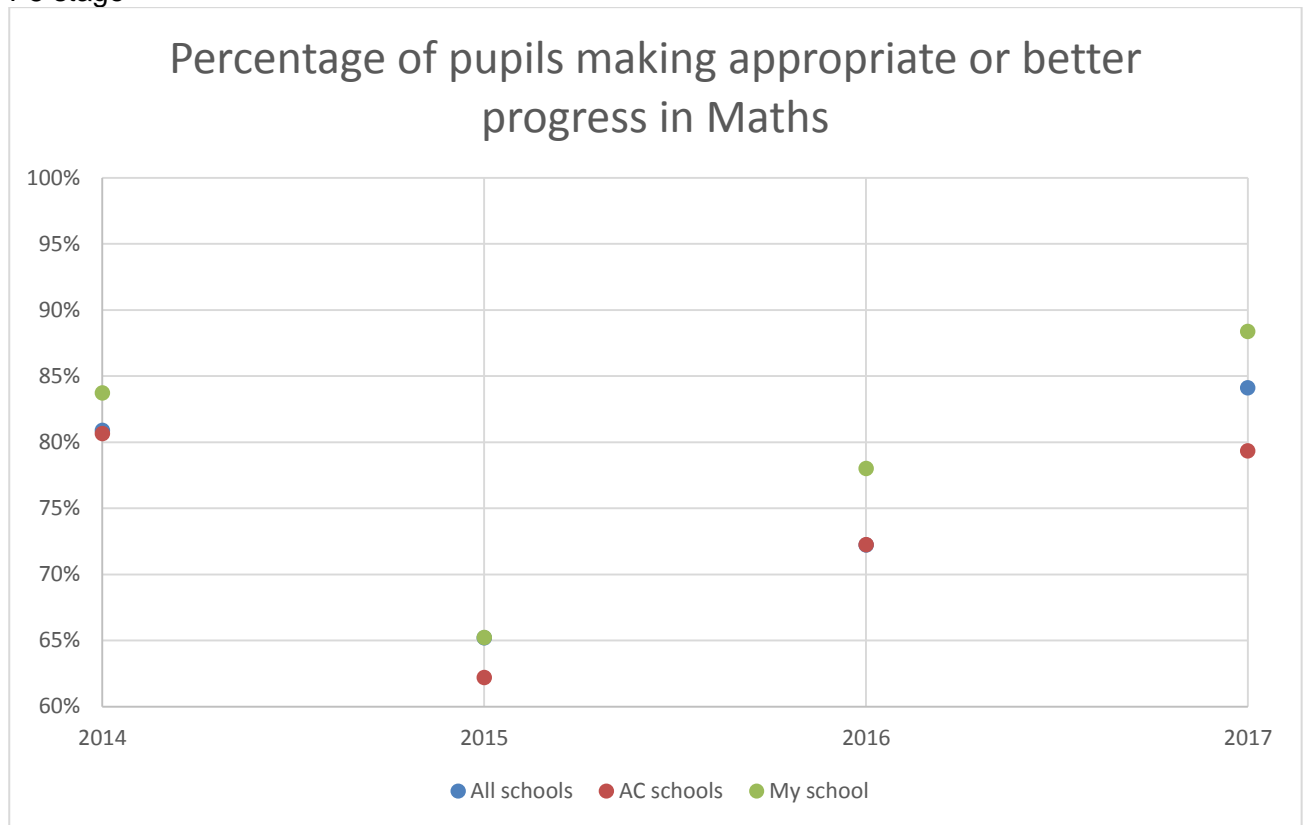
P1 stage



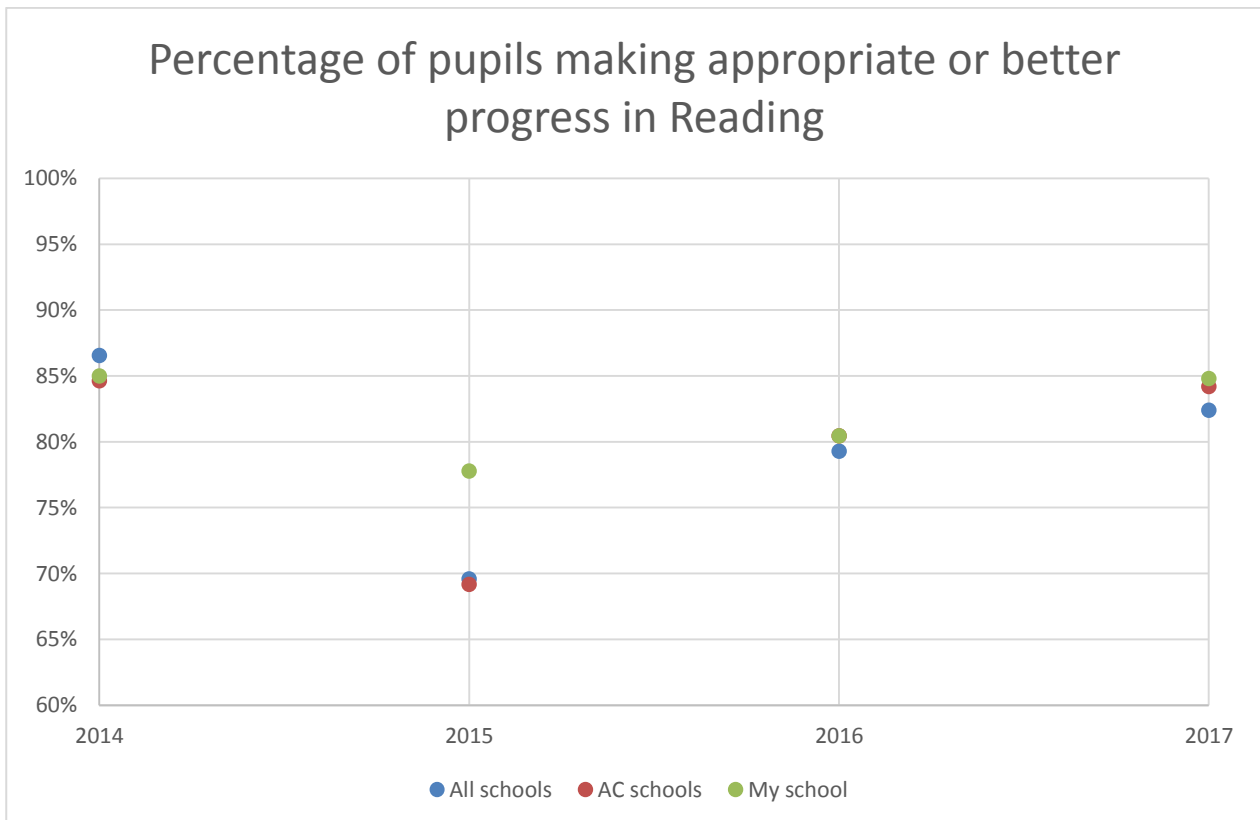
