

# Auchenlodment Primary School & Early Learning & Childcare Class



Active



Positive



Successful



Respect

## STANDARDS AND QUALITY REPORT

June 2019

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2019-2020. I hope that you find it helpful and informative.

**Mr Gerry Carlton**

**Head Teacher**

## OUR SCHOOL

Auchenlodment Primary School and ELC Class is located in the community of Johnstone Castle. The community is undergoing a period of regeneration, with over 200 flats recently demolished directly opposite the school. Building of 100 new family homes has started, with the first families moving in in early 2020.

The majority of our nursery children move into Auchenlodment Primary making transition a smooth and effective process for children and families. The majority of P7 leavers move onto Johnstone High School. Auchenlodment has strong links with the high school and will continue to build on this in session 2019-20. The school and ELCC are very proud of their achievements and their excellent reputation they hold in the community. The whole school community strive to be **Active, Positive, Successful** and **Respectful** – our school values.

## VISION

At **Auchenlodment Primary School & Nursery Class** our vision is to provide an education of the highest quality within an environment where every child feels safe, happy, nurtured and included. We work together to ensure all of our children are **ACTIVE, POSITIVE, SUCCESSFUL** and that all relationships are based on a mutual **RESPECT**.

• BE ACTIVE ••• BE POSITIVE ••• BE SUCCESSFUL •  
• BE RESPECTFUL ••• BE THE BEST •  
**BE YOU**

## SUCCESSES AND ACHIEVEMENTS

- **Literacy** – Our journey in literacy development has been recognised across Renfrewshire and beyond. The University of Strathclyde used Auchenlodment as a case study and described the work we are doing as ‘best practice’. This continues to have a positive impact on attainment, with 80% of children at P1, P4 and P7 all achieving their associated level.
- **Numeracy** – Auchenlodment, along with Renfrewshire Council set up a partnership with Stanford University and Youcubed. Mr Carlton and Mrs Scott attended conferences and visited schools in San Francisco. The Primary 6 class took part in a 2 week Maths Camp with another 5 Renfrewshire Schools. This was the first of its kind and its success has been shared across Scotland and America. It has had a positive impact on the children’s attainment and on their mathematical mindset.
- **P1 Pedagogy** – our P1 environment has been recognised by Renfrewshire Council and the University of Strathclyde as very effective practice. Mrs Ekincioglu has shared our journey at various Early Years conferences and we regularly have visitors to the class to observe the effective practice. The Play Pedagogy approach has now successfully been implemented into Primary 2.
- **Authority Inspection** – Auchenlodment was selected to host the inspectors as part of the Scottish Attainment Challenge Inspection; Renfrewshire was the first local authority to be graded as ‘Excellent’. The lead inspector visited various classes to observe learning and teaching and described Auchenlodment as ‘a fantastic school’.
- **Sporting Achievements** – We continue to build on our very effective participation in sport. We are one of a few schools in Renfrewshire to have participated in every Active Schools festival in 2018-19 and we have achieved success at each of these. We have recently submitted our application to be awarded Sports Scotland Gold Award.
- **Deputy First Minister Visit** – In May, Auchenlodment welcomed John Swinney, Depute First Minister of Scotland. He visited classes and met with children. He commented positively on the work that we are doing – ‘*It was fascinating to see your work and hear your clear explanation of your school values. You are transforming lives.*’

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

### School Leadership

- All teachers have taken on leadership roles linked to their skills, interests and the priorities in our school improvement plan. This ensures that we all work collaboratively to improve our school.
- Mrs Scott was appointed as Acting Principal teacher, after participating in the Renfrewshire Aspiring Leaders course.
- All pupils have been involved in leading improvement across the school through membership in Citizenship Groups, some of these include Eco, Fairtrade, Outdoor, Reading Café and Pupil Council . Pupils make suggestions on how to improve the school and evaluate the progress of these improvements termly.
- The leadership of the school has been highlighted as a strength by parents, staff and visitors to the school.
- Every member of support staff and Business Support Staff has taken on a leadership role through leading a Gold Club, lunchtime Story Club or before/after school clubs. Their enthusiasm and commitment for continuous school improvement and improved pupil wellbeing is outstanding.

