

Context of the 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

Our attainment:

Both PIPS and SEEMIS data confirm that across the school Aileymill attains in line with, or above our cohort of comparator schools. This year's P1 attainment is slightly lower than last year and reflects the number of pupils with ASN in that group. Next year we will use PEF funding to employ a specifically trained EYECO to further target these pupils. Across the school, within Literacy, our Writing attainment trails our Reading and Listening & Talking. Our new writing policy (piloted in the third term this year) will seek to address this. Current SNSA results put most of our pupils in the High category in terms of standardised national assessment. With over 75% of our pupils falling into SIMD 1 and 2 and 98% up to 3 and 4, our attainment gap sits not within our school but between our school and schools in more affluent parts of the Authority and country.

[Achievement of a Level data](#)

Review of progress for session 2017-18

School priority 1: Improvements in attainment, particularly in literacy and numeracy

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

Teacher professionalism

HGIOS?4 QIs

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

Other Drivers

HGIOELC?

1.2 Securing children's progress

2.3 Curriculum

2.3 Learning, teaching and assessment

RRS

Article 28: (Right to education):

Strategies

1.1 Embed SEAL and NL Literacy at P1-3, continue develop the use of SEAL in nursery

1.2 Develop teaching staff understanding of data relating to their pupils

1.3 Further develop a culture of meaningful moderation at stage, CfE levels, school and cluster to inform teacher professional judgement

1.4 Pilot use of Holistic planning across the school

1.5 Further develop staff understanding of the NIF

Progress

1.1 SEAL and NL are embedded in almost all classes P1-3, staffing has meant that we have only been able to have very limited teacher input to the nursery however nursery staff have been working alongside the nursery CMO and will continue to work to embed SEAL in the Nursery.

1.2 All teaching staff are able to use a variety of data to inform their planning and to seek targeted interventions for pupils who are identified as not being on track to achieve a level. All staff contribute to a school level spreadsheet which tracks progress across Literacy and Numeracy and highlights SIMD and SFL pupils. Staff are now comfortable in using data across a variety of platforms.

1.3 All staff moderate planning, teaching and assessment at stage level, CfE level moderation takes place at designated collegiate evenings across the school year. PT staff took part in a planning for moderation event at Cluster level to determine writing criteria and 5 teaching staff undertook Authority training in Moderation

1.4 All staff took part in a number of workshops led by Cara Cooper and Elaine McLoughlin to develop an understanding of the Holistic Planning process. All staff are now using this process to plan on a 6 weekly cycle. Planning evenings are built into our 195 hours agreement.

1.5 All staff have had the opportunity to explore and gain an understanding of the NIF.

Impact

1.1 Pupils are experiencing a carefully planned, whole school approach to the learning and teaching of Literacy and Numeracy. There is greater consistency across classes and between levels. Number Talks are a feature of Numeracy pedagogy in almost all classes. Our original target for this year was for 75% of our pupils to make a year for a year's progress. As this was our first year of this approach, the figure applied was a stretch aim, which (although some classes have come close) has not been achieved. Using our carefully gathered data to inform our planning process for 2018-19 will allow us to set more detailed and accurate targets for the forthcoming session. Nursery CMO has worked alongside staff within the playroom to provide resources, strategies and support to develop best practice.

1.2 Teachers are confidently using data to inform planning. Careful analysis of data is being used to highlight pupils requiring targeted interventions and then to track the impact of these interventions. This in turn is being used to feed into our GIRFEC database, highlighting those pupils who may be able to return to the Universal pathway, or who may need an Enhanced Pathway.

1.3 Moderation is now seen by all staff as an essential part of the cycle of planning, teaching and assessment. Teacher's Professional Judgements are more rigorous.

1.4 Teachers are growing in confidence in the use of Holistic planners. Planning now includes assessment opportunities built in at the beginning of the cycle. Teacher workload is reduced due to the simplified nature of the process and the collegiate nature of planning across classes.

