

INVERCLYDE PRIMARY SCHOOLS ATTAINMENT REPORT 2017-2018

School Name: Any Primary School

Family Group: A*

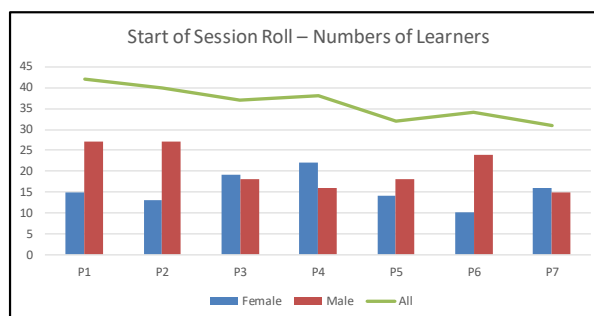
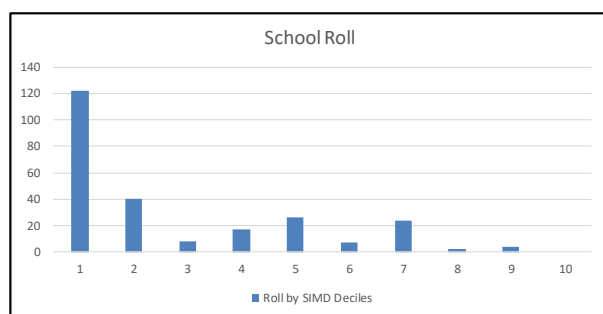
Section 1: The School in Context

Total Roll:	271
FME:	26.69%

Roll by SIMD Deciles	1	2	3	4	5	6	7	8	9	10
No. of Pupils	122	40	8	17	26	7	24	2	4	0
Percentage	45%	14.8%	2.9%	62.7%	9.6%	2.5%	8.9%	0.7%	1.4%	0.0%

Start of Session Roll – Numbers of Learners

	P1	P2	P3	P4	P5	P6	P7
Female	15	13	19	22	14	10	16
Male	27	27	18	16	18	24	15
All	42	40	37	38	32	34	31



Source: BI School Roll Report (ATT 7), SEEMiS BI Oct 2017

Attendance, Absence & Exclusions Data

Year	Attendance	Attendance by SIMD		Local/ Family Group	National	Exclusions (openings)	Exclusions Family Group
		1 & 2	3 – 10				
2017 – 18	93.4%	93.1%	94.5%	92.9%		0	42
2016 – 17	94.4%	94.4%	94.9%	93.5%	94.34%	0	17
2015 – 16	95.0%	94.8%	95.7%	94.3%		0	2
2014 – 15	94.0%	94.0%	94.4%	93.7%	94.63%	0	9
2013 – 14	95.2%	94.8%	95.4%	94.3%		3	46

Source: BI Report, SEEMiS BI 27 June 2018

* Family Groups consist of sets of schools with a similar profile of children living in SIMD.

Evaluative Comment(s): *(comment on actions relating to attendance & exclusions and any evaluative statements)*

- The school profile shows that two thirds of the school population (59.8%) resides in SIMD 1 - 2 with 40.2% residing in SIMD 3-10.
- Our attendance figures for the last 5 years show that our attendance rate for SIMD 1-2 and 3-10 are higher than the local/family group. Our attendance rate has remained steady between 93% and 95% with a dip of 1% in 17/18 which sits at 93.4%.
- The variation in attendance between SIMD 1-2 and 3-10 indicate a lower attendance in SIMD 1-2 compared to 3-10 however by only a minimal amount except for 17/18 which shows a difference of 1.4%.

13/14 - 0.4%, 14/15 – 0.4%, 15/16 – 0.9%, 16/17 – 0.5%

- There have been no exclusions from the school since session 2013/2014. In the last 5 years Any Primary School's exclusion figures have been significantly lower than the family group.

