



**Auchenlodment Primary School  
and Early Learning Childcare  
Class (ELCC)**

# **STANDARDS AND QUALITY REPORT**

## **June 2025**

This report will inform you of our progress and achievements in the last session and let you know about our plans for 2025-2026. I hope that you find it helpful and informative.

**Tracy Scott**

Head Teacher (Acting)

## OUR SCHOOL AND ELCC

Auchenlodment Primary School and ELCC is located within the community of Johnstone Castle.

Auchenlodment Primary is a non-denominational school with a role of 213 pupils which currently comprises of 9 classes. Our ELCC role is currently at 55 pupils with 14 children in the 2-year-old room and 41 in the 3-5 year old room. The majority of these nursery children move into Auchenlodment Primary making transition a smooth and effective process for children and families. The majority of primary 7 leavers move onto Johnstone High School which provides a strong transition programme.

Our committed staff team provide a quality education ensuring they meet the needs of our learners. Our current Senior Leadership Team comprises of a Head Teacher (Acting) and a Depute Head Teacher (Acting). We have 11 teaching staff and 5 Support Staff and an Early Learning and Childcare Officer (ELCO) in primary 1. In the ELCC we have one Senior Early Learning and Childcare Officer (SELCO), an Early Years graduate, 12 ELCOs and 3 Support Staff.

Business Support and Soft Facilities Management staff provide support for both the school and ELCC.

Auchenlodment has strong links with the community, and we will continue to build on this in session 2025-26. The school and ELCC are very proud of their achievements and their excellent reputation they hold. The whole school community strive to be Successful, Positive, Active, Respectful and Kind – our school values. Children ‘witnessed’ displaying our School Values are celebrated at our weekly assemblies.



## OUR VISION, VALUES AND AIMS



## SUCSESSES AND ACHIEVEMENTS

- Our ELCC has implemented and embedded Forest Kindergarten block sessions which run for 4 weeks each term: all our children in the ELCC have participated in the programme.
- The ELCC achieved 100% pupil registration in Renfrewshire's Imagination Library. Our ELCC use the same story books to maintain connection between home and nursery.
- The Talk for Writing approach is embedded across the school and is successfully implemented into the ELCC. Using the Talk for Writing approach has led to increased engagement and improved use of more complex language and features of writing. In the ELCC this approach has supported the development of talking, listening and rhyme. ELCC staff have adopted and implemented the Talk for Writing programme into their Forest Kindergarten programme too, which has been well received by all children. Our approaches to Talk for Writing was shared and moderated in our cluster moderation programme.
- Our Primary 6 pupils were Nursery Playmakers. This programme took place in the ELCC for a year, involving our Primary 6 pupils supporting our ELCC children with particular focus on our preschool children moving to Auchenlodment in August 2025.
- We have widened our experiences of outdoor education through implementing Wellbeing Wednesday walks, taking P5-P7 pupils walks through the Bluebell Woods and Windy Hill. Our P1-P3 pupils have extended their outdoor experiences through walks to local shops and new playparks in the community. Our ELCC have integrated walks in our community into their weekly programme.
- Our Primary 5 and 6 pupils have successfully participated in Bike-ability Level 1 and Level 2.
- Two Primary 6 pupils won the cluster Creative Engineering competition to further represent the Johnstone and Linwood cluster at the National Finals in May 2025 at the Kelvin Hall.
- Our Primary 7 pupils shared their knowledge of 3 Adobe Express challenges, giving Auchenlodment Primary School Adobe Digital Leader School Status, the first school in Scotland to receive the award!