Next Steps:

1.1 Continue to roll out SEAL and NL to P4, continue to embed SEAL within the Nursery and develop our Family Learning Maths bags to match SEAL criteria.

1.2 Continue to develop the use of data to inform best practice across learning, teaching and assessment and at a strategic level across the school

1.3 Continue to develop moderation and to continue to engage with all cluster, authority and Regional Collaborative events

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

School Improvement
Parental engagement

HGIOS?4 QIs

1.3 Leadership of change

1.2 Leadership of learning

2.2 Curriculum

Other Drivers

HGIOELC?

1.2 Leadership of learning

2.2 Curriculum

RRS

Article 28: (Right to education):

Article 28: (Right to education):

Strategies, progress and impact:

Strategies

1.1 Strict adherence to Authority Attendance Policy

- 1.2 Launch AILEYMILL ATTENDS
- 1.3 Introduce Parent co-led Family Home Learning for P4-7
- 1.4 PEF Funded teacher developing phonics and SEAL in the nursery

Progress

- 1.1 The daily overview of this has been assigned to a member of the office team, who has worked diligently to try to apply the Authority policy as it has been written. Phone calls are made daily to ALL pupils who do not report for school. Letters are sent out as required by the policy and appointments to discuss attendance are made with the HT.
- 1.2 Aileymill Attends has been given a high profile in the school and our attendance figures are prominently displayed. Pupils, parents and staff are all aware of the drive to improve attendance.
- 1.3 P4-7 Family Home Learning has run alongside the well-established P1-3 club. It has been led by a parent supported by volunteer teaching and ASN staff. Uptake has been very encouraging and has remained high. Between 28 and 35 children and parents attend each week.
- 1.4 Due to staffing our allocated PEF teacher was relocated to fill a core vacancy. We have been unable to facilitate a teacher in the nursery this session.

Impact

- 1.1 Whilst our attendance has improved, we remain unable to engage those families who are difficult to reach. The Authority policy has not proved to be a useful tool in these circumstances as when Steps 3 and 4 are reached, which for some families was repeatedly, there was no resource to facilitate the necessary meeting
- 1.2 Attendance has remained generally stable but has recently improved to 94.4%, we continue to work towards our target of 95.1%
- 1.3 Feedback from parents and pupils is very positive. Pupils can access peer and teacher support as well as have access to a laptop to help with research etc.
- 1.4 As this intervention as not taken place, there is no impact to report.

Next Steps:

- 1.1 /1.2 Continue to work with Authority policy on attendance and, in collaboration with cluster colleagues, use a portion of PEF funding to employ a Wellbeing Officer. This role will involve visiting the homes of persistently poor attenders to identify any areas for support and signpost them to the necessary help within school (Barnardo's/Mind Mosaic) or out with e.g. CAHMS.
- 1.3 Continue to deliver high quality Family Home Learning P1-P7
- 1.4 Given the current national landscape in terms of available teachers, this intervention is not viable. We will continue to ensure that core EYECO staff in the Nursery engage fully with the Nursery CMO and take up offers of training targeted at Early Level.

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

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School Improvement
Parental engagement
Teacher professionalism

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.4 Personalised support

Choose an item.

Other Drivers

HGIOELC?

3.1 Ensuring wellbeing, equality and inclusion

2.2 Curriculum

RRS

Article 28: (Right to education):
Article 28: (Right to education):

Strategies, progress and impact:

Strategies

- 1.1 Create a Safe Haven within the school
- 1.2 Enable targeted children to engage in Play Therapy
- 1.3 Continue to develop partnership with Barnardo's
- 1.4 Develop staff understanding of impact of adverse childhood experiences
- 1.5 Continue to embed PATHS in nursery
- 1.6 Develop policy and processes to facilitate free and independent access to outdoor area