Next steps:

- Full implementation of Inverclyde Managing Attendance Policy with a particular focus on monitoring SIMD 1 – 2.
- Our school at times has a small group of children who are transient due to their circumstances (Women's Aid). Their attendance fluctuates at times. We intend to focus on the support mechanisms for them and continue to signpost the families to the help that they require.

QI evaluations

	Establishment Evaluation
1.3 – Leadership of Change	Very Good
2.3 – Learning, teaching & assessment	Good
3.1 – Ensuring wellbeing, equity & inclusion	Very Good
3.2 – Raising attainment	Good

- The QI evaluation for 2.3 is based on consistency across the school. While in our opinion the evaluation is sitting very close to very good, the extreme difficulties with staffing in the year 17/18 meant that consistency across the school could not be ensured.

Section 2: Overview of Attainment in Standardised Assessments

Current Session: 2017/18

Current P7 Cohort	P1 11/12	P2 12/13	P3 13/14	P4 14/15	P5 15/16	P6 16/17	P7 17/18
Reading	45.5		53.2		48.8		47.2
Writing							
Listening & Talking							
Numeracy	43.9		47.8		46.7		45.9

Current P6 Cohort	P1 12/13	P2 13/14	P3 14/15	P4 15/16	P5 16/17	P6 17/18
Reading	52.4		52.2		51.9	
Writing						
Listening & Talking						
Numeracy	49.9		53.3		50.5	

Current P5 Cohort	P1 13/14	P2 14/15	P3 15/16	P4 16/17	P5 17/18
Reading	47.1		46.8		49.2
Writing					
Listening & Talking					
Numeracy	46.1		46.7		49.0

Current P4 Cohort	P1 14/15	P2 15/16	P3 16/17	P4 17/18
Reading	47.8		48.0	
Writing				
Listening & Talking				
Numeracy	44.5		48.2	

Current P3 Cohort	P1 15/16	P2 16/17	P3 17/18
Reading	48.5		47.5
Writing			
Listening & Talking			
Numeracy	45.4		46.1

Current P2 Cohort	P1 16/17	P2 17/18
Reading	45.9	
Writing		
Listening & Talking		
Numeracy	50.5	

Current P1 Cohort	P1 17/18
Reading	49.4
Writing	
Listening & Talking	
Numeracy	55.9

Section 3: BGE Benchmarking

		P1				P4				P7			
		R	W	L&T	N	R	W	L&T	N	R	W	L&T	N
School	2017-18												
Family Group													
VC													
School	2016-17	-0.11	-0.17	-0.11	-0.08	0.84	0.77	0.99	0.73	1.90	1.76	1.94	1.80
Family Group		-0.18	-0.20	-0.15	-0.15	0.72	0.69	0.85	0.69	1.72	1.64	1.77	1.68
VC		-0.24	-0.28	-0.16	-0.19	0.71	0.63	0.80	0.69	1.66	1.55	1.72	1.60
School	2015-16												
Family Group													
VC													

Evaluative Comment(s): *(comment on attainment Standardised Tests including trends over time)*

Cohort Journeys:-

- P1 – there is a strong starting point for numeracy (55.9) which is significantly above 50 and literacy (49.4) almost at 50.
- P2 – this cohort also had a strong starting point in P1 in numeracy (50.5) and reading (45.9).
- P3 – The P3 cohort shows a slight decrease in reading but an increase in numeracy.
- P4 – the P4 cohort shows gains in both literacy and numeracy from P1 to P3.
- P5 – the P5 cohort shows gains in both numeracy and literacy from P1 to P5 however there was a very slight decrease in reading by 0.3 at P3 stage.
- P6 – standardised assessment shows a slightly decreasing trend from P1 to P5 in reading and an increasing picture from P1 to P5 in numeracy.
- P7 – this cohort has a more variable attainment picture. There have been gains in both numeracy and reading from P1 to P7 however there was a significant gain at P3 in both areas and a decreasing trend to P5 and P7.

