

Context of the school:

King's Oak Primary and Nursery Class is a non-denominational school based in the East End of Greenock. We started the school year with a roll of 312 and ended the school year with a roll of 310. We had a 13 class structure in our primary school throughout the year (12 classes from core staffing and 1 additional class established through PEF) plus a three-pattern nursery class.

We have a FME of around 54% and over 90% of our pupils are living in SIMD 1&2. As an Attainment Challenge school, we have received additional support from the local attainment challenge team and £202,800 of Pupil Equity Funding (plus a Carry Forward of £15,704 from 2017/18) to further enhance additional support for pupils to reduce the attainment gap.

Our Vision

Health & Wellbeing at the Heart of King's Oak.

Our Values

Teamwork, Empathy, Ambition, Motivation, Encouragement.

Our aims

In King's Oak, we have a strong commitment to all areas of wellbeing and aim to ensure all children are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. We believe every child has the right to:

- feel secure and to live and learn in an environment which is free from harm and danger.
- feel healthy and happy and to learn the knowledge and skills needed to make healthy, safe choices.
- 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.
- belong to a nurturing and stimulating home, school and local community where they can live and learn.
- access a broad range of opportunities for physical activity which are enjoyable and contribute to building a sustainable, active lifestyle.
- have their views, concerns and goals taken into account when decisions about their wellbeing are made.
- develop the skills and personal qualities needed to contribute to a responsible and compassionate community.
- be accepted and valued as an individual and as part of a team in school and the wider community.

Our attainment:

2018/19 Data (No comparator data available until Nov/Dec 2019):

For session 2018/19 our attainment data shows good progress, with overall achievement of CfE levels showing an increase over the last two years, with teachers' professional judgements becoming more reliable, supported by increasingly robust evidence of children's learning and more closely connected to National Benchmarks and Inverclyde Progression Pathways in Literacy and Numeracy.

Reading

Total Pupils	% pupils meeting or exceeding expected progress towards national benchmarks
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Writing

Total Pupils	% pupils meeting or exceeding expected progress towards national benchmarks
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June 2019

Stage	Total Pupils	% pupils meeting or exceeding expected progress towards national benchmarks
P1 Stage	41	80%
P2 Stage	48	73%
P3 Stage	39	82%
P4 Stage	35	77%
P5 Stage	41	71%
P6 Stage	53	62%
P7 Stage	52	67%

June 2019

Stage	Total Pupils	% pupils meeting or exceeding expected progress towards national benchmarks
P1 Stage	41	76%
P2 Stage	48	75%
P3 Stage	39	74%
P4 Stage	35	63%
P5 Stage	41	54%
P6 Stage	53	53%
P7 Stage	52	46%

Talking Listening

Total Pupils	% pupils meeting or exceeding expected progress towards national benchmarks
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Numeracy

Total Pupils	% pupils meeting or exceeding expected progress towards national benchmarks
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June 2019

Stage	Total Pupils	% pupils meeting or exceeding expected progress towards national benchmarks
P1 Stage	41	85%
P2 Stage	48	88%
P3 Stage	39	85%
P4 Stage	35	91%
P5 Stage	41	88%
P6 Stage	53	75%
P7 Stage	52	73%

June 2019

Stage	Total Pupils	% pupils meeting or exceeding expected progress towards national benchmarks
P1 Stage	41	85%
P2 Stage	48	81%
P3 Stage	39	67%
P4 Stage	35	74%
P5 Stage	41	49%
P6 Stage	53	55%
P7 Stage	52	54%

All year groups show an increased number of pupils who are meeting or exceeding expected progress towards national benchmarks when compared with their attainment levels at this time last year with the exception of P5 Numeracy and Writing. Having raised the overall levels of attainment, we can now identify a clear focus on the need to improve Second Level attainment in Numeracy and Writing, so all teaching staff will engage in additional moderation activities and professional learning to ensure high quality learning & teaching and a shared understanding of expected standards in these areas during 2019/20. This is particularly vital to achieve the NIF Stretch Aims of 68% of pupils (SIMD 1&2) achieving the appropriate level at P1, P4 and P7 in Literacy (our 2019 Data indicates we are currently only 6% behind this aim, mainly due to results in First and Second Level Writing) and the NIF Stretch Aim of 75% of pupils (SIMS 1&2) achieving the appropriate level in numeracy at P1, P4 and P7 (our 2019 Data indicates we are currently only 4% behind this aim, due to results in Second Level Numeracy).