Progress

- 1.1 Safe Haven created and furnished in what was our Visiting Specialists Room
- 1.2 Mind Mosaic have been working with 14 different children and families providing bespoke packages of play therapy, family support, group work and staff training
- 1.3 Barnardo's have continued to develop their offer in consultation with HT/DHT/Rainbow Room staff/Children and Families. We have jointly delivered Family Home Learning, Crafternoon, Parental workshops, SHRE workshops to P7; staff, pupil and parent training in Five to Thrive, individualised family support and a Friday Drop In service
- 1.4 Training from Mind Mosaic and Barnardo's on ACEs delivered to all staff
- 1.5 Continue to embed PATHS in nursery
- 1.6 Develop policy and processes to facilitate free and independent access to outdoor area

Impact

- 1.1 Mind Mosaic practitioners have a dedicated quiet space to deliver therapy from
- 1.2 14 children and families have engaged in one to one play therapy, one to one family support or group work. Data gathered from Strengths and Difficulties questionnaires (from pupils, teachers and parents) shows a reduction in anxieties, inappropriate behaviour and negative emotions
- 1.3 Qualitative feedback from parents and pupils is overwhelmingly positive. Barnardo's own quantitative data gathered from the families with whom they have worked intensively is also positive. HMIE commented on our families describing the school as a 'safe place'. 5 parents have completed their Volunteer Programme and are now PVG'd through Barnardo's and are volunteering in the school
- 1.4 All staff have a working understanding of ACEs and their impact on our pupils. Five to Thrive underpins our restorative, nurturing approach
- 1.5 All staff have a sound knowledge of the PATHS programme and this is embedded within the playroom: all children have completed their PATHS programme and the language of PATHS is in common use throughout the nursery.
- 1.6 Policies and processes have been developed and implemented allowing children free and independent access to outdoor play.

Next Steps:

- 1.1/1.2 Continue to fund targeted therapeutic interventions through Mind Mosaic using our PEF

1.3 Continue to grow our joint offer of support with Barnardo's building on previous successes and evolving our practice.

1.4 Continue to update training and ensure that any new staff are fully trained

1.5 Continue to support emotional literacy within the nursery by using the PATHS programme for all children. Ensure that this ethos continues to permeate practice outwith PATHS lessons

1.6 Continue to develop free and independent play and build skills by encouraging independence when changing into outdoor clothing.

1.7 Begin working with our Parental Autism Support Group to begin the process of becoming an Autism Friendly School

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

NIF Priority

Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

School leadership

Performance information

HGIOS?4 QIs

2.2 Curriculum

2.7 Partnerships

2.5 Family learning

Other Drivers

RRS

Article 28: (Right to education):

Article 28: (Right to education):

HGIOELC

2.2 Curriculum

3.3 developing creativity and skills for life

Strategies, progress and impact:

Strategies:

1.1 Embed Visible Learning throughout the school

1.2 Continue to work in partnership with CLD

1.3 Embed skills based language and assessment in the nursery

Progress:

1.1 All staff and SLT have fully engaged with year one of the Osiris programme, undertaking significant scoping work to determine where Aileymill is on its Visible Learning journey

1.2 CLD have offered a variety of Family Learning Courses during session 2017-18

1.3 Assessment paperwork reflects the use of skills-based language, staff are utilising this language in their interactions with children and our nursery pupils are beginning to be able to identify skills such as 'concentration'.

Impact:

1.1 Scoping has highlighted the already existing good practice in Visible Learning, all classrooms are using LI and SC to drive learning. Growth Mindset is embedded in most classes. The majority of children can talk confidently about their learning

1.2 Families have developed skills including a number who have gained SVQ level qualifications

1.3 Staff are growing in confidence in the use of skills based language. Children are developing an understanding of the variety of skills which they are learning through play.

Next Steps:

1.1 Understanding our current place on our Visible Learning Journey, we will now work on developing a common language of learning to ensure consistency for all our learners across all stages.

- 1.2 Continue to work with CLD to develop our Family Learning offer
- 1.3 Continue to develop and monitor the use of appropriate skills based language within the nursery

National priority: How we are ensuring Excellence and Equity?