BGE Toolkit

- P1 are outperforming the family group and virtual comparator across Reading, Writing, Listening and Talking, and Numeracy.
- P4 are outperforming the family group and virtual comparator across Reading, Writing, Listening and Talking, and Numeracy.
- P7 are outperforming the family group and virtual comparator across Reading, Writing, Listening and Talking, and Numeracy.

There are a number of factors which have led to these figures including:- a greater focus on reporting attainment and measuring progress within the BGE, improved tracking and monitoring, deeper understanding of benchmarks, involvement in cluster and inter authority moderation, as well as improvements in pedagogy.

Section 4: Teacher's Professional Judgements

Primary 7

Year	Criteria	Reading	Writing	Listening & Talking	Numeracy
2017/18	SIMD 1 – 2	81.6%	72.9%	100.0%	79.3%
	SIMD 3 – 10	85.7%	84.7%	100.0%	100.0%
	All	84.3%	75.7%	100.0%	74.3%
2016/17	SIMD 1 – 2	92.9%	85.7%	96.4%	83.1%
	SIMD 3 – 10	86.7%	61.0%	93.3%	81.0%
	All	91.7%	76.7%	95.3%	82.4%
2015/16	SIMD 1 – 2	72.0%	72.0%	80.6%	72.0%
	SIMD 3 – 10	77.9%	61.5%	85.6%	83.6%
	All	72.1%	67.7%	80.0%	74.3%

Primary 4

Year	Criteria	Reading	Writing	Listening & Talking	Numeracy
2017/18	SIMD 1 – 2	75.2%	72.4%	82.0%	74.0%
	SIMD 3 – 10	92.7%	83.3%	91.7%	76.9%
	All	82.4%	76.5%	86.3%	77.3%
2016/17	SIMD 1 – 2	88.9%	82.3%	94.0%	76.0%
	SIMD 3 – 10	82.8%	76.0%	94.0%	84.3%
	All	88.2%	81.0%	95.0%	79.1%
2015/16	SIMD 1 – 2	81.4%	77.5%	95.1%	64.9%
	SIMD 3 – 10	91.7%	75.0%	100.0%	71.0%
	All	86.2%	74.9%	95.6%	68.6%

Primary 1

Year	Criteria	Reading	Writing	Listening & Talking	Numeracy
2017/18	SIMD 1 – 2	76.8%	71.2%	95.4%	70.0%
	SIMD 3 – 10	89.5%	89.5%	96.7%	92.7%
	All	80.8%	80.1%	94.6%	82.8%
2016/17	SIMD 1 – 2	91.9%	81.6%	91.9%	92.3%
	SIMD 3 – 10	87.0%	80.8%	86.0%	91.9%
	All	89.2%	81.4%	88.2%	93.2%
2015/16	SIMD 1 – 2	82.0%	82.0%	82.0%	77.2%
	SIMD 3 – 10	83.3%	66.7%	91.7%	84.3%
	All	83.4%	77.5%	88.2%	80.4%

P1 – Evaluative Comment(s): *(comment on P1 attainment e.g. how does it compare to authority average, family group, virtual comparator including trends over time, moderation and attainment gap)*

Session 2015/2016 – TPJ showed a positive start with most children achieving early level.

Session 2016/2017 – TPJ were high across all literacy elements with most children achieving early level and almost all in numeracy.

Session 2017/2018 – TPJ were high across reading, Writing and Numeracy with most children achieving early level and almost all achieving Listening and talking.

The data shows that there is a difference between the cohorts of 16/17 and 17/18 with a downward trend except for L & T however all aspects still perform above our family group and virtual comparator schools.

The attainment gap linked to deprivation in 16/17 showed no gap and in fact SIMD 1&2 were outperforming 3-10. However for 17/18 cohort there is a significant gap in reading, writing and numeracy but not in L&T.