Listening & Talking %AOL					The majority of our P1, P4 & P7s have met the national expectations for achieving a level in listening & talking and is trending upwards over the last three years. Further moderation of standards against benchmarks is required to ensure professional teachers' judgements are based on application, breadth and challenge.
	2016	2017	2018	2019	
P1	43	60	71	85	
P4	56	78	73	91	
P7	48	71	63	73	
Tot	49	70	69	83	

Reading % AOL					The majority of our P1, P4 and P7s have met the national expectations for achieving a level in reading and is trending upwards over the last three years. Additional moderation at cluster level will feature on next year's school improvement plan to ensure a clear 2 nd Level programme is established and assessment evidence is robust.
	2016	2017	2018	2019	
P1	46	70	73	80	
P4	56	57	63	77	
P7	44	65	58	67	
Tot	49	64	65	75	

Writing % AOL					The majority of our P1, P4 and P7s have met the national expectations for achieving a level in writing and is trending upwards over the last three years at Early & First Level but attainment is lower in this curricular area. 1 st and 2 nd Level Writing will feature as a key area for development in the 2019/20 School Improvement Plan.
	2016	2017	2018	2019	
P1	41	53	73	76	
P4	49	47	58	63	
P7	27	47	54	46	
Tot	39	49	62	62	

Numeracy % AOL					The majority of our P1, P4 and P7s have met the national expectations for achieving a level in numeracy and this is trending upwards over the last three years at Early & First Level. Development of 2nd level numeracy at school and cluster level will feature on next year's School Improvement Plan.
	2016	2017	2018	2019	
P1	62	80	71	85	
P4	56	61	58	74	
P7	42	69	54	54	
Tot	53	70	61	71	

Analysis of SNSA 2019:

	Literacy			Numeracy			Reading			Writing		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
P1 % No.of pupils	24% 10	71% 29	5% 2	22% 9	56% 23	22% 9						
P4 % No.of pupils				26% 9	38% 13	35% 12	18% 6	29% 10	53% 18	21% 7	53% 18	26% 9
P7 % No.of pupils				38% 20	44% 23	17% 9	42% 22	46% 24	12% 6	33% 17	48% 25	19% 10

The recent P1 SNSA results show that P1 results in Literacy would support our professional judgements with a similar % of pupils achieving medium to high scores (76%) as the % of pupils who have achieved Early Level (80% for Reading and 76% for Writing). Our P1 results in Numeracy showed that 79% of pupils achieved medium to high scores and yet 85% of pupils were judged to have achieved Early Level. This may indicate that 3 children who were judged to have achieved Early Level performed less well in the SNSA or made greater progress as a result of targeted interventions in the final term.

The recent P4 SNSA results in Reading and Writing show that a higher % of pupils performed better (82% and 79% of pupils scoring medium to high results in reading and writing respectively) than the professional judgements indicated for the % of pupils achieving First Level (77% for Reading and 63% for Writing). This might indicate a need to moderate achievement of a level evidence at P4 across literacy as Teachers' Professional Judgements may have been too harsh. Our P4 results in numeracy would support our professional judgments with almost the same % of pupils achieving medium to high scores (73%) as the % of pupils who achieved First Level (74%).

The recent P7 SNSA results in Reading would indicate that a lower % of pupils achieved medium to high scores (58%) than was reflected in the % of pupils who achieved Second Level (67%). On the contrary, a higher % of pupils achieved medium to high scores (67%) in Writing than achieved Second Level (46%). Our P7 results in Numeracy would indicate that a greater % of pupils achieved medium to high scores (61%) than were judged to have achieved Second Level (54%). This may indicate that Teachers' Professional Judgments in Writing and Numeracy were too harsh whilst judgements in Reading may be overly lenient.

In summary, the comparison between SNSA and Teachers' Professional Judgements indicates a need for further moderation and analysis of the SNSA data to help identify next steps in learning, especially at First and Second Level Literacy and Second Level Numeracy. To this end, administering the SNSA in January 2020 may also prove to be useful for 2019/20.

2017/18 AOL Data (national and local comparator data available):

[Achievement of a Level data \(link for CfE Dashboard\).](#)

In Primary 1, 4 and 7, the percentage of pupils achieving the appropriate level in listening and talking, reading, writing and maths is lower than the national average. This is consistent with the national picture with schools with highest proportions of pupils living in SIMD 1&2 doing increasingly less well compared to pupils in more affluent areas as they move through primary school.

