

AILEYMILL PRIMARY AND NURSERY

Standards and Quality Report

2016 - 2017



Our School

Our School

- Our school is a non-denominational primary school situated in the south west of Greenock
- Our current role is 371 and we currently have 14 classes including a number of composite classes
- Our Nursery has 56 pupils in the morning session and 56 pupils in the afternoon session
- Our associated secondary school is Inverclyde Academy

Vision

This year we have worked with pupils, parents and two local artists to reimagine our Vision. At Aileymill, we believe that all our pupils will be LEARNING TO LEARN, LEARNING TO CARE and that a drive for excellence and equity will be underpin all our actions. Our core values are

- Respect
- Ambition
- Honesty
- Caring
- Responsibility
- Tolerance

Aims

To actively develop our children's skills and knowledge, developing their understanding of what successful learning looks like and how to develop this as a skill to enable them to become successful, lifelong learners.

To ensure that all our pupils have responsibility for their own learning; in partnership with their teacher, support staff, parents and carers

To afford our pupils with as wide a range of experiences as possible in order to develop an awareness of their place in their community and develop as responsible citizens.

To develop, in our pupils, the social skills and understanding of their roles and responsibilities within the school and its wider community, in order for them to develop as effective contributors

Activities and Achievements during 2015-2016

To create an environment where everyone; pupils, parents, carers, staff, our partner agencies and the wider community feel included, welcomed, nurtured and challenged to engage with their learning and development as Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals

- ❖ Ailemill was a finalist at the national Education Scotland Awards in the category Transforming Lives Through Partnerships
- ❖ Nursery children have taken part in Forest Trips to enhance outdoor learning
- ❖ Nursery hosted a Learning Through Play Curriculum evening
- ❖ We retained our FAIRTRADE SCHOOL status
- ❖ Our Heptathlon Team came second out of seventeen schools in the inter school competition
- ❖ All classes enjoyed day trips to enhance their classroom learning
- ❖ 35 P5 pupils passed Level 1 Cycling and 19 P6s passed level 2
- ❖ P6 pupils braved the cold with a 2 night trip to Ardentinn in February
- ❖ P1 children enjoyed Book Bug sessions in the local library
- ❖ Our parents enjoyed festive presentations from our Nursery nativity through to our sold out Christmas Cracker. Every child in the school and nursery contributed to these performances
- ❖ P5 led a St Andrew's Assembly which was well attended by parents
- ❖ All pupils have taken part in our monthly Learning Powers assemblies led by Mrs Ferrier
- ❖ Almost all our pupils and nursery children took part in the Inverclyde Festival winning our best ever number of classes, including best performance in Spoken Verse across the whole Festival, for our Senior Group Verse
- ❖ Peer Mediators were trained in readiness for next session
- ❖ We have held very well attended curriculum weeks across the school year: parents and carers have joined their children through Scots Language Week, Science Week, Religious Festivals week, Health Week and World of Work Week
- ❖ P6 pupils took part in an inter –schools Euro quiz
- ❖ The school and nursery raised funds for a variety of causes including the Beatson, Ardgowan Hospice and Children In Need
- ❖ Staff and pupils and the Ailemill Parent Partnership and the nursery Parents and Friends group worked together on our very successful Fun Days, Christmas and Summer Fair and Sports Day
- ❖ We hosted a Growth Mindset Day with a variety of partners from the wider school community
- ❖ Seasons for Growth has been run by a staff member in conjunction with Barnardo's
- ❖ We have watched two babies grow and develop, through our Roots of Empathy programme, in both P3 and P4/3
- ❖ Our Thistle Café ran every month
- ❖ P5 and P6 enjoyed swimming lessons
- ❖ We took part in Rugby, Netball and Basketball festivals
- ❖ Our P2s and P3s had football coaching from Morton
- ❖ P6 established reading buddies with the pre-school group in the Nursery

School Leadership

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

Work done this session - 2015-2016
Leadership of Learning
Progress: <ul style="list-style-type: none">• 6 Staff have taken part in the Authority led Uplifting Leadership Programme• 11 Staff have taken part in the Authority led Visible Learning Programme• PT and HT attended Visible Learning Conference• 3 staff have participated in Masters Level Courses• Staff have opportunities to lead within the school through curriculum working parties and through focus groups such as the Fairtrade Group, Peer Mediation Team and Parental Involvement Team• All staff are afforded access to opportunity for Masters level learning as disseminated, via HT, by the Local Authority• All nursery staff have attended a variety of Authority led training
Impact: <ul style="list-style-type: none">• 87% of staff feel that they have a leadership role within the school community (Survey May 2016)• Visible Learning is evident in almost all classes• Staff continue to develop new practices and processes e.g. PRAISE group (Positive Relationships, Achievement, Inclusion and Support for Everyone)
Next Steps: <ul style="list-style-type: none">• To continue to afford opportunities for professional development to all staff• To develop pupil's leadership of both their own learning and within our school community