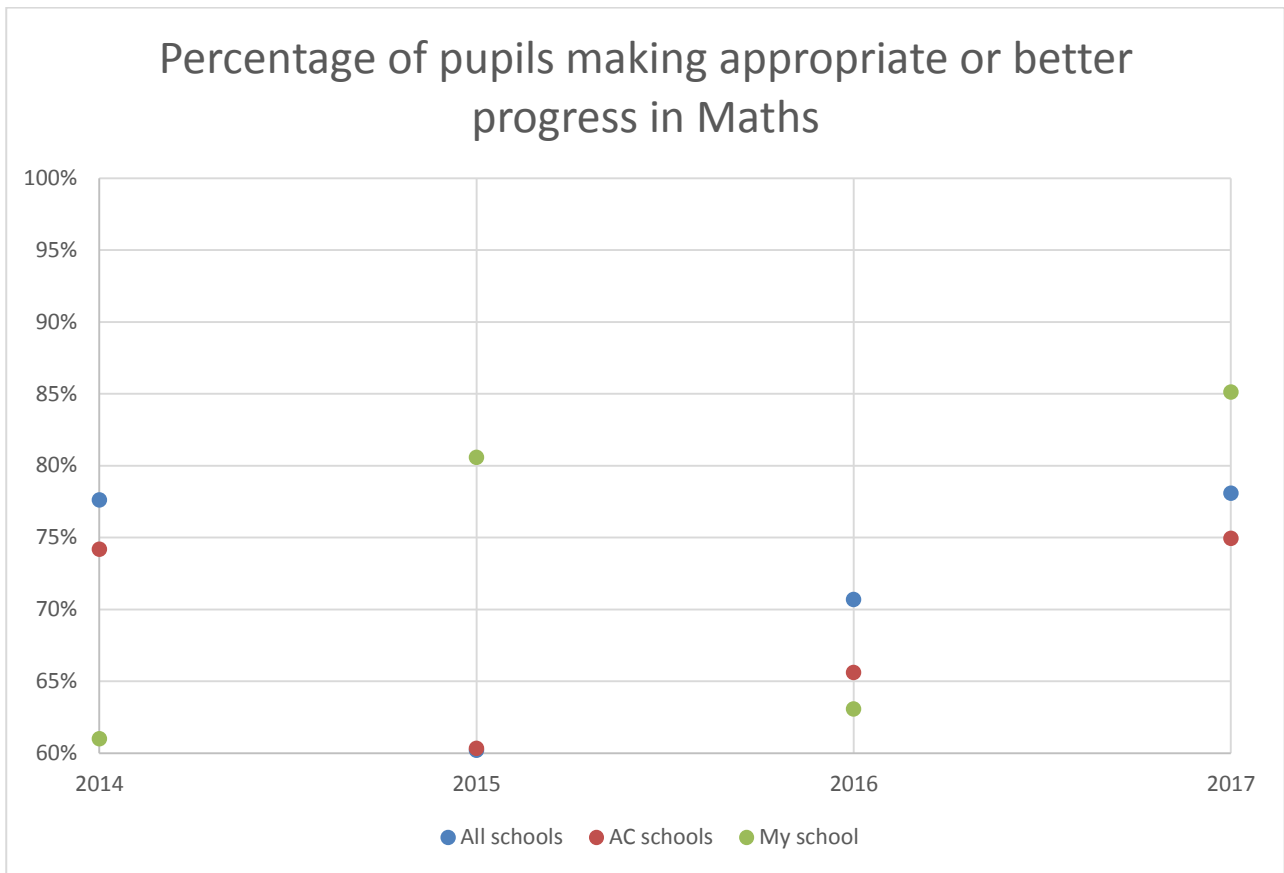
P3 stage