When comparing the % of pupils in SIMD 1&2 at King's Oak and the % of pupils in SIMD 1&2 across the whole of Inverclyde, we have the greatest gaps in:

- Reading at Second Level.
- Writing at First and Second Level
- Listening & Talking at Early and Second Level
- Numeracy at Early, First and Second Level

	Listening/Talking %		Reading %		Writing %		Numeracy%	
	KO 2018	National 2018	KO 2018	National 2018	KO 2018	National 2018	KO 2018	National 2018
P1	71	87	73	81	73	78	71	85
P4	73	85	63	77	58	72	58	76
P7	63	84	58	79	54	73	54	75
Tot	69	85	65	79	62	74	61	78

However, when we take account of the significant improvements we have shown in 2018/19, especially with our pupils from SIMD 1&2 - who are now performing better than our pupils from SIMD 3-10 in all areas (except First Level Listening & Talking and First Level Numeracy) - we are confident that our comparator data for the current school year will indicate that we have closed many of these gaps

Moderation of Teachers' Professional Judgements will continue to form a strong feature of our Quality Assurance and School Improvement Process for 2019/20, with professional learning activities at stage, school and cluster level.

Review of progress for session 2017-18

School priority 1: Improvements in attainment, particularly in literacy and numeracy	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Performance information Parental engagement Teacher professionalism Assessment of children's progress	<u>HGIOS?4 QIs</u> 2.3 Learning, teaching and assessment 2.5 Family learning 3.2 Raising attainment and achievement
<p style="background-color: #90EE90;">School Priority: Improve teachers' shared understanding of standards and expectations in planning, learning & teaching and assessment.</p> <p>Strategies (from SIP 2018-19)</p> <p>1.1 Organise NCCT at the same timeslot for stage partners to support shared planning and ensure our Working Time Agreement reflects and increased expectation of working collegiately with stage partners.</p> <p>1.2 Simplify the Interdisciplinary Planning template used by teaching and nursery staff to increase the focus on literacy and numeracy benchmarks, thus reflecting our curriculum rationale.</p> <p>1.3 Develop a format for teachers and nursery staff to create an annual curriculum map to ensure breadth of learning across the school year.</p> <p>1.4 Develop a medium-term planning template that supports moderation of units of learning in literacy, maths and numeracy.</p> <p>1.5 Devise an Assessment Folder to allow teachers to gather evidence and evaluate learning to support professional judgements.</p> <p>1.6 Ensure teachers and SEYECO are engaged in school moderation activities in writing, maths and reading in advance of cluster moderation activities.</p> <p>1.7 Ensure teachers have direct access to a Planning Support folder that contains copies of National Benchmarks and local progression Pathways.</p> <p>1.8 Provide teachers with more opportunities to work with peers to moderate pupil targets, planning and assessment evidence.</p> <p>1.9 Ensure Learning Visits allow for the dissemination of effective practice and identification of areas for development and that teachers are supported to implement agreed action points.</p>	
<p>Progress & Impact</p> <p>1.1 Throughout the year, we were able to provide a high level of consistency with the NCCT Timetable to ensure stage partners had very regular opportunities to work together when planning. Only very occasionally, when staff absence was more challenging to cover, were we unable to provide NCCT for stage partners at the same time each week in a single, weekly 2.5 hour block. The annual WTA was very well supported by all teachers and the termly collegiate calendar was adjusted prior to each term to ensure it reflected the developing priorities. There were some challenges in ensuring that collegiate working was as effective across P4 and P5 due to the class structure and profiles of each class but this improved as the year developed as we sought the most suitable match for stage partners to work closely together. Teachers covering NCCT taught all stages from P1-P7 and also had their NCCT at the same time to support their own collegiate working.</p>	

Teachers reported that they worked more closely with stage partners to plan and assess learning and teaching throughout the year and that this approach was very valuable in establishing a more consistent understanding of standards. Strategic Forward Plans reflected greater consistency in the quality of planning across each stage and self-evaluation activities with teachers showed this approach also addressed teacher workload by more effectively sharing the responsibilities for planning strategically. In addition to this, the teachers covering NCCT reported greater collegiate planning with each other across the year, even when there was a change of staffing. Pupils across each stage accessed a more consistent learning experience, whilst the curriculum also reflected the unique learning profile of each class.