Both PIPS and SEEMIS data confirm that across the school Aileymill attains in line with, or above our cohort of comparator schools. With over 75% of our pupils falling into SIMD 1 and 2 and 98% up to 3 and 4, our attainment gap sits not within our school but between our school and schools in more affluent parts of the Authority and country. Almost one third of our pupils require support for either emotional or learning difficulties.

PEF has therefore been used to:

- Release both our PTs for an extra 2 days per week to carefully monitor and produce data to evaluate the efficacy of our PEF funded interventions
- Employ 1.0FTE Support for Learning Teacher
- Employ 5.0FTE ASNs
- Employ 1.0 FTE Health and Wellbeing Coach
- Employ 0.6 Child Therapist
- Literacy and Numeracy Resources
- Resources to develop HWB

IMPACT

- Support for Learning team established, offering targeted support to 100 pupils
- Improvement in attainment for almost all pupils targeted for support
- A number of pupils moving from EU to U GIRFEC pathway
- PTs tracking attainment and HWB interventions and reporting monthly to SLT
- Reduction in incidences of aggression/inappropriate behaviour in the playground
- GIRFEC evaluations by pupils illustrate high levels of wellbeing amongst almost all of our pupils
- Pupils having daily access to a sports specialist
- Mind Mosaic has supported 14 families supported so far. Pupils engaging in intensive one to one therapeutic support to overcome a variety of Adverse Childhood Experiences. Strengths and Difficulties Questionnaires indicate improved outcomes for all families involved to date
- The purchase of resources to support Active Literacy and SEAL has allowed teachers to fully engage in the programmes with a better understanding of progression, contributing to a rise in attainment as shown through assessment data.

Key priorities for improvement planning 2018-19

What is our capacity for continuous improvement?

We consider we have very good capacity to improve:

We have a range of well managed data which is regularly updated by our PTs and shared with SLT to inform strategic planning and which is owned by all staff. All staff have a clear understanding of data and SIMD as it applies to their own classrooms and practice. The lifelong learning of our staff is closely linked to our School Improvement Planning and is reviewed at annual PRD meetings.

Relationships are key to all improvement work and we strive to ensure that all stakeholders are consulted, through questionnaires, professional dialogue, meetings and focus groups.

NIF quality indicators

| Quality Indicator | School Self Evaluation | Key priorities for session 2018/19 |
|--|------------------------|---|
| 1.3 Leadership of change | Very Good | Continue to develop our use of Holistic planners and work at local, cluster and regional collaborative level to embed moderation |
| 2.3 Learning, teaching and assessment | Good | Continue to develop staff knowledge and expertise in reciprocal and dialogic teaching Develop a common language of learning |
| 3.1 Ensuring wellbeing, equity and inclusion | Very Good | Continue to develop pupil health and wellbeing with a focus on emotional literacy and parental engagement |
| 3.2 Raising attainment and achievement | Good | Continue to roll out NL and SEAL. Continue to develop staff use of the Inverclyde Numeracy Pathways. Introduce Inverclyde Literacy Pathways thus ensuring progression |

Key Achievements of the school

Aileymill was the first school in Inverclyde to achieve Silver Level Rights Respecting Schools Award. The assessors praised our high levels of quality pupil voice across all aspects of school life.

Our senior girls relay team came first in the Inverclyde Primaries Relay

Every child in the school participated, in some way, in either our Nativity or our Christmas Cracker shows. We welcomed over 600 parents into the school over the festive period.

Every pupil in P6 and P7 took part in our Senior Choral Verse Group for the Inverclyde Festival. We not only won the trophy for our class but were also awarded the David Cairns trophy for the highest mark in any Speech class across the Festival.

We fielded country dancers in 4 classes at the Festival and brought home 3 trophies.

Over 180 pupils took part in this event over its two week duration.

Over the year the school has sent teams to Rugby, Football, Netball and Heptathlon festivals.