P5 stage



P7 stage



We are not content with this progress. In order to have robust evidence that we have closed the attainment gap this is exactly the type of data we would be expecting to have; greater proportions of pupils making expected or better than expected progress. Maximising this progress year on year will help us ensure levels of attainment show no poverty-related pattern.

One of the key challenges for us is to ensure that those pupils who currently have the lowest levels of attainment make even more progress without it being to the detriment of the progress made by other pupils. This is our attainment gap and we will use data to help us identify pupils for targeted interventions and to help us monitor the impact of such interventions.

Our P5 GL Reading Assessment Data (Oct 2016) shows that since these pupils undertook the initial P4 assessment (Mar 2016) 64% of our pupils made greater than expected progress in relation to their reading age. Positively, the range of pupils making this better than expected progress were from all attainment levels. This is the type of teaching interventions we need to replicate.

What do we hope to achieve in the future?

Outcomes for learners

All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained employment.

Next Steps

Continue to develop evidence-based approaches to raising attainment in literacy and numeracy for all pupils.

Improve the average standardised scores and CfE Levels in reading, writing and maths for all stages.

Improve teachers' ability to articulate a year's worth of progress in reading, writing and maths using benchmarks and progression frameworks.

Inverclyde Next Step - All schools use moderated assessment information to track and monitor the progress of every pupil.

Inverclyde Next Step - Close our gap in attainment linked to deprivation through targeted use of Attainment Challenge and Pupil Equity Funding.

School Improvement

The overall quality of education provided in Inverclyde and our effectiveness in driving further improvement.

Evidence we gather:

- Feedback from staff.
- Feedback from Pupils, including Pupil Voice Groups.
- Feedback from Parents.
- Feedback from partners.
- Notes from in-service and collegiate meetings.

We said we would:

- Continue self-evaluation procedures based on HGIOS 4
- Maintain Pupil Voice Classes as a means of engaging children in participation of school improvement.

Here's how we got on:

We have started to engage with HGIOS4 and have been developing the familiarity with the language and key themes within this document when participating in self-evaluation activities.

The HT designed a template to introduce the process to teachers and then trialled this with the SMT to audit Child Protection and Safeguarding Procedures and create a draft Action Plan. Then teachers worked with stage partners to complete activities over a number of weeks to become familiar with 2.1 Curriculum and 2.2 Learning, Teaching and Assessment (repeated again using 2.3 Raising Attainment and Achievement later in the school year). Stage partners used Challenge Questions to evaluate practice across their stage, identify sources of evidence and make suggestions for next steps. It was clear that teachers need further guidance and support to use evaluative language and link statements to evidence. There were a range of consistent themes arising from teachers' evaluations and this has helped to identify areas of strength and some possible next steps.