1.2 The Interdisciplinary Planning Format was simplified at the start of the school year to reflect a stronger focus on the teaching of literacy and numeracy across the curriculum. Some teachers who had used IDL Planners created in previous years were able to adjust these to show a clearer focus on the literacy and numeracy curriculum whilst also ensuring that the Curricular Overviews reflected the Broad General Education provided across the year through these contexts for learning. All teachers used the simplified IDL Planning Template at some point during the school year. Teachers were able to ensure a strong focus on the planning of the learning experiences that were rich in literacy and numeracy Experiences & Outcomes. Pupils at all stages continued to receive a fairly balanced curricular experience although development work across the broader curriculum will be required over the coming years to ensure this is of consistently high quality. Consideration should be given to initially developing the specific skills of teachers covering NCCT for identified areas of the curriculum such as Sciences and Technologies before extending this professional learning to the wider staff team.

1.3 An Annual Curriculum Map was trialled at all stages to encourage teachers to plan more strategically across the school year, primarily to ensure the provision of the Broad General Education. Almost all teachers were able to do this effectively as the year developed, with some teachers initially reluctant to make strategic decisions about how to cover the curriculum over the school year in advance. Self-Evaluation activities towards the end of the school year helped identify 'gaps' in the delivery of the curriculum and teachers suggested solutions to address this for next session to ensure wider collegiate planning for particular bundles of Es&Os.

1.4 The use of Medium-term planning templates was extended to reflect the key questions from the Inverclyde moderation checklist. Plans were moderated at school, cluster and local authority level with a strong agreement that these plans accurately reflected the national standards. Holistic Assessment activities were of a good standard and demonstrated a clear understanding amongst all teachers of the meaningful links between the selected Experiences and Outcomes. Moderation activities between colleagues from different stages in term 4 allowed teachers working at Early and First Level to develop a greater understanding of the role this planning format can fulfil in ensuring suitable challenge and application (whilst teachers teaching at Second Level started to recognise the importance of the structured planning used for SEAL and Active Literacy in ensuring progression).

1.5 The contents of Assessment Evidence Folders were agreed between teachers at each Level (Early, First and Second) at the end of the first term and then followed this format for the remainder of the school year. Teachers agreed the 'universal' features of these assessment folders and all were beginning to be able to use this to support their dialogue at Pupil Progress and Achievement Tracking Meetings with some teachers able to provide very good evidence of children's learning. Almost all teachers reported that the Assessment Evidence Folder supported their Professional Judgements at key points during the year and the majority of teachers stated that this also helped identify next steps in pupils' learning.

1.6 A school moderation session was undertaken in advance of the cluster writing moderation activity. This helped teachers become more familiar with the Inverclyde Writing Criterion and provided evidence that teachers were interpreting criteria in a very consistent way across the school. This was confirmed during the cluster moderation activities over the following week. Almost all pupils are benefiting from using individual writing checklists before, during and after the writing process. Although teachers took part in the cluster moderation activities for reading and numeracy, there was insufficient opportunities to achieve this at school level other than the regular level of moderation that was ongoing between stage partners.

1.7 A Planning Support Folder was not created this year. Teachers continued to use their own copies of National Benchmarks and Inverclyde Progression Pathways to support their planning and assessment. Further work needs to be carried out to ensure teachers and early years' staff have a very good understanding of these to support their judgements when assessing pupils' learning.

1.8 Teachers' practice showed that pupil targets were moderated within stages but not between stages. This allowed targets to be more appropriate. Further work needs to be done to ensure that these targets are shared using language that is more appropriate for parents during the reporting process. The planning process was regularly shared and some teachers were assessing pieces of children's writing across their stage, especially for pupils who were close to achieving a level.

1.9 Learning Visits at the start of the school year and feedback from the School Review (Jan 2019) helped identify general areas for staff development, namely in relation to embedding formative assessment. More specific feedback should be detailed in the year ahead for all teachers and used as a focus for improvement and professional development. Our final round of learning visits in Term 4 which had a focus on showcasing elements of formative assessment demonstrated that teachers were able to effectively implement an agreed feature of high quality learning and teaching in their classrooms. These elements were identified through individual self-evaluation activities by teachers. The Formative Assessment Policy which has been created as a result also indicates a very good understanding of this practice and provides a model of high quality learning and teaching to use for self-evaluation tasks in the coming year.

Next Steps:

Consider the best approach to delivering NCCT to maintain collegiate working whilst taking account of existing staffing levels.

Create regular opportunities for infant teaching staff to plan and assess learning in partnership with our nursery staff.

Monitor strategic plans more closely to ensure the delivery of the BGE and our Curriculum Rationale, working collegiately to identify bundles of Es&Os which are covered through the ethos and life of the school and interdisciplinary learning.

Plan specific Moderation Activities prior to Cluster Moderation to establish standards for units of work in reading and numeracy.