Next Steps in school leadership:

- Further development of leadership roles throughout the school for both staff and pupils
- Opportunities for staff to participate in leadership programmes (including at Masters level) promoted and encouraged through the PRD/Appraisal processes
- Further develop Nursery staff skills to deliver high quality curriculum

Teacher Professionalism

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

Implement professional learning which has been shown to have an impact in year one of the Attainment Challenge

2.3 Learning, Teaching and Assessment/3.2 Raising Attainment and Achievement

Progress:

- The use of Stages of Early Arithmetical Learning is embedded at P1, all other classes are using aspects of this methodology
- Nursery staff working with CMO to develop knowledge and skills in SEAL and have attended training
- North Lanarkshire Active Literacy is in use P1 – P3
- All staff have engaged with Coaching and Modelling Officers to develop their practice
- Visible Learning is being developed across the school. All pupils have taken part in a series of Growth Mindset lessons. Parents participated in our Growth Mindset day
- Teaching staff have identified features of Visible Learning as priorities in their PRDs

Evidence:

- Classroom observations by Senior Leadership Team
- Staff CPD plans
- Jotter sampling
- Pupils confident in the use of SEAL methodologies e.g. Number Talks
- Increased attainment in Literacy and Numeracy
- Nursery staff introducing the use of SEAL planners with their key group

Next Steps:

- All staff will engage in Visible Learning training funded through our PEF fund
- The use of SEAL will be rolled out to Second Level
- Embed SEAL in the Nursery
- North Lanarkshire Active Literacy will be rolled out to Second Level
- Ensure training for new staff

GIRFEC Introduce GIRFEC pathway- Practice and Procedures 2.1 Safeguarding and Child Protection/2.4 Personalised Support/3.1 Ensuring Wellbeing, Equality and Inclusion

Progress:

- All Looked After pupils have a Single Agency or Child's Plan and a Wellbeing Assessment
- All paperwork from our MATCH (Meeting Around the Child) meetings feeds directly into the Wellbeing Application
- Attendance at GIRFEC review meetings has increased
- Staff confident in the use of paperwork
- Parents engaged with the school in supporting children

Evidence:

- Number of active Wellbeing Applications
- Records held from meetings
- Staff comments at termly meetings
- Attendance at Family Home Learning is consistently high

Next Steps:

- Continue to build understanding of the GIRFEC pathway with parents
- Continue to complete Wellbeing Assessments
- Ensure training for any new staff

Next Steps in teacher professionalism:

- Ensure training for all new staff to ensure consistency of approach across the school in Literacy and Numeracy
- Continue to develop a climate of collegiality to foster learning communities within the staff
- All staff to engage with holistic, bespoke training in Visible Learning
- Continue to work in partnership with Inverclyde Education Psychology Service to develop our Nurturing Approach

Parental Engagement and Partnership Working

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

Work done this session – 2016 -2017

Develop effective working partnerships with Family Support Workers and CLD 2.5 Family Learning
Continue to build our programme of parental learning 2.7 Partnerships

Progress:

- Family Support worker is an integral part of our nurturing approach and supports families individually through targeted support, informally through Drop In and helps grow community capacity through Crafternoon
- Our model of delivery of family support has been recognised national at the Scottish Learning Festival and also through the Education Scotland Awards
- We have identified parents who will be our partners for next session in our school improvement planning
- All nursery curricular events well attended
- Five to Thrive workshops have been offered on a rolling programme to all interested parents
- Our CLD partnership is developing and is has run two successful Family Cooking programmes, this term Outside Family Learning is being offered
- We have been visited by schools from other Authorities keen to pursue our approach
- Home Learning Numeracy Bags in use in the Nursery

Evidence:

- Attendance at Family Home Learning
- Parent Feedback gathered through our annual GIRFEC survey
- Attendance at Family Support Drop In
- Parent feedback gathered by CLD and Barnardo's
- Nursery parent feedback is embedded in the self- evaluation process

Next Steps:

- Parents will work in partnership with teaching staff to roll out our highly successful Family Home Learning to P4- 7 nest session
- Parents will be offered access to certificated accreditation for their involvement in school activities through CLD
- Nursery to seek parental input on policy development

Next Steps in parental engagement and partnership working:

- Continue to build on our effective use of partner agencies in supporting children and their families
- Continue to build community capacity through a wider programme of Family learning e.g. ICT literacy delivered by CLD
- Offer parents curriculum workshops to develop an understanding of current teaching methodologies in Literacy and Numeracy
- Nursery will analyse parent evaluations and adapt Home Learning accordingly, to reflect the use of SEAL

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 level, skill, qualifications and other awards.