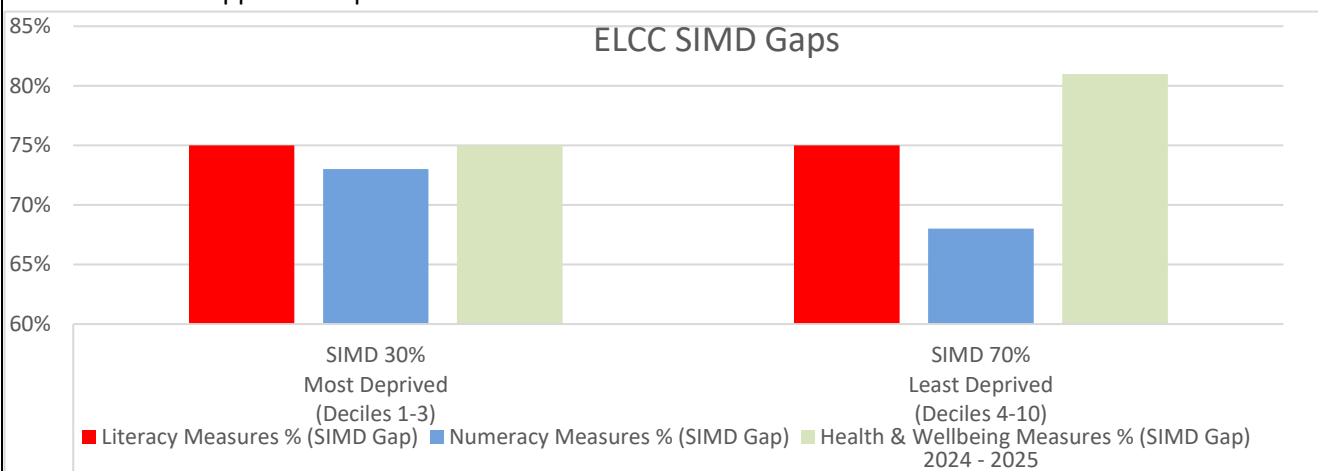
- We attended a higher number of sporting events, raising the profile of the school within the local area including Cross Country, Road Race and Football, Basketball, Dodgeball and Handball festivals.
- We had two individuals attend the Paralympics which led to one of the pupils being recruited to join the Scottish Swimming Paralympic team.
- Our Primary 6 pupils participated in the Young Leaders of Learning programme with a variety of other schools from our cluster.
- We enhanced our playground play experiences by purchasing new playground games resources and our support staff and P1 ELCO painting playground games in both playgrounds.
- We were awarded £500 numeracy grant which we used to upgrade and improve our numeracy garden.
- Our school choir have sung at various school events this year as well as singing at shopping centres and our local care home.
- We held a very successful Health Week this year which also included the local community. P4-P7 visited 4 Corners Boxing for a fun and extremely active training session. Further involvement from Judo Scotland, Kings Camp and Active Schools supported our successful Health week.
- This year we held our first Silent Disco. This has been our most successful event as every single child in the school and pre-school children participated in the event, demonstrating our strive for inclusion for all.



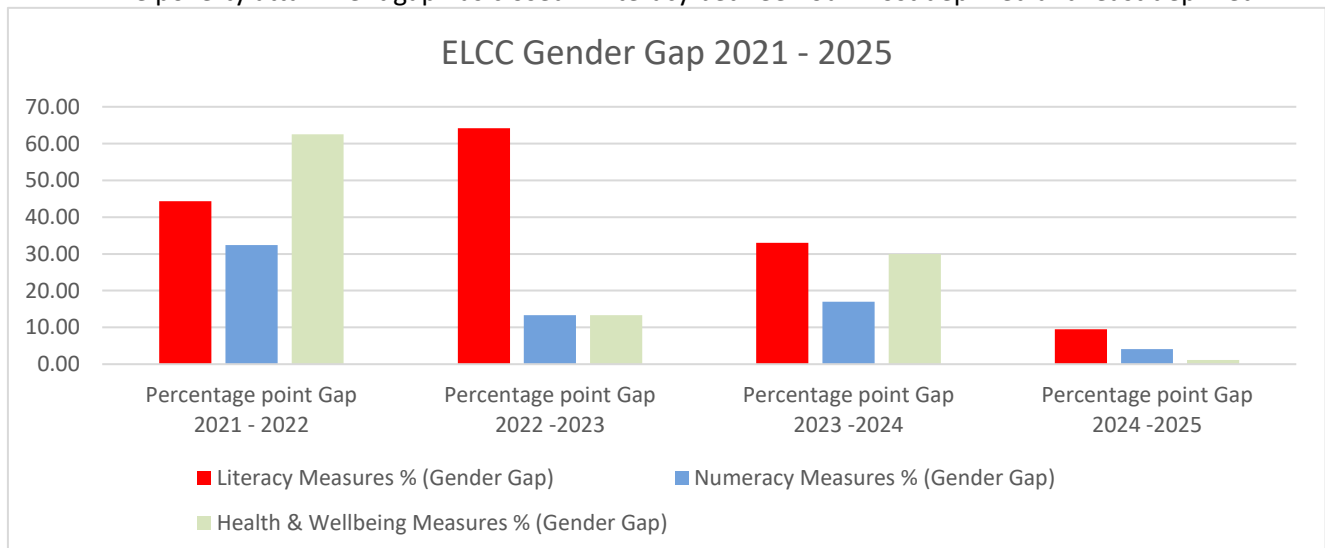
HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL AND ELCC?