Review the use of Assessment Evidence Folders (and begin to use these in the Nursery) to ensure that they contain evaluations of pupils' learning and inform next steps in planning.

Create Planning and Assessment Support Folders for each class (including the nursery class) to ensure that National Benchmarks and Progression Pathways are central to this process.

Continue to monitor and promote parents/carers' engagement in reviewing their child's progress in learning by ensuring that pupil targets are shared using appropriate language.

Continue to increase the number of children who are on track with meeting national benchmarks in literacy and numeracy, especially in Second Level writing and numeracy.

Continue to embed North Lanarkshire Literacy Framework and SEAL in the lower school and middle school (and upper school for identified cohorts of pupils) while developing a more structured approach to teaching literacy and numeracy in the upper school.

Further develop the quality assurance calendar to monitor learning and teaching, ensuring best practice is disseminated and action points are effectively implemented.

Use the reports from SNSA assessments earlier in the school year to support planning and future learning.

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

Teacher professionalism

Assessment of children's progress

HGIOS?4 QIs

2.3 Learning, teaching and assessment

2.4 Personalised support

3.1 Ensuring wellbeing, equality and inclusion

School Priority: Increase the proportion of pupils who are meeting national expectations in Talking & Listening, Reading, Writing and Numeracy, especially across the P4-P7 stages of the school.

Strategies (from SIP 2017-18)

2.1 Ensure teachers have access to attainment data provided by the Attainment Challenge Team at the point of transition to support their understanding of pupils' learning journey.

2.2 Ensure that Pupil Progress and Attainment Meetings between SMT and teachers are rigorous and clearly identify interventions to address the needs of pupils who are not yet on track.

2.3 Ensure that professional learning supports' teachers ability to suitably differentiate learning activities to meet the needs of all learners.

2.4 Review the deployment of ASN staff to best support interventions to close the gap for targeted pupils.

2.5 Ensure key staff are trained in literacy recovery programmes to address the needs of pupils in the middle and upper school.

2.6 Support teaching and ASN staff access to professional learning provided by the Attainment Challenge Team.

Progress & Impact

2.1 At the start of the year, teachers were provided with pupils' previous levels of attainment. This allowed teachers to have a general understanding of the learning journey of pupils and reasonable expected levels of attainment across the upcoming school year. During an In-Service session at the start of the school year, it was agreed that tracking attainment data at key points in October, February and May would be a starting point in maintaining pupils' expected attainment levels and identifying cohorts of pupils who could most realistically get back 'On Track' in order to achieve our ambitious targets for improvements in attainment.

2.2 During the year, we moved to recording pupils' current levels of attainment and expected progress on the new SEEMIS 'Achievement & Progress' module and also extracted this data to provide teachers with a simpler and more useful format for reviewing attainment data. This allowed Tracking meetings between teachers and SMT to identify needed to track pupils' progress at key points during the year and to identify those pupils who may benefit from Targeted Interventions at the mid-year point. All teachers worked with stage partners to create Targeted Intervention Plans to address gaps in learning for a small group of identified pupils in their class. Teachers also started to gather some specific evidence of learning to monitor the impact of these Targeted Interventions on these pupils. 130 out of a possible 183 (71%) of pupils identified through ambitious Targeted Intervention

Plans in February 2019 were judged to be back 'On Track' by June 2019. Of these Targeted Interventions, those planned to address gaps in Reading were most successful (85% success rate for getting pupils back 'On Track') with Writing (71% success rate) and Numeracy (71% success rate) also proving to have made a significant contribution to getting pupils back 'On Track'. Targeted Interventions to address gaps in Talking and Listening were both less common and less successful (36%) which might indicate a need to develop teachers' understanding of these progression frameworks

2.3 Our Attainment Advisor provided professional learning on differentiation for teachers. This highlighted the range of approaches to differentiation. Further work is required to ensure that practice improves as a result of professional learning and self-evaluation activities. This should be reflected in planning, in classroom practice and in assessment of learning.

2.4 It was challenging to redeploy support staff to support groups of pupils with Targeted Interventions in some stages as pupils with complex Additional Support Needs required very close ASN Auxiliary support for long periods throughout the school year. Professional Learning for teaching and support staff and an ongoing regular review of support staff timetables is required next year to ensure a balance between supporting pupils with complex ASN and those requiring Targeted Interventions to raise attainment.