Work done this session – 2016 -2017

Introduce a common tracking system, Develop staff understanding of the use of data, build a community of moderation across the school, use data to target interventions 2.3 Learning, Teaching and Assessment, 3.2 Raising Attainment

Progress:

- All staff engaged in a termly cycle of assessment
- Attainment data used to inform next cycle of planning and teaching and to target individual interventions
- All attainment data is held on a school level tracking database which feed into a larger database whose format is shared across all Attainment Challenge Schools
- Staff and leadership are working closely to understand the stories behind the statistics
- The link between good management of data and children's progress is discussed termly
- Assessment data used to inform and target interventions
- All staff took part in Authority inservice on moderation

Evidence:

- Termly Attainment meetings between teachers and Senior Leadership Team
- Moderation takes place in Literacy (writing assessments)
- School tracking system held online
- Nursery SE calendar

Next Steps:

- Continue to develop staff understanding of the link between understanding data and raising attainment
- Continue to develop moderation in P1 – 7
- Continue to embed SE in the nursery
- Ensure training for all new staff

Next Steps in Assessment of Progress

- Continue to develop a culture of moderation across the school
- Continue to develop cluster based moderation events
- Ensure that all new staff have a clear understanding of our tracking system
- Begin to identify trends in attainment

School Improvement

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

Work done this session – 2016-2017

Build a school self- evaluation procedure based on HGIOS4 and HGIOELC, develop staff awareness of the National Improvement Framework

Progress:

- All teaching staff engage collegiately in whole school self- evaluation using HGIOS4 challenge questions to stimulate discussion
- Senior Leadership Team collate these evaluations to inform strategic planning
- School Improvement Calendar in use by Senior Leadership Team
- All staff using the National Benchmarks in Literacy and Numeracy to inform their professional judgement
- All staff using Authority Staging Posts to inform professional judgement
- Standardised tests show that Aileymill pupils attain in line with most and better than some, similar schools
- Nursery engaged in three yearly HGIOELC cycle of self- evaluation using challenge questions

Evidence:

- Evaluations held in HT office
- Tracking meetings with staff
- Tracking databases
- Staff understanding of HGIOS4
- Calendar in HT office

Next Steps:

- Develop a robust model for teacher's self- evaluation
- Develop staff understanding of the National Improvement Framework
- Continue to embed the use of the National Benchmarks
- Ensure training for all new staff

Next steps in school improvement:

- Extension of PT remits to track interventions in Literacy/Numeracy/HWB funded by our PEF
- Refine Standards and Quality Report and School Improvement Plan in line with Authority guidance to reflect the National Improvement Framework (NIF) and How Good Is Our School (HGIOS) 4
- Support staff engagement with HGIOS 4 and How Good is Our Early Learning and Childcare (HGIOELCC)
- Continue to raise awareness of the National Improvement Framework and encourage staff engagement with the National Improvement Hub

The Development of our Curriculum

Work done this session – 2016- 2017

Curriculum redesign to reflect the needs of our school community, continue to develop shared planning with Nursery colleagues at Early level, develop clearly defined literacy and numeracy policies

Progress:

- Aileymill curriculum is now built around developing core skills in Literacy, Numeracy and Health and Wellbeing
- All staff using Aileymill Curriculum Posters to ensure progression across Curriculum for Excellence outcomes
- All staff are working from Literacy and Numeracy policies which ensure consistency of methodologies across all stages
- Literacy and Numeracy lessons are structured consistently across the school
- All pupils from P2 engaged in Accelerated Reading Programme
- All pupils engaged in 20 minutes of mental maths in each numeracy session
- Whole school, twice weekly, literacy hours ensure focus on reading skills and written language skills
- Almost all pupils able to evaluate their health and wellbeing using the SHANAARI indicators
- Parents involved in pupil's learning through our curriculum Focus Weeks
- All Early Level staff continuing to develop shared planning
- Smooth and effective nursery to P1 transition process in place
- Story Corner in Nursery developed to provide a stimulating, literacy rich environment
- Outdoor areas in Nursery more defined for Literacy and Numeracy and children are participating in more focussed learning

Evidence:

