

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 372 and we currently have 14 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

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. We seek for all our pupils to become LITERATE, NUMERATE, COMPASSIONATE individuals. 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:

SEEMIS and SNSA data confirms that across the school Aileymill attains in line with, or above our cohort of comparator schools. The BGE toolkit also indicates that we perform in line with our closest comparator schools and with National Attainment. Our SIMD profile highlights that 98% of our school population falls within SIMD 1-3. This indicates that our Attainment Gap lies not within our school, nor even against national average attainment but between us and the more affluent schools in the local authority and across Scotland. Detailed assessment data is held for every pupil and is used to feed into Teacher's Professional Judgements. Our Teacher's Professional Judgements show attainment as below

YEAR	CLASS	READING	WRITING	LISTENING & TALKING	NUMERACY
2017-18	P7	68.0%	60.0%	84.0%	64%
2018-19		79.69%	56.25%	62.5%	71.88%
2017-18	P4	65.2%	60.0%	89.1%	71.7%
2018-19		67.86%	67.86%	87.5%	75.0%
2017-18	P1	68.6%	74.5%	78.4%	84.3%
2018-19		86.05%	83.72%	90.7%	86.05%

We believe that this data reflects the success of our ethos, curricular approach, pedagogy and PEF interventions. We will continue to set ambitious targets for our pupils. Our more detailed data will also be used to target support for learning over the next session.

[Achievement of a Level data](#)

Review of progress for session 2018-19

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 Continue to embed SEAL and NL within P1-4

1.2 Develop Home Learning Maths Bags within the Nursery

1.3 Target PEF funded EYECO at targeted pupils P1-3

- 1.4 Continue to ensure the use of Number Talks across the school
- 1.5 Continue to ensure adherence to Aileymill Literacy and Numeracy Policies
- 1.6 Continue to provide effective, targeted Support for Learning
- 1.7 Nursery to introduce Electronic Profile Tracking at ante-pre school

Progress

- 1.1 SEAL is now firmly embedded in P1-4. All teaching staff and the majority of our support staff at these stages have had Authority-led training. NL is the basic structure of all literacy learning and teaching at P1 and P2 and is used as is appropriate in conjunction with the school's literacy policy P4-P7
- 1.2 Due to an unforeseen change in staffing we were unable to implement this development.
- 1.3 Our PEF funded EYECO worked with identified pupils from P1 and P2 from August to January. However, due to long term illness of our highly experienced P1 ASN it was decided that re-directing that support to the whole of the P1B cohort would ameliorate the potential decline in attainment within that class and they EYECO was redeployed Nov-May.
- 1.4 Number talks are now a weekly feature of the teaching of numeracy across the school. Their use features in our updated Numeracy policy.
- 1.5 Both Literacy and Numeracy policies are used to underpin all learning and teaching. All staff are fully aware of the importance of adhering to these co-created policies.
- 1.6 This session we have been able to provide 1.7 FTE Support for Learning staff. This has been largely funded by PEF with 0.5 coming from core staffing. We have provided targeted support to 124 pupils across the school in session 2018 -19
- 1.7 As the Authority was unable to authorise use of Bring Your Own Device for nurseries attached to primary schools until the end of April 2019, and it would have been inappropriate to change our tracking procedure so late in the session, we were unable to implement this.

Impact

- 1.1 All staff are now confident in the pedagogies associated with NL and SEAL. Data shows an improvement in attainment across the school. Teachers report increased pupil confidence.
- 1.2 No impact as not implemented
- 1.3 This intervention was having a significant, measurable impact on the targeted pupils, who all showed improved scores for their Active Literacy assessments.
- 1.4 Number Talks embedded in all classes. Pupils growing in confidence in explaining strategies across all number operations.
- 1.5 There is consistency in pedagogy across all stages and between classes ensuring a parity of learning and teaching experience for all pupils and facilitating transition between stages and classes.
- 1.6 Improvement in SWST scores for targeted pupils, reduction in numbers of pupils on an enhanced pathway. Increased attainment in Literacy
- 1.7 No impact as not implemented

Next Steps:

- 1.1 This intervention can now be seen as embedded and will continue to be monitored through standard evaluation processes
- 1.2 This will be on the SIP for session 2019-20
- 1.3 We will continue to use PEF to fund 0.6 EYECO to support identified individual pupils by using targeted NL Active Literacy interventions
- 1.4 This intervention can now be seen as embedded and will continue to be monitored through standard evaluation processes
- 1.5 Continue to evaluate and adapt both policies in light of current research based best practice
- 1.6 We will continue to fund this highly successful intervention through PEF
- 1.7 Electronic Profiling will be introduced during session 2019-20

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 Employ a cluster based Wellbeing Officer to monitor attendance and offer support to targeted families.
- 1.2 Mark attendance on Care and Learning Reports in the Nursery and display Nursery attendance for parental information
- 1.3 Continue to provide, in partnership with Barnardo's, a quality Home Learning experience for all pupils and their families P1 – P7
- 1.4 Continue to develop staff understanding of SIMD data to target resources and interventions