**Priority 1- Raise attainment in literacy with a sustained focus on writing**

- All teaching staff continued to participate in Talk for Writing moderation with a partner school. Collaboration, peer visits and subsequent professional dialogue which resulted in improved staff confidence in the delivery of the Talk for Writing approach.
- In session 24-25 we have continued to use the Talk for Writing approach to increase writing engagement with all classes developing consistency and continuity from ELCC to P7.
- Regular ELCC Book bug sessions led by ELCOs involving the children and the parents. Feedback continues to be extremely positive and there has been an increased engagement in reading with families identifying the importance of reading to and with their child.
- We have maintained links with the Skoob Bus which has been available for families to visit on a fortnightly basis at the end of the school day, within our school playground. Our ELCC families and P1-3 families have utilised this resource in supporting reading at home.
- The Early Years Progression Toolkit is used by ELCC staff to track the progress of children and identify where support is required.



- The poverty attainment gap has closed in literacy between our most deprived and least deprived.



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- The gender gap in Literacy in the ELCC continues to close with significant improvement in 24-25. Regular meetings with staff and parents identify children's progress with the Graduate leading targeted interventions to support improving literacy attainment. Two members of staff are trained and implement Talk for Writing in the ELCC while the Graduate leads Learning to Listen programme.

- Literacy Attainment

	P1	P4	P7
L&T	90%	97%	93%
Reading	80%	97%	89%
Writing	78%	70%	71%

- Our Achievement of Curriculum Excellence Level data which focuses on P1, P4 and P7 shows the following positive trends in literacy:  
Listening and Talking attainment has improved by 13% in P4 in comparison to 23-24.  
Reading attainment has increased by 7% in P1, and 15% in P4 in comparison to 23-24.  
Writing attainment in P1 has increased by 5% in comparison to 23-24.

## Priority 2- To raise attainment in numeracy

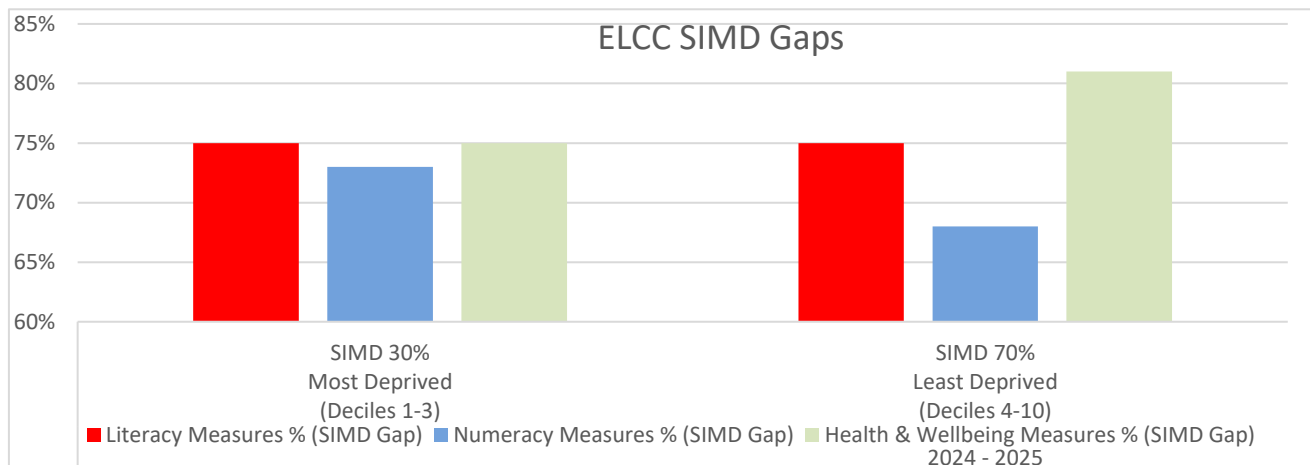
- All staff use Renfrewshire's online numeracy planners, supporting progression and coherence across all stages. In house Continuous Learning Professional Learning sessions led by Principal Teacher has supported all staff using Stages of Early Arithmetical Learning or Number Talks which has improved mental maths skills.
- All classes have adopted Numeracy walls as an effective resource tool to support all learners in class.