Evaluation of School Improvement

We rate our approach to school improvement as Good. There is a need for a more effective monitoring calendar to ensure that self-evaluation activities are evident as part of a coherent process. SMT also need to ensure that professional dialogue after monitoring is focussed and follow-up shows evidence of progress in terms of positive impact on pupils' learning.

What do we hope to achieve in the future?

Outcomes for learners

All children and young people make expected or better than expected progress in all learning, but especially in literacy, numeracy and health and wellbeing, regardless of their background as a direct result of improvements arising from a range of self-evaluation activities.

Next Steps

Improve pupil participation in school improvement activities.

Inverclyde Next Step - Schools are better able to use data to inform improvement through self-evaluation.

Evidence we gather:

- Inspection and validated self-evaluation evidence.
- Self-evaluation of schools of HGIOS?4 Quality Indicator 2.2 – Curriculum
- Evidence of skills for learning, life and work.

We said we would:

- Development of a third language in primary schools.
- Implement Inverclyde P.E. Framework

Here's how we got on:

Our introduction and teaching of languages needs further work. We now have two teachers who are looking to take on a leadership role by developing 1+2 across the school. They have attended some training (although this has been limited due to the retirement of the Development Officer) and will devise a more structured action plan for next school year.

One of our teachers introduced the Inverclyde P.E. Framework to our teaching staff and following a very positive response from the team, it was agreed that an informal teacher-led approach to implementing this new programme would be best. Every teacher agreed to use the programme to deliver at least one 'block' of lessons during the school year. Support was available from the class teacher who led on introducing this resource. Teachers reported that P.E. lessons were more thorough and had more skills progression opportunities than their previous lessons but there were challenges with how best to resource (and, in particular, how to organise resources) to aid the practicalities of fully implementing this approach next year.

We asked teachers to reflect the critical role of literacy and numeracy in their planning of learning and teaching and asked for teachers to begin to include a literacy and/or numeracy focus in EVERY lesson. Some teachers reported some success with this and felt more confident in being able to identify a suitable focus on key literacy/numeracy skills across a range of learning experiences. More needs to be done to personalise our curriculum and understand its rationale.

How good is our Curriculum?

Evaluation

Our evaluation of our curriculum is good. Teachers are looking for ways to maximise the opportunities for very good teaching in literacy and numeracy whilst retaining a broad and stimulating curriculum. There are a range of contexts for learning being used to help engage pupils and children are responding well to a more challenging curricular experience. Teachers are beginning to bundle Es&Os together to make more efficient use of time and to make meaningful links across the curriculum. Whole School contexts for learning are particularly effective in providing stimulating experiences but we need to be more effective in ensuring these experiences are based on a progressive curriculum.

Outcomes for learners

All learners in Inverclyde experience a high quality curriculum that meets their needs.

Next Steps

Continue to take forward the 1+2 languages initiative.

Improve teachers' understanding of the rationale for our curriculum and improve the quality of learning and teaching in all classes accordingly.

Ensuring Wellbeing, Equality and Inclusion

Evidence we gather:

- Monitoring of ASN forum.
- Evaluation of fulfilment of statutory duties.
- Levels of attendance and number of exclusions.
- Performance of LAC and ASN pupils.

We said we would:

- Develop staff understanding of Inverclyde GIRFEC Pathways and Child's Plan
- Continue to develop/embed nurturing approaches throughout the school
- Monitor and improve pupils' attendance by implementing the new Inverclyde Attendance Policy

Here's how we got on:

Our HT was part of the Inverclyde GIRFEC Implementation Group and has developed a very good understanding of the requirements to fully meet our statutory responsibilities under the Children and Young Person's (Scotland) Act 2014. Our HT devised a Pathways Spreadsheet (and shared this with Cluster colleagues) to help monitor the Pathway of every child in our school. The tool also provided the SMT with a manageable way to plan a range of steps on pupils' pathways, such as Single Agency Meetings, Team Around the Child Meetings, Wellbeing Assessments and Education Action Plans. We have now identified a pathway for every pupil (in principle) and are meeting the requirements of the Inverclyde Guidance as we review pupils' Additional Support Needs. Teachers met with SMT to discuss the Pathways for their pupils as part of the Transition phase prior to the end of the school year. Some teachers were also asked to complete Wellbeing Preparation forms to help SMT create Wellbeing Assessments and almost all teachers attended Single Agency or Multi-Agency Transition Meetings for pupils in their class. All of these activities helped teachers to develop a practical understanding of our approach to GIRFEC.