- Most pupils making appropriate progress through Curriculum for Excellence outcomes
- School attainment available nationally through the Parentzone website
- Curriculum for Excellence tracking posters in all classes
- Classroom visits
- Teacher evaluations
- 'Elevenses' (informal pupil/SLT learning conversations)
- Shared learning experiences across Early Level
- Pupil GIRFEC questionnaires
- Parental attendance at focus weeks
- Increased numbers of nursery children using the Story Corner productively and retelling stories
- Nursery planners

Next Steps:

- Roll out the use of Holistic planners for blocks of learning for all curricular areas (piloted this year)
- Pilot a whole school themed approach to Interdisciplinary Learning
- Further develop Story Corner in Nursery
- Develop a free flow outdoor area in the Nursery

Next steps in the design of our curriculum:

- **Continue to refine our curriculum in line with the needs of our school community**
- **Continue to focus on attainment in Literacy and Numeracy**
- **Further develop Nursery to P1 transition in line with evaluation and feedback**

Ensuring wellbeing, equality and inclusion

Work done this session – 2016 -2017

Develop staff understanding of GIRFEC Pathway and Child's Plan, continue to embed Nurturing Approaches and Five to Thrive throughout the school, extend the use of PATHS to develop emotional literacy from 3 -12

Progress:

- Head Teacher, Depute, Lead Practitioner, SEYECO and Nurture Teacher have been trained in the GIRFEC Pathway approach to managing pupil support, in the process and application used to create an individual Child's Plan, in the SEEMIS well-being application and in the roles and responsibilities of the Named Person and the Named Person Service.
- All Looked After pupils have a Single Agency or Child's Plan and a Wellbeing Assessment
- Over half of pupils who receive targeted support have an active Wellbeing Application
- All teachers and Nursery staff experienced in contributing to Wellbeing Assessments and Single Agency Plans
- GIRFEC database discussed and updated monthly by DHT, Nurture teacher and Lead Practitioner
- All staff including all support staff have had authority level training in Five to Thrive which has been followed up by school level training
- Pupils beginning to recognise Five to Thrive language
- Parents have engaged in Five to Thrive workshops
- PATHS used from Nursery to P7 affording a common language of emotional wellbeing
- Office manager trained in SEEMIS Wellbeing Application
- Positive Relationships Achievement Inclusion and Support for Everyone (PRAISE) group formed to continue to drive our nurture agenda
- Process well established which links all paperwork, from teacher's monitoring forms, to review meeting minutes, follow the GIRFEC pathway and feed directly into the Wellbeing Application

Evidence:

- CPD records
- GIRFEC database
- Classroom observations
- GIRFEC questionnaires (pupils and staff)
- GIRFEC paperwork

Next Steps:

- Implementation of Peer Mediation in the playground (overseen by PRAISE group)
- All pupils understanding Five to Thrive
- Continued improved data from Wellbeing/GIRFEC questionnaires
- Wellbeing Assessments completed for all pupils receiving additional support
- Ensure training for all new staff

Next steps in ensuring wellbeing, equality and inclusion:

- Further develop Nurture agenda and implementation
- Continue to roll out Five to Thrive, in partnership with Barnardo's, to pupils, parents and staff
- Continue to complete wellbeing assessments as necessary

Future Priorities 2017-2019

- To raise attainment in Literacy and Numeracy for all pupils
- To improve attendance
- To embed Visible Learning throughout the school
- To continue to roll out SEAL and NL literacy from 3 - 12
- To continue to develop the outdoor area in the Nursery

What is our capacity for continuous improvement?

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

- Continue to use data gathered from a variety of sources to inform our planning at all levels throughout the school in order to continue to improve attainment for all pupils
- We will continue to develop our successful partnerships with our parents, Educational Psychology, CLD and Barnardo's in order to build Aileymill's standing as the hub of its community
- Continue to develop our self -evaluation process taking full recognition of the NIF,HGIOS4 and HIGIOELC
- Continue to embed our new vision Learning to Learn, Learning to Care

Quality Indicator	School Self Evaluation	Key priorities for session 2017/18
1.3 Leadership of change	Good	Continue to embed new vision within the school community
2.3 Learning, teaching and assessment	Good	Develop teacher capacity by embedding Visible Learning throughout the school Continue to fully engage with CMOs across all levels and monitor impact of this engagement

		Embed Stages of Early Arithmetical Learning and North Lanarkshire Literacy at P1-3, continue develop the use of SEAL in nursery
3.1 Ensuring wellbeing, equity and inclusion	Very Good	All pupils on an enhanced pathway will have a Single Agency Plan PEF funded interventions tracked and efficacy assessed
3.2 Raising attainment and achievement	Good	Develop teaching staff understanding of data relating to their pupils Further develop a culture of meaningful moderation at stage, CfE levels, school and cluster to inform teacher professional judgement