Next steps :

- Continued focus on SEAL numeracy and active literacy.
- Targeted intervention support for SIMD 1 – 2 from Attainment Challenge colleagues and school based staff funded by PEF.
- More rigour in the transition information before P1 attend school. Our P1 intake was from 12 different nurseries leading to an inconsistency in the learning pathways for children at early level.

P4- Evaluative Comment(s): *(comment on P1 attainment e.g. how does it compare to authority average, family group, virtual comparator including trends over time, moderation and attainment gap)*

Session 2015/2016 – TPJ show most children achieved first level in reading and writing, almost all in L&T and the majority in numeracy.

Session 2016/2017 – TPJ show very strong results for this cohort across all elements with most achieving first level in reading, writing and numeracy and almost all in L&T.

Session 2017/2018 – TPJ for this cohort shows a decline in attainment compared to previous cohort with most achieving first level in reading, L&T and numeracy and writing.

The data shows that there is a difference between the cohorts of 16/17 and 17/18 with an upward trend and in all aspects we perform above our family group and virtual comparator schools.

It is important to note here that this class has experienced significant disruption to their learning. This changed for P4 year and significant interventions were put in place from school and attainment challenge colleagues to fill any gaps. The impact of this intervention is yet to be evidenced in attainment scores.

The attainment gap linked to deprivation in 16/17 showed no gap in literacy elements and in fact SIMD 1&2 were outperforming 3-10. There was a gap for numeracy. However for 17/18 cohort there is a gap in reading, writing and L&T but a minimal gap in numeracy. Specific numeracy intervention focus was planned this year and has had positive results in reducing the gap.

Next steps :

- Continued focus on literacy, numeracy and writing linked to SEAL and Active Literacy. Embedding these strategies at P4 level and upskilling teachers. Planning for writing will be based on the agreed cluster moderation outcomes.

P7 – Evaluative Comment(s): *(comment on P1 attainment e.g. how does it compare to authority average, family group, virtual comparator including trends over time, moderation and attainment gap)*

Session 2015/2016 – TPJ show the majority of children achieved second level in reading and writing and numeracy and most for L&T.

Session 2016/2017 – TPJ show almost all children achieved second level in reading and L&T and most for writing and numeracy.

Session 2017/2018 – TPJ show all children achieved second level L&T, and most achieved reading, writing and numeracy.

The data shows that there is a difference between the cohorts of 16/17 and 17/18 with a downward trend except for L & T however all aspects still perform above our family group and virtual comparator schools.

The attainment gap linked to deprivation in 16/17 showed no gap and in fact SIMD 1&2 were outperforming 3-10. However for 17/18 cohort there is a small gap in reading and a larger gap in writing and numeracy but no gap in L&T.

Next steps :

- Re focus on the targeted intervention using the Literacy Toolbox to ensure gaps in skills and knowledge are addressed.
- Full implementation of Catch Up Literacy programme using support staff to support reading.

Focus Questions for Attainment Conversation

HGIOS4 Quality Indicator 3.2 Challenge Questions:

- How well is assessment evidence used to inform teacher judgements?
- How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition?

Section 5: Progress of Specific Groups – Improving Outcomes

Group	No.	How is this group performing compared to others?	Next Steps
Looked After Children	3	2 children on track and making the appropriate progress. 1 child not achieving the appropriate level.	Continue to monitor For those not achieving the appropriate level – monitor progress and identify and implement interventions to support progress.
Ethnic Backgrounds	1	Travellers – both children are on track and making the appropriate progress for their age and stage.	Continue to track and monitor termly.
Young People with a disability			
EAL Pupils	5	1 child competent in English- on track and making appropriate progress. 1 child stage 3 English acquisition L&T and numeracy on track/ reading writing below expected level. 3 children beginning English – just arrived at the school. Currently assessing their academic levels where appropriate.	Continue to monitor. Continue with EAL support and ASN support within school for literacy. Continue with assessment of understanding in English.
ASD pupils (with diagnosis)	12	6 children on track and making the appropriate progress. 6 children not achieving appropriate level.	All children are carefully monitored through the school's GIRFEC review process with academic targets and bespoke programmes and responses to their ASD needs. For those not achieving the appropriate level – monitor progress and identify and implement interventions to support progress.
ADHD pupils	4	1 child on track and making the appropriate progress 3 children not achieving appropriate level.	All children are carefully monitored through the school's GIRFEC review process with academic targets and bespoke programmes and responses to their ASD needs. For those not achieving the appropriate level – monitor progress and identify and implement interventions to support progress.
<i>(you may want to detail additional specific groups here)</i>			

