



## Auchenldelement Primary and ELCC



## STANDARDS AND QUALITY REPORT

June 2021

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2021-2022. I hope that you find it helpful and informative.

Denise Newlove

Acting Head Teacher

## OUR SCHOOL

Auchenlodment Primary School and ELCC is located within the community of Johnstone Castle. The community has undergone a period of regeneration, with over 200 flats demolished directly opposite the school. The building of 100 new family homes has been completed, with the first families moving in this session. 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 2020-21. 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 Successful, Positive, Active, Respectful and Kind – our school values.

## OUR VISION, VALUES AND AIMS



## SUCCESES AND ACHIEVEMENTS

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Covid 19 pandemic has been profound and presented us with unprecedented challenges. However, despite these challenges, progress was made pre and post lockdown, of which we are very proud.

- ★ **Literacy and Numeracy** – The Renfrewshire Primary Literacy and Numeracy programmes continued to run successfully and have a positive impact on attainment. Tracking shows that we continue to raise attainment.
- ★ **Digital Learning** – Pupils and staff became very skilled in using digital platforms to support online learning. Staff exponentially increased their skills becoming proficient in the use of Google Classrooms, Bitmoji classrooms and SEESAW to ensure online learning was delivered in an engaging way.
- ★ **ELCC Care Inspectorate Report** – Auchenlodment ELCC was one of the first nurseries to experience an unannounced remote, digital inspection. The inspection recognised the consistently high standard of practice and stated that in terms of our care and support during the COVID-19 pandemic we were a graded as very good -5.
- ★ **Health and Well-Being** – Staff throughout the staff have worked extremely hard to support the mental health of our pupils and families. Staff actively use the Nurture principals to put relationships first. The Ice Pack 'Unlocking Lockdown' resource was used to support pupils in their transition back to school. Over 90% of pupils and parents said they felt well supported by the school during lockdown and remote learning.
- ★ **Supportive Partnerships** – During the pandemic we recognised the importance of supporting families both mentally and financially. We formed partnerships with Home-link, Families First, Morrison's and the local butcher to support families with food hampers, winter clothing and practical advice and mental wellbeing support.
- ★ **School Values** – Following feedback from our school community it was agreed that 'kind' should be added to our school values. The value of kindness was promoted and celebrated within daily class routines and online assemblies.

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

### School Leadership

- All teachers have taken on leadership roles within the school linked to their skills, interests and priorities in our School Improvement Plan. This ensures that we work collaboratively to improve our school.
- Adaptable leadership team. Ms Newlove our DHT has taken on the role of Acting Head Teacher and Mrs Scott our PT has taken on the role of Acting DHT after completing Renfrewshire's Aspiring Depute's course.
- Mrs Ekincioglu was appointed as Acting Principal Teacher and has completed her Renfrewshire's Aspiring Leaders course.
- Mrs Scott, our Acting DHT has supported and advised other ELCC establishments in the new remote, digital Care Inspectorate process across Renfrewshire.

### Teacher Professionalism

- All teaching staff adapted at pace in order to move learning from the classroom to online learning. All staff developed their digital skills in order to support learning from home using digital platforms such as Google Classrooms, Bitmoji classrooms and SEESAW.
- In 20-21 five practitioners trained in the Numeracy Recovery Pilot run by Education Scotland. This builds on the CLPL and skills gained through SEAL training. The focus is on assessment and using specific questioning techniques to identify gaps and provide support and strategies to raise attainment in numeracy. In session 21-22 all teaching staff will be trained in Numeracy Recovery.
- Two members of staff undertook CLPL in 'The Write Stuff' during the remote learning period. This session we will do a 'test of change' to measure the impact of 'The Write Stuff' programme on writing attainment in P3 and P4.
- All seven Support Staff members undertook comprehensive CLPL during remote learning. All completed the online course in Autism run by Future Learn. Feedback showed a wider understanding of strategies to support children with ASN.
- Our Digital Champion attended regular CLPL with the Renfrewshire Digital Team in order to support all staff with remote learning.
- Mrs Kennedy (Senior ELCO) graduated in BA Childhood Practice. This session we have another 3 ELCO's undertaking the course.
- We have two ELCO's currently embarking in Froebel Childhood Practice, with the intention to lead and train all staff to take the approach forward.

### Parental Engagement

- Auchenclochment adapted to find regular ways to engage with parents throughout the pandemic. During lockdown family engagement was a priority. Weekly contact was made with families by teachers, support staff, ELCC staff or SMT.
- Pupils and staff regularly engaged with parents about their child's learning through SEESAW. We held a 'How Good is My Learning' Open Week where pupils shared their latest and best work with their parents. Progress on targets was evidenced and new targets set. Parents could give immediate feedback and share in their child's learning journey.
- The school communicated with parents through the popular weekly newsletter on Sway sent out via text.
- Twitter posts were used as an effective method of celebrating Auchenclochment's successes and promoting our school.
- Regular use of Google Forms to survey parents to gain relevant parental feedback.
- Parents nights were adapted and were completed through phone calls.
- Regular phone calls between the Parent Council and SMT ensured communication and support to parents was provided.
- The ELCC staff made supported families by publishing online story-telling and creating activity bags for use at home.
- ELCC families also had the opportunity to engage in an informal online chat to support each other during lockdown. Mrs Scott, our Acting DHT conducted this on social media, providing opportunity for families to ask questions or seek advice.
- During lockdown, families were offered support through receiving Christmas hampers, vouchers and children's winter jackets. Families regularly received information related to foodbanks and support available in the community during lockdown. The information was shared via our social media platforms.
- provide intensive literacy and numeracy learning opportunities.
- ELCC practitioners use the recently published, Realising the Ambition document along with benchmarks and the curriculum for excellence in their planning, monitoring and assessment. All staff have read the document and amended their planning to reflect the new guidance.