2.5 Staff were not trained in Literacy Recovery programmes and Enhanced Literacy Programmes (in their original form) were only introduced in some classes in the upper school towards the end of the year. Our Attainment Challenge Outreach Teacher delivered a full programme of interventions for identified pupils in the P1-P3 stages with very good impact on children's learning in key areas of literacy (and numeracy).

2.6 Teachers in the middle school accessed Professional Learning Sessions on Number Talks, Reciprocal Reading and Active Literacy and started to implement aspects of these approaches in their classes. Teachers reported that the structured approach to spelling had improved pupils skills in this area.

Next Steps:

Ensure teachers and nursery staff have simple data reports to help them identify, discuss and plan for the learning needs of each cohort of pupils in their class.

Moderate Targeted Intervention Plans to share what works and ensure planned professional learning and ongoing professional dialogue is focused on developing evidence-based approaches to identifying and addressing gaps in learning.

Establish Targeted Interventions between tracking periods so that these plans are in place from October 2019 to February 2020 and then from February 2020 to May 2020.

Agree approaches to strategic and operational planning for differentiation.

Review the ASN Auxiliary timetables to reflect the differences in the provision of core ASN Auxiliaries for specific pupils and PEF Auxiliaries for targeted pupils.

Devise suitable numeracy and literacy recovery programmes for identified pupils across the school.

Audit current training and expertise in teachers' and nursery staff use of Attainment Challenge approaches to ensure staff are equipped to deliver this consistently.

School priority 3: Improvement in children and young people's health and wellbeing

<u>NIF Priority</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School leadership School Improvement	<u>HGIOS?4 QIs</u> 3.1 Ensuring wellbeing, equality and inclusion 2.6 Transitions 2.7 Partnerships
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School Priority: Improve outcomes for pupils as a result of GIRFEC Pathway assessment and action planning.

Strategies (from SIP 2017-18)

- 3.1 Provide professional learning on ACEs, brain development and attachment and maintain our strong focus on nurturing approaches that support the development of healthy relationships.
- 3.2 Schedule termly GIRFEC Screening meetings between SMT and class teachers to identify wellbeing concerns and prioritise need, the deployment of resources and the need for Wellbeing Assessment and Education Action Plans.
- 3.3 Improve the quality of Education Action Plans for pupils on our Enhanced Pathway to maximise the impact on positive outcomes for identified pupils.
- 3.4 Review and improve our GIRFEC Pathway Recording system to ensure teachers have relevant information to support children's wellbeing.

Progress & Impact

3.1 A whole school In-Service session on ACEs and brain development was delivered to support our collective understanding of the challenges many of our pupils face in accessing learning opportunities. Almost all of our pupils continue to experience very positive relationships with staff at school. Informal coaching conversations have taken place between SMT and a number of staff to provide support in helping to manage relationships with pupils and to deal with tricky situations. There is still a need to refresh these approaches with all staff with focused, follow-up discussions with identified staff to ensure practice is of the highest quality and is consistent with a practical understanding of nurturing approaches and our school values.

3.2 We trialled a couple of GIRFEC Screening Meetings this year and developed a new Wellbeing Screening Profile using child-friendly language but due to the lack of SMT staffing, were unable to properly embed this process to effectively monitor pupils' wellbeing across the school year. Teachers were more able to identify and prioritise wellbeing concerns when using the Wellbeing Screening Profile and were able to articulate some of the ways they were monitoring and addressing these concerns.

3.3 We have only created a small number of Education Action Plans for identified pupils. We have updated 14 Wellbeing Assessments and have continued to contribute to successful partnership working to support children with ASN.

3.4 At the start of the year, we updated our GIRFEC Overviews for each class and provided teachers with this information, reviewing its accuracy with teachers at

GIRFEC Screening Meetings. Following recommendations from our School Review, we met with support staff to ensure that all relevant information about children's ASN was shared. In May, we provided a Personal Passport Profile for support staff to complete to help us gather key information about children with identified additional support needs which will form a key part of the transition plans for pupils at the end of the school year.

Next Steps:

Identify development needs for staff based on the school's Positive Relationships Policy and plan opportunities for professional learning and coaching.

Develop a more effective system of identifying and responding to wellbeing concerns and in the tracking and recording of impact through chronologies.

Audit Wellbeing Assessments and agree priority Education Action Plans for pupils with ASN.

Create a Communication-Friendly Schools Action Plan to meet the needs of pupils through universal provision.

Gather the views of identified pupils with ASN about their Wellbeing to include as part of their Wellbeing Assessment.

Develop creative approaches through partnership working that builds on existing good practice in the development of approaches that promote mental health and effectively support pupils experiencing poor emotional wellbeing.