### Staff Professionalism

- In session 18-19 two teachers and a member of support staff have participated in the Dive into Writing Programme. Combined with the three teachers who participated in the training in session 17-18, has resulted in improved teacher confidence when delivering writing in their classes. It has also provided learners with opportunities to 'just write' and to have more autonomy over what they write.
- All Early and First level staff have been trained in SEAL – Stages of Early Arithmetic Learning. Children are more able to articulate strategies that they are using to solve calculations. All of our second level teachers are now trained in Beyond SEAL. This has resulted in improved attainment in numeracy across the school and children have stronger number sense.
- Three practitioners attended the P2 Pedagogy training; this has provided a smooth transition for children as they move from P1 into P2. The P1 and P2 environments provide very effective opportunities for play based learning. This has been held up as very effective practice across the authority and beyond. Mrs Ekincioglu, the P1 teacher has presented at various events/conferences, sharing the Auchenlodment journey.
- Three of our classroom assistants have now participated in training to develop their skills in literacy and numeracy. They are more confident and skilled in supporting children during literacy and numeracy activities.
- Mr Carlton and Mrs Scott attended conferences at Stanford University and visited schools in San Francisco. This is part of the partnership between Renfrewshire Council and Stanford University along with Professor Jo Boaler of Youcubed. The Mindset in Mathematics professional learning has had a considerable impact on children's attitude to maths and this will be embedded throughout the school in session 19-20. Four members of staff have started the Winning Scotland module – Developing a Growth Mindset in Mathematics.
- Ten members of staff, including support staff and teachers volunteered to undertake an NQ Level 2 in Understanding Children and Young People's Mental Health. This demonstrates their commitment to the ensuring we are meeting the emotional needs of our children.
- Three ELCOs have embarked on their BA in Childhood Practice and the P1 teacher will be starting a Masters in Early Years Pedagogy in September.
- Four members of staff from across the ELCC and school participated in the RNRA training. These include a nursery officer, a support staff member, a class teacher and the Head Teacher. Every member of staff then participated in RNRA training in house. A Core Group has been established and an action plan created to take forward the nurture principle – All Behaviour is Communication.
- All nursery practitioners have participated in various professional learning opportunities to improve the planning process and playroom environment. All staff attended training on the Leuven's Scale and are using their new knowledge to ensure children are focused, engaged and interested in the learning opportunities provided.

### Parental Engagement/ Family Learning

- Family Learning sessions in P1 were very well attended in session 18-19. Families were invited into the class for workshops, learn alongside their child and also read and listen to stories on the SKOOPS Bus. A calendar of Family Learning sessions, focussing on Literacy, Numeracy, Nurture and Mental Health were also very well attended, particularly by P2-4 families.
- Family Learning has remained a priority in the ELCC this session with the continuation of various events, including, a Curriculum Open Evening for existing parents, an Open Evening for new parents and we have increased opportunities for parents to be involved in their child's learning through Stay and Play, Book Bug Sessions and Home Learning bags. Families from the ELCC and the school have participated in a very successful PoP Programme (Psychology of Positive Parenting Programme).
- All pupils in the school continue to use See Saw as a way to profile and share their learning with parents. The school also use Twitter as a very effective method of sharing the school's successes. The ELCC has set up a Facebook page to celebrate success and share information. The fortnightly school newsletter continues to be very popular with parents.
- How Good is My Learning target sessions have been implemented from nursery – P7. Parents, children and staff meet together to set targets for Literacy, Numeracy and Health and Wellbeing and discuss how these can be achieved.

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

### Assessment of Children's Progress

- Teaching staff and ELCC practitioners continue to make effective use of the benchmarks, through tracking and planning for assessment. Staff have identified increased confidence when making professional judgements about children's progress using class work, pupil voice and national assessments to confirm their judgements.
- All staff in the school participated in Writing Moderation along with colleagues from across the cluster. The teachers' judgements were 86% accurate; confirming that their planning, assessing and teacher judgement is very strong.
- Our attainment has improved in almost all measures. The reading and writing attainment at P1, P4 and P7 is higher than schools of similar demographic and higher than the Renfrewshire average. Attainment in numeracy at P4 continues to rise; this has been an area of focus with the support of PEF money.