## **Assessment of Children's Progress**

- Assessment was a significant tool in planning for support in the recovery phase. 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, online assessments and national assessments to confirm their judgements.
- Robust tracking discussion inform decisions on pupil support and PEF. Attainment gaps identified on the children's return from remote learning and support given to close these gaps.
- Primary 1 identified their foundation literacy and numeracy skills required more support. Staff were empowered to provide intensive literacy and numeracy learning opportunities during the recovery phase.
- ELCC practitioners use the recently published, Realising the Ambition document along with benchmarks and the curriculum for excellence in their planning, monitoring and assessment. All staff have read the document and amended their planning to reflect the new guidance.

## **School Improvement**

- All staff have focused on the implementation of recovery phase with the priority being to raise attainment in literacy and numeracy and support mental health.
- Feedback from parents showed they felt supported in the transition from ELCC to Primary 1 and a very good service was provided despite the COVID restrictions.
- Parents, pupils and staff stated the guidance and communication regarding COVID guidance was very good. This clear communication helped to reduce anxiety and provided a secure base on which to build learning.
- Staff used the Build Back Better papers to support the learning and teaching in the recovery phase.
- Staff were highly effective in adapting the Primary Literacy Programme and Numeracy Programme to online learning. Tailored support and challenge was provided on digital platforms and in the classroom.
- RNRA has been a priority across the school and ELCC. Relationships are key to supporting children's mental health in the recovery phase. The ELCC has continued to adapt their approach in all playrooms to integrate RNRA. This has been beneficial in our return to lockdown and provided opportunity for our learners to express and manage their feelings. All children have responded well to daily emotional check-ins.

## **Performance Information**

- Pupil attainment continues to be a priority at Auchenlodment. Our attainment data shows an increase in attainment in P4 and P7 in literacy and numeracy, despite the lockdown, and shows that we are above the Renfrewshire average.
- 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.
- 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.
- All ELCC staff monitored and tracked individual progress to ensure they were getting it right for every child, with particular focus on HWB. As part of the P1 transition programme, families were consulted to set and prioritise targets in Literacy, Numeracy and HWB.
- The Care Inspectorate Report in the ELCC stated that in terms of our care and support during the COVID-19 pandemic we were graded as very good - 5.

## **PUPIL EQUITY FUNDING**

PEF equity funding is specifically used to close the poverty attainment gap in Auchenlodment in literacy and numeracy. As a Quartile 2 school we receive funding for a SAC teacher. Our SAC teacher supported literacy in P2, P3, P4 and P5. Our PT supported numeracy attainment in P3, P4, P5 and P6. Feedback from pupils, parents and staff continues to identify support staff has an effective method to raise attainment. Intensive support in literacy and numeracy from skilled staff has a positive impact on attainment. We have 3 support staff funded by PEF and we will continue with this approach in session 21-22.

## KEY STRENGTHS OF THE SCHOOL

- ★ **Relationships** – we are very proud of the stable and nurturing relationships that we have across our whole community. In session 2020-21 these relationships became integral in successfully supporting pupils and families through the pandemic. Feedback from families informs us that we know that we have created a safe and secure environment for children to learn and achieve.
- ★ **Very good attainment** in literacy and numeracy. Tracking shows that we continue to perform above the Renfrewshire average in attainment in literacy and numeracy. Our P7 pupils showed an increase in attainment despite the lockdown. The data gathered in the SNSA online assessments supports the teacher judgement of increased attainment.
- ★ **High quality learning and teaching** whether it be in school or using digital platforms to engage pupils learning from home. Renfrewshire's Primary Literacy programme and Primary Numeracy Programme is embedded across the school.
- ★ **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. Staff were adaptable and proactive in developing their digital skills to provide engaging learning opportunities for the children.
- ★ **High quality and committed support staff** who impact positively on children's learning and their progress.
- ★ The **effective use of PEF money** to raise attainment in literacy and numeracy.
- ★ A **very good ELCC** which continues to provide quality care and support in terms of COVID and the recovery phase.

## OUR NEXT STEPS – PRIORITIES FOR 2021-22

The Covid 19 pandemic hindered our progress and our ability to achieve all of our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2021 – 22. We believe that we have made **very good** progress during session 2020-21 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 the tools for writing and Dive Into Writing
- 2 - Implement a test of change using The Write Stuff approach to increase attainment in writing.
- 3 – Literacy Champions to implement 'Reading Schools' to support a sustainable reading culture in Auchenlodgment Primary
- 4 – Re-establish Family Learning sessions (literacy focus) to all families in the ELCC and school
- 5 – Implementation of Raising Attainment in Renfrewshire: Effective Differentiation paper in literacy

### Raising Attainment in Numeracy

- 1 – Professional Learning for Staff: Numeracy Recovery Pilot in partnership with Education Scotland.
- 2 – Continue to embed Concrete - Pictorial - Abstract, holistic assessment and mathematical mindset and moderation
- 3 – Re-establish Family Learning sessions (numeracy focus) to all families in the ELCC and school
- 4 – Implementation of Raising Attainment in Renfrewshire: Effective Differentiation paper in numeracy

### Health and Wellbeing

RNRA – All behaviour is communication  
Core Group to audit progress  
HWB – Ice Pack Resource  
Mental wellbeing  
RNRA Award

### Other Priorities

Distributed Leadership  
Curriculum Rationale  
Outdoor Learning  
Digital Schools Award  
Digital Cluster Moderation

### Pupil Equity Fund

Targeted Support  
Differentiated support and challenge  
P1-P2 Pedagogy  
SAC Teacher  
PEF Support Staff

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, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.