Progress

- 1.1 Unfortunately, due to lack of shared resources, as a cluster we were unable to implement this intervention
- 1.2 Display of attendance shown in Nursery cloakroom, this is updated every month and is shown on Care and Learning reports which are shared with parents
- 1.3 Family Home Learning was re-evaluated in January 2019. It was felt that a greater emphasis needed to be placed on actively involving parents at P1- P3, as an increasing number of parents were viewing the service as an after school club, rather than a collaborative event. Since then 15 sets of parents have been supported to engage with their children on a weekly basis. P4-P7 is

now co-run by parents and staff and attendance is generally for pupils although parents are welcome. 32 pupils attend weekly.

- 1.4 Discussion around SIMD underpins all attainment meetings between SLT and staff. All staff have access to data which identifies SIMD 1 and 2 pupils in the school.

Impact

- 1.1 As this intervention did not take place, there is no impact to report.
- 1.2 Staff have a clear picture of attendance and are able to reflect this to parents.
- 1.3 Pupils who attend home learning are benefitting from an extra hour's contact with a teacher per week. Homework is being completed regularly and to a good standard. All pupils attending are enjoying a healthy snack. Parental feedback is overwhelmingly positive.
- 1.4 All staff have a clear understanding of the importance not just of the data but of the story that the data for their class tells. Data is used routinely to target interventions.

Next Steps:

- 1.1 Attendance continues to be below both Inverclyde and national averages. A new admin staff member is being appointed in May 2019. We will review our implementation of our attendance policy and look for best practice within our cluster and across the authority. The primary remit of our new admin team member will be to administer the revised policy
- 1.2 Continue to raise awareness of the importance of good attendance with families
- 1.3 Continue to evaluate, reflect on and adapt our Family Home Learning offer to make best use of available resources and support children and families as well as possible
- 1.4 Continue to build staff understanding of data. Ensure training for any new staff.

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 Continue to work with provider to deliver high quality therapeutic intervention to targeted pupils and with Barnardo's to deliver bespoke and holistic support to pupils, families and staff
- 1.2 Continue to develop our GIRFEC pathway, tweaking paperwork to ensure effectively targeted interventions and to avoid unnecessary bureaucracy
- 1.3 Work with Local Authority to become an Autism Friendly School and Nursery

- 1.4 Introduce the SEE ME programme at Second Level to raise awareness of children's mental health
- 1.5 Continue with PATHS programme, ensuring that the ethos of PATHS is embedded in the daily routines of the Nursery
- 1.6 Introduce Fruit and Vegetable garden in the Nursery to develop knowledge and understanding of Farm to Fork to encourage healthier eating choices

Progress

- 1.1 Mind Mosaic have worked on a one to one basis with 27 pupils and their families. Feedback from pupils. Parents and staff is overwhelmingly positive. Strengths and Difficulties questionnaires used by MM to evaluate impact show improved outcomes for all children participating. Barnardo's have supported 27 families this session. This support has ranged from targeted family support to assisting with transport. All families have welcomed this support and most are showing improved outcomes
- 1.2 Wellbeing Assessments and Single Agency plans are regularly updated by DHT and Nurture Teacher for all pupils on an Enhanced Pathway, with the exception of pupils who solely receive additional Support for Learning, monthly GIRFEC pathway meetings are held to ensure progress for all pupils. Referral process in place and paperwork held to evidence decision making.
- 1.3 Constituted Parent Group set up (ASD support group), ASD Staff Focus Group established, pupil support group established, all Nurture Room staff trained in social stories, Aileymill has joined the National Autism Society, all infant teachers and support staff have had Early Bird training, whole school assembly led by pupils, visual timetables prepared for all classes, all classes took part in autism awareness lessons during Autism Awareness month, all pupils with ASD diagnosis have a Single Agency plan with SMART targets, Nurture staff working collaboratively with colleagues across the authority from both Education and Third sector.
- 1.4 SEE ME project piloted at P6 and in depth at P7, pupils participated in a range of lessons to highlight mental health and wellbeing, parents and pupils hosted an assembly which gained national recognition, staff presented at a number of national events, 4 staff trained as mental health first aiders.
- 1.5 PATHS is fully embedded in the Nursery
- 1.6 Aileymill Munchers Group (children) work with two dedicated members of staff utilising the Setting the Table document to guide best practice, children have worked with their families at home to make healthy food and shared their experience through our FB page. Due to staffing changes, we were unable to implement our gardening programme.