Establish a clear programme of high quality outdoor learning and play opportunities in relation to health & wellbeing.

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

<p><u>NIF Priority</u> Improvement in employability skills and sustained positive school leaver destinations for all young people <u>NIF Driver</u> Parental engagement School Improvement</p>	<p><u>HGIOS?4 QIs</u> 2.6 Transitions 3.3 Increasing creativity and employability 2.7 Partnerships</p>
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School Priority: Extend our strong focus on vocational and academic employability projects in our P6 and P7 classes.
Increase senior pupils' participation in accreditation opportunities.

Strategies (from SIP 2017-18)

- 4.1 Promote links with DYW at Inverclyde Academy and local DYW West Team to enhance employability projects in our senior classes across the school year.
- 4.2 Provide Skills Development Scotland Training for teachers in P6 and P7 to promote understanding of online employability resources.
- 4.3 Engage with local colleges to provide pupils with accreditation opportunities in personal development and community engagement & involvement and ensure that pupils taking on additional school responsibilities have experience of participating in all aspects of the recruitment process.
- 4.4 Provide support to parents' employability opportunities by facilitating college-run SQA accredited courses within the Family Hub which meets the profile of the local childcare job market.

Progress & Impact

- 4.1 One of our teachers is part of the DYW RIC Working Group to showcase the accreditation schemes we deliver across our senior stage. We delivered a STEM project (Bloodhound Challenge) in partnership with Inverclyde Academy and James Watt College to encourage an interest in STEM Subjects and careers. We continue to offer a wide range of accreditation opportunities (SQA, Dynamic Youth and Hi-5). We have presented over 100 SQA Units for certification and over 60 Dynamic Youth/Hi-5 awards. Almost all P7 pupils have engaged in these projects and we have seen an increase in the number of pupils who have engaged in other accreditation schemes.
- 4.2 The Skills Development Scotland Team provided training at the start of the school year to staff working in the upper school to ensure they had a basic awareness of the SDS Website and the tools that can help pupils understand key features of employability. Pupils continue to have real-life opportunities to develop employability skills, including the process of recruitment, for jobs in our Credit Union and other senior responsibilities.
- 4.3 The range and level of accreditation opportunities for pupils has been extended but we have not yet developed the direct links with the local colleges. However, senior pupils continue to play a key role in the recruitment process.
- 4.4 West College Scotland delivered two modules SCQY Level 5 courses linked to Child Development and Learning in our Family Hub during the evening. Over 20

adults participated, including parents from another local school. Over 12 parents participated in SQA accreditation courses run by CLD within our Family Hub

Next Steps:

Increase senior pupils' participation in accreditation opportunities in personal development and community engagement & involvement with local colleges.

Ensure pupils taking on additional school responsibilities have experience of participating in all aspects of the recruitment process.

Clarify the role of Family Hub Outreach Workers as part of a Family Hub Action Plan and establish regular opportunities to review the progress of the plan.

Create a parent-led sustainable model for operating the King's Oak Family Hub.

National priority: How we are ensuring Excellence and Equity?

Gaps in attainment

Over 90% of our pupils are living in SIMD 1&2. With such a large proportion, we do not separate children into SIMD Groupings when analysing attainment trends or identifying intervention groups. Instead, we assess our progress and devise interventions to raise the attainment of all pupils, whilst targeting pupils who are not on-track to meet national benchmarks by addressing a wide range of poverty-related barriers to learning. As indicated above, we have made significant progress in ensuring that increasingly large numbers of pupils are meeting national expectations in literacy and numeracy. This is particularly true of pupils in our P1-4 classes and whilst we must maintain this by 'preventing' as much as possible the poverty-related attainment gap through early intervention strategies, we also need to 'close' the attainment gap in our P5-7 classes as much as possible to better prepare them for next steps in learning as the move towards the senior phase of the Broad General Education.

How PEF funding has been used

- Maintained appointment of Senior Family Learning Worker (CLD).
- Continued development of Family Hub inc. resources, sessional staffing etc.
- Maintained appointment of PEF Admin (XX hours per week).
- Provision of 3 Family Hub Outreach Workers (3 X 10 hours per week).
- Provision of Active Schools Coordinator (additional 7 hours per week).
- Provision of Numeracy Intervention Teacher (6 hours per week).
- Provision of Therapeutic Intervention Worker (10 hours per week).