### School Improvement

- 2018-19 has been a session of showcasing our strengths, demonstrating the very positive journey that the school has been on. Our work in literacy has been highlighted as 'best practice' by the University of Strathclyde, with Ms Newlove, DHT, speaking at a recent conference to University lecturers and students. We have fully embedded the Renfrewshire Literacy Approach in the school and have now moved it into the ELCC. We will continue to build on this in session 19-20, with a particular focus on the Dive into Writing.
- The very effective learning and teaching across the school has been showcased through Renfrewshire's Service Safari, Local Authority Inspection, Depute First Minister's Visit, colleagues from East Dunbartonshire visiting the school, University of Strathclyde case study, Renfrewshire's Spotlight on Success case studies on PEF and Numeracy along with various visits from cluster Head Teachers and practitioners. All feedback has been very positive.
- The work in Play Pedagogy has transformed the way our children learn in P1 and P2. Mrs Ekincioglu's (P1 teacher) skills, knowledge and experience have been recognised by the local authority and by the University of Strathclyde. She has presented to a number of audiences over the session and regularly welcomes visitors into her class to share very effective practice.

### Performance Information

- All teachers and nursery practitioners continue to monitor and track individual progress of children and reduce any gaps in attainment and in health and wellbeing. Strategies and interventions for supporting and challenging children are identified and their impact reviewed regularly. Teachers are more confident about making judgements on achievement of a Curriculum for Excellence level in line with benchmarks.
- The impact of PEF continues to be a priority this session with SMT, teachers and support staff working collaboratively to ensure the targeted children are making good progress in literacy and numeracy whilst at the same time ensuring we are raising attainment for all.

## KEY STRENGTHS OF THE SCHOOL AND ELCC

- ✓ **Relationships** – we are very proud of the stable and nurturing relationships that we have across our whole community. In session 2018-19 we have continued to build on these and from feedback received from families, partners and visitors to the school, we know that we have created a safe and secure environment for children to learn and achieve.
- ✓ **Happy, enthusiastic, motivated and confident children** who have a strong pupil voice in influencing aspects of school improvement.
- ✓ **High-quality learning and teaching** across the primary and early years classes, which provides opportunities for children to successfully lead their own learning.
- ✓ **Very effective teaching staff** who are committed to their own professional development and participate in evidence based initiatives to provide the best possible experiences for our children.
- ✓ **High quality and committed support staff** who impact positively on children's learning and their progress
- ✓ **Leadership at all levels**; high quality team work and the opportunities for **all** staff to lead developments
- ✓ The very effective use of **PEF money** to raise attainment in literacy and numeracy and to reduce barriers to learning.



## OUR NEXT STEPS – PRIORITIES FOR 2019-20

We believe that we have made **very good** progress during session 2018-19 and we will use the improvement priorities listed below to build on this progress moving forward.

### Raising Attainment in Literacy

- 1 – Continue to embed Primary Literacy Programme, with a particular focus on Dive into Writing
- 2 – Continue to implement Primary Literacy Programme into the ELCC
- 3 – Literacy Working Party to create Literacy Policy/ Expectations and revised writing assessment toolkit
- 4 – Continue and increase Family Learning sessions (literacy focus) to all families in the ELCC and school

### Raising Attainment in Numeracy

- 1 – Professional Learning for staff: Concrete – Pictorial - Abstract, Holistic Assessment & Mathematical Mindset
- 2 – Holistic Assessment and Moderation (whole cluster approach)
- 3 - Numeracy Working Party to create Numeracy Policy/ Expectations and build up bank of SEAL/ C-P-A resources
- 4 – Continue and increase Family Learning sessions (numeracy focus) to all families in the ELCC and school

### Implementation of 1140 hours will be the main priority for the ELCC in Session 2019-20

#### Health and Wellbeing

- RNRA – All Behaviour is Communication
- Emotionworks

#### Other Priorities

- Digital Schools Award
- Curriculum Rationale
- Skills Progression
- Distributed Leadership

#### Pupil Equity Fund

- Targeted Support
- Differentiated Support
- P1- P2 Pedagogy
- Social & Emotional Wellbeing

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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### **HAVE YOUR SAY!**

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, attending Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.