We continue to place a significant emphasis on our nurturing approaches. This year, our infant support staff team worked with the Nurture CMO to review practices in the infant playground. This resulted in some organisational changes to promote developmentally appropriate play. We intend to use PEF to support a community development approach to improving our playground space in the year ahead. As part of our staff development, we identified an experienced teacher to become our Nurture Teacher this year (our Nurture Teacher worked as a class teacher during this school session), working alongside one of our Learning Assistants. This change was supported through high quality staff development, including support from the CMO Nurture and more formal learning opportunities through Five to Thrive training provided via Barnardo's. This also allowed us to identify a member of support staff to participate in this training. We need to ensure that a suitable level of nurture training is provided to all staff, especially those who are new to the school or who are required to revisit these approaches.

Our infant staff team also created a Mix-Up Play programme this year, where all infant pupils participated in weekly, high-quality structured play sessions. Staff reported that this proved very useful in broadening pupils' play experiences and also allowed staff to understand which types of play children participated well in and where they required support or adaptations.

Inverclyde's newly devised attendance standard circular was completed by the end of 2016 and was launched in January 2017. The guidance allows a much more rigorous approach to monitoring and responding to attendance concerns to put in place the type of interventions to help our young people attend school. The administration of this has proven to be fairly challenging, so the second half of the school year allowed the HT to begin to create the systems and processes required to follow this approach. The HT considers this new guidance to be helpful but feels that the most effective method of improving children's attendance is to meet with families (and other agencies, where appropriate) **prior** to poor attendance patterns being established. Therefore, identifying pupils who have had a history of poor attendance and meeting parents/carers from the very start of the school year to help build relationships, establish expectations and identify and address possible underlying issues has had significant benefits in the past and should form the basis for improving attendance next school year.

How well do we support wellbeing, equality and inclusion?

Our evaluation of how we support wellbeing, equality and inclusion is good, with many of our practices illustrating very good work in this area.

Many of our teachers demonstrate the highest levels of skill and commitment to meet the complex needs of many of our pupils and provide very good support to parents/carers on a day-to-day basis to ensure that pupils benefit from a close working relationship between the school and their family. Almost all staff have a clear understanding of their role in GIRFEC and are able to contribute positively to outcomes for children on Enhanced Pathways. Some of our support staff make significant contributions to meeting the needs of the pupils they support, both in terms of their learning and in the wider wellbeing needs. Our newly appointed DHT will lead staff development in the new school year to ensure staff are confident and knowledgeable about their role in contributing to the GIRFEC Pathways approach for our pupils. This will also ensure that enhanced support is effectively targeted and impact measured.

Our approach to nurture is school-wide and almost all of our staff have a very good understanding of the wider needs of each pupil. There is recognition that a behaviourist approach is not effective in establishing the type of nurturing experiences our pupils require to become emotionally intelligent. More needs to be done to support individual members of staff to develop their understanding and practices to ensure they are closely aligned to the school's approach to nurture.

Our average attendance for SIMD 1&2 pupils was 93.65%, which is very similar to the Inverclyde Average for SIMD 1&2 pupils.

Our average attendance for SIMD 3&4 pupils was 96.41%, which is around 2% higher than the Inverclyde average for SIMD 3&4 pupils.

We have very few pupils from SIMD 5-10 but their average attendance is 96.03% which is comparable with Inverclyde figures.

We are keen to ensure that our approaches to promoting attendance for our SIMD 1&2 pupils is also higher than the average for that cohort of pupils across Inverclyde. We have a small number of pupils with attendance levels that cause significant concerns and this needs to be addressed in the year ahead.

More work needs to be carried out to use the curriculum to raise pupils' awareness of equality issues, including hate crime, to support the new Inverclyde Anti-bullying Policy.

Outcomes for learners

All pupils have their wellbeing needs met to ensure barriers to achievement are effectively tackled within a culture which demonstrates clear evidence of equity.

Next Steps

Improve the proportion of our lowest achieving pupils making expected or better than expected progress in reading and maths.

Improve educational performance of our pupils on our Enhanced Universal Pathway.

Improve attendance of pupils in SIMD 1&2 and maintain the attendance levels of pupils in SIMD 3 and above.

Improve the mental health of pupils requiring targeted interventions.

Improve the quality of Wellbeing Assessments and Single-Agency Chronologies in response to wellbeing concerns.