Evidence of Impact

- Strong strategic vision for establishing a Family and Community Learning model at King's Oak.
- High levels of parental engagement, throughout the year, across a wide programme of adult learning and family learning opportunities.
- SQA and Dynamic Youth Accreditation for P7 pupils and identified parents.
- Social Media (Twitter) records of Family Hub programme and activities.
- Identified pupils demonstrating improved social and emotional wellbeing.
- Parents/carers of children with additional support needs reporting high levels of personal support for their children at school.
- Enhanced understanding of staff on the importance of high quality play in healthy child development.

Key priorities for improvement planning 2019-20

What is our capacity for continuous improvement?

We consider we have **very good** capacity to improve :

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

We ensure that all stakeholders are consulted on the work of the school and how to improve, through questionnaires, professional dialogue, meetings and focus groups. This has led to an increasingly robust range of qualitative and quantitative data is being used to identify strengths and areas for development across our school.

As our SMT is due to change with the appointment of a new Head Teacher, there will be a transition to carefully manage to ensure the school continues to improve in key areas of priority.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2018/19
1.3 Leadership of change	Very Good	Demonstrate improvements in practice to reflect the King's Oak core values.
2.3 Learning, teaching and assessment	Good	Improve the quality of learning and teaching in all classes across the curriculum by embedding the key elements of formative assessment.
3.1 Ensuring wellbeing, equity and inclusion	Good	Improve outcomes for pupils as a result of GIRFEC Pathway assessment and action planning.
3.2 Raising attainment and achievement	Good	Maintain the proportion of pupils who are meeting national expectations in Talking & Listening, Reading, Writing and Numeracy at every stage of the school and increase within Second Level Writing and Numeracy.

Key Achievements of the school

We showcased the journey to winning the Scottish Education Award for Family and Community Learning at the West Partnership RIC.

We were identified as delivering outstanding practice in Family Learning at the recent CLD Inspection of Inverclyde.

We continue to have a significant number of P7s receiving SQA Accreditation for Personal Achievement.

Parents gained SQA accreditation through participation in College-run, adult learning opportunities in our Family Hub.

The Parent Circle raised funds to reduce the cost of the school day to our parents/carers.

Sports achievements:

77% of our school roll participated in extra-curricular physical activity (12 different sports offered throughout the year) with 80% of participants living in SIMD 1&2. We linked physical activities to 8 local sports clubs.

P5-7 Athletics Club:

- 70 pupils attended
- Primary Heptathlon – 3rd place out of 17 schools; 14 pupils selected to compete as a team
- Mini Gourock Highland Games – 2nd place out of 9 schools; 16 pupils selected to compete as a team
- Primary Sportshall – Attended all 3 heats; finished 7th out of 19 schools; 24 pupils selected to compete as a team
- Inverclyde Schools Cross Country – attendance to 3 Saturday morning leagues, with 50 pupils attending the Wednesday morning championship race.
- Scottish Schools Cross Country – A primary 6 pupil attended the National cross country, representing King's Oak Primary
- Primary Relay Championships –
 - 3 x 600m girls – 1st place
 - 4 x 100m girls – finalists
 - 3 x 600m boys – 3rd place
 - 4 x 100m boys – 2nd place

Football:

- 9 primary 7 boys attended 2 football festivals at Inverclyde Academy, winning all games on both outings

Netball Afterschool Club:

- 15 pupils attended, taking part in the Inverclyde Primary Netball Festival at the start of the year

Basketball Afterschool Club:

- P4-7, 25 pupils attended and won 1st place at the Inverclyde Primary Basketball Championships
- King's Oak entered 2 teams, selecting 10 pupils to attend

Couch to 5k:

- Parent/carer and child club on a Friday afterschool
- 20 families have engaged throughout the year, with around 15 pupils attending on a weekly basis
- Celebration race at the Glasgow Race for Life

Playmaker Club:

- Primary 7 pupils starting their leadership journey – 15 pupils were selected to complete their UK: Sports Leader Playmaker Award. Each pupil completed 6 hours of training, before assisting coaches/ staff at afterschool clubs

P7 Largs Residential:

- Our P7 Residential Experience (PEF Funded) at the National Sports' Centre at Largs involved all P7 pupils who were attending school. We were able to provide a daytime programme for 4 pupils who requested this

Sports Day:

- Working partners Inverclyde Leisure, Sports Day due to take place at Lady Octavia.
- Partners to ensure the day will run smoothly and efficiently are: Active Schools, Tesco (providing healthy snacks), EE (community volunteer programme), Parent Circle, Inverclyde Leisure, Inverclyde Academy