Impact

- 1.1 Reduction in the need for SLT to become involved in behaviour management. The school is settled as more pupils' needs are being met. Parent feedback is positive.
- 1.2 GIRFEC pathway and processes well established. All staff using GIRFEC referral paperwork to access the most suitable additional support from their pupils.
- 1.3 All staff and pupils have a greater awareness of ASD, parents and pupils feel supported within the school community, social stories are in use in the nurture room and parents are also beginning to use these at home, visual timetables are in use in most classes, other educational establishments visiting to see our practice.
- 1.4 Awareness of mental health raised across the school community, pupils demonstrating the skills which they have learned, national recognition for this

project from Scot Gov and the wider education community. Trained Staff more able to respond to pupils' mental health needs.

1.5 Children have a growing confidence and articulacy in describing their feelings, children can refer to the PATHS 'rules', e.g. 'I am using my kind hands', staff report that children have a better understanding of appropriate social interaction, parents have worked as partners in developing our caring ethos in the nursery.

1.6 Children working alongside their families to make healthy food, children readily identifying healthy choices in their lunch boxes and at snack time.

Next Steps:

- 1.1 Continue to fund therapeutic intervention through PEF. Continue to work collaboratively with Barnardo's, evaluating and adapting to maintain the best offer of support possible. Build relationship with new CLD worker and explore the range of supports available e.g. Families Connect
- 1.2 GIRFEC pathways, paperwork and referral process all embedded. Monitor and evaluate
- 1.3 All groups continue to work towards Autism Friendly School status, 6th Sense project piloted at P6 and then rolled out during Autism Awareness week, improve process of transition to secondary school to further involve parents, seek funding (through constituted group) to facilitate an ASD after school club, ASD group contribute to new VLOG on Facebook.
- 1.4 Continue to develop SEE ME at the upper stages of Primary. P7 to lead a Walk a Mile in My Shoes community event
- 1.5 Provide training for all new staff, continue to use PATHS as the bedrock of our HWB programme in the Nursery
- 1.6 Build on this success by having a programme of planting, growing, harvesting and cooking healthy foods

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 Develop a whole school language of learning which is age and stage appropriate
- 1.2 Continue to develop Family Learning Courses in conjunction with Partners
- 1.3 Nursery to work in conjunction with CLD to develop a range of cookery projects with parents

Progress:

1.1 All teaching staff have worked collaboratively to rigorously define our Aileymill Language of Learning. This describes what an Aileymill Assessment Capable Child looks like from P1-P7. This has been carefully moderated to ensure consistency and progression. All staff now have a clear understanding of Visible Learning at their stage.

1.2 There has been disappointingly little progress made on this due to staffing issues with CLD.

1.3 A group of parents took place in an 8 week programme of budgeting, planning and cooking healthy foods

Impact:

1.1 Use of LI/SC now embedded across the school, all staff comfortable in the application of Visible Learning at their stage.

1.2 Minimal

1.3 Parental feedback was hugely positive, some parents went on to take Food Hygiene certification, however, due to changes in staffing at CLD we have been unable to re-run this successful programme.

Next Steps:

1.1 Parental Involvement Team to create a pupil/parent friendly leaflet explaining our Language of Learning, PT Attainment to create an animated Video Scribe to share online, skills language used in new format reports by October 2019

1.2 New CLD worker will be appointed in June 2019. Families Connect to be run in conjunction with new worker from August 2019.

1.3 When new CLD worker is appointed, plan a programme of Parental engagement to build capacity having the long term aim of parents leading workshops with their children.

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. There are currently 125 children on an Enhanced Universal Pathway, 8 on Collaborative and 19 on Enhanced Collaborative.

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 4.6 FTE ASNs
- Employ 1.0 FTE Health and Wellbeing Coach
- Employ 0.6 Child Therapist
- Employ 0.6 EYECO
- Literacy and Numeracy Resources
- Resources to develop HWB

IMPACT

- Support for Learning team now includes 1.2 class teachers, 0.6 EYECO. 0.5 teacher (core) and has afforded targeted support to 124 pupils
- Improvement in attainment for almost all pupils targeted for support, quantitative data collated termly
- 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 as monitored by our HWB PT
- GIRFEC evaluations by pupils illustrate high levels of wellbeing amongst almost all of our pupils
- Pupils have had daily access to a sports specialist, however, we have been unable to properly evaluate the impact in the playground of our HWB coach. Given the reduction in our PEF budget for 2019-20, it is likely that this intervention will not be continued past June 2019
- Mind Mosaic has supported 27 children and their families since Aug 2018. Pupils have been 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. Active Literacy data shows a 22% increase in pupils making appropriate progress (Oct – Feb)

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

Our See Me mental health project has had national recognition and we have been invited to participate in next sessions Scottish Learning Festival.

We believe that we are the first school in Scotland to send our dreams to the edge of space via a joint project with Stratonauts!

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.

All of our pupils enjoyed a wonderful Sports Day organised by our Parental Involvement Team

Our P1 pupils took first place in the Singing Games class at Inverclyde Music Festival

Our P6 and P7 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 1 trophy. Over 180 pupils took part in this event over its two week duration.

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