Focus Questions for Attainment Conversation

HGIOS4 Quality Indicator 3.2 Challenge Questions:

- How well are we removing barriers to learning and ensuring equity for all?

Section 6: Wider Achievement

Priority: Improving Achievement

Focus Questions for Attainment Conversation

HGIOS4 QI 3.2 Challenge Questions:

- How well do we track, recognise and value the personal achievements of all learners?
- How well do we utilise accreditation where appropriate, to recognise and celebrate achievement?
- How well do our systems promote equity of success and achievement for all our children and young people?

Section 7: Attainment Evaluation

Evaluative of learners progress (P1-P7):

Key Messages

- School Profile – 64% of children reside in SIMD zones 1 and 2.
- Overall school attendance shows a very slight gap between SIMD 1 - 2 and 3 – 10. Overall attendance figures for the last 5 years shows that Any Primary School's attendance is higher than our family groups.
- Variable picture of attainment across P1, P4, P7 compared to previous year's cohorts.
- Very strong performance in 2016/2017 BGE Toolkit. The school outperforms our family group and virtual comparators at every level and for every subject.

Focus Questions for Attainment Conversation

HGIOS4 Quality Indicator 3.2 Challenge Questions:

- How well are our approaches to raising attainment improving outcomes for children and young people?

Section 8: Joint Practice/Collegiate Working

What practice can you share that is making a difference to attainment/closing the gap/wider achievement in your school?

Our aim at Any Primary School has been to support and establish a structure based on the Inverclyde Attainment Challenge model – essentially grow our own – in order that we can be sustainable when the national funding stops.

Practice that has been making a difference is –

- Dialogic teaching
- Active Literacy and the use of SEAL strategies from P1-4
- Visible learning – focus on pedagogy across the school and upskilling of staff
- Nurture – targeted intervention and upscaling whole school nurturing approaches
- Rigorous self-evaluation and tracking and monitoring

What do you want to learn more about in relation to aspects for development/next steps in your school?

- POLAAR assessment
- Continued focus on the use of digital literacy to support attainment
- Develop assessment capable learners through use of visible learning strategies.
- Any other early interventions strategies/approaches with positive outcomes from across Scotland and within authority.

What are the next steps for your school?

Continued focus on raising attainment and closing the poverty related attainment gap.

**To be completed and
returned to Head of Service,
by:**

22 October 2018

Appendix – from HGIOS4

Quality Indicator 3.2 Raising Attainment and Achievement – level 5 illustration

Attainment in literacy and numeracy

Learners make very good progress from their prior levels of attainment in literacy and numeracy. We have raised attainment in literacy and numeracy for all learners.

Attainment over time

Across all curriculum areas we have raised attainment continuously over time and/or maintained consistently high standards of attainment for all learners. Learners make very good progress from their prior levels of attainment. Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgments about how well children and young people are learning and progressing. A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition. The attainment of individuals and groups has improved consistently over time.

Overall quality of learners' achievement

Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.

Equity for all learners

We have effective systems in place to promote equity of success and achievement for all our children and young people. We have raised the attainment of all our learners and in particular our most disadvantaged children and young people. All our learners consistently move into sustained and positive destinations when they leave school.