- Numeracy Attainment

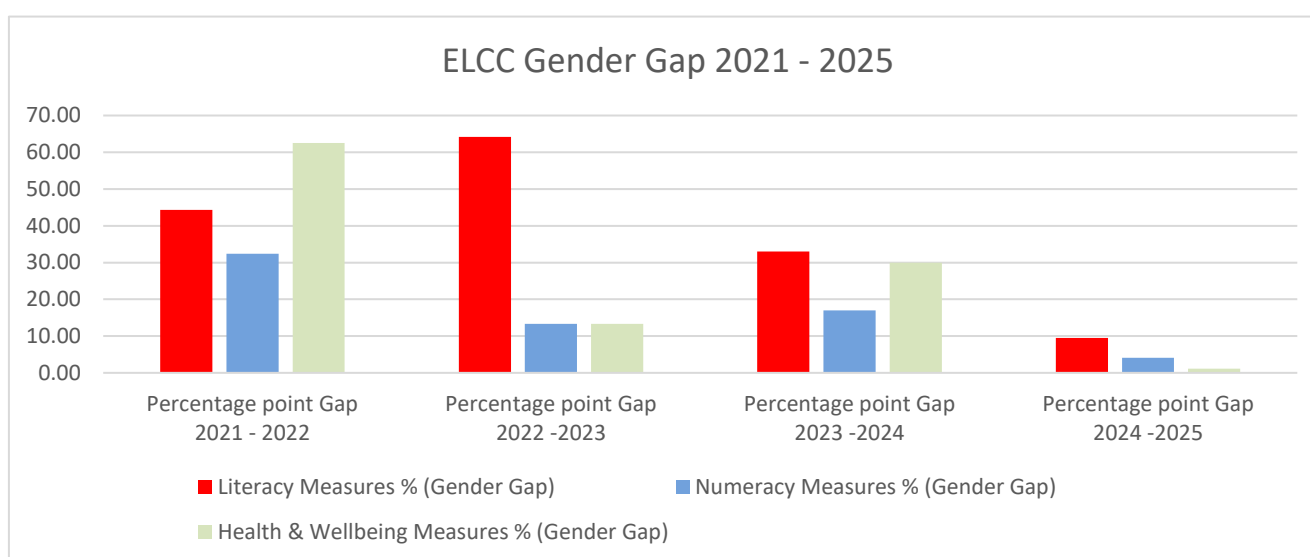
	P1	P4	P7
Numeracy	93%	63%	82%

- Numeracy attainment in primary 1 has increased by 20% in comparison to P1 in 23-24.
- Attainment has improved in numeracy for the current P2 class by 6% in comparison to their attainment levels in P1 in 23-24.
- Attainment has improved in numeracy for the current P3 class by 4% in comparison to their attainment levels in P2 in 23-24.
- Attainment has improved in numeracy for the current P6 class by 7% in comparison to their attainment levels in P5 in 23-24.
- Attainment has improved in numeracy for the current P7 class by 1% in comparison to their attainment levels in P6 in 23-24.
- In the ELCC numeracy has been embedded in all environments. Staff have worked closely together to plan and mirror the numeracy learning and teaching in playrooms outdoors too. This is further complimented and included in Forest Kindergarten walks.





- In the ELCC the poverty attainment gap has been closed in Numeracy, with our most deprived children now ahead of our least deprived in numeracy.



- The gender gap in Literacy and Numeracy continues to close with significant improvement in 24-25.
- Attainment meetings are held termly with teaching and ELCC staff to discuss the attainment progress of all pupils in literacy and numeracy (and health and wellbeing in the ELCC.). We identify children who require support and track interventions. Within the ELCC, a member of staff leads in targeted interventions in SEAL to support improving numeracy attainment.
- Collegiately agreed whole school focus on using Number Talks and SEAL as a means of increasing attainment in numeracy across the school. All staff received input from our Numeracy Development Officer or Principal Teacher on how to deliver Number Talks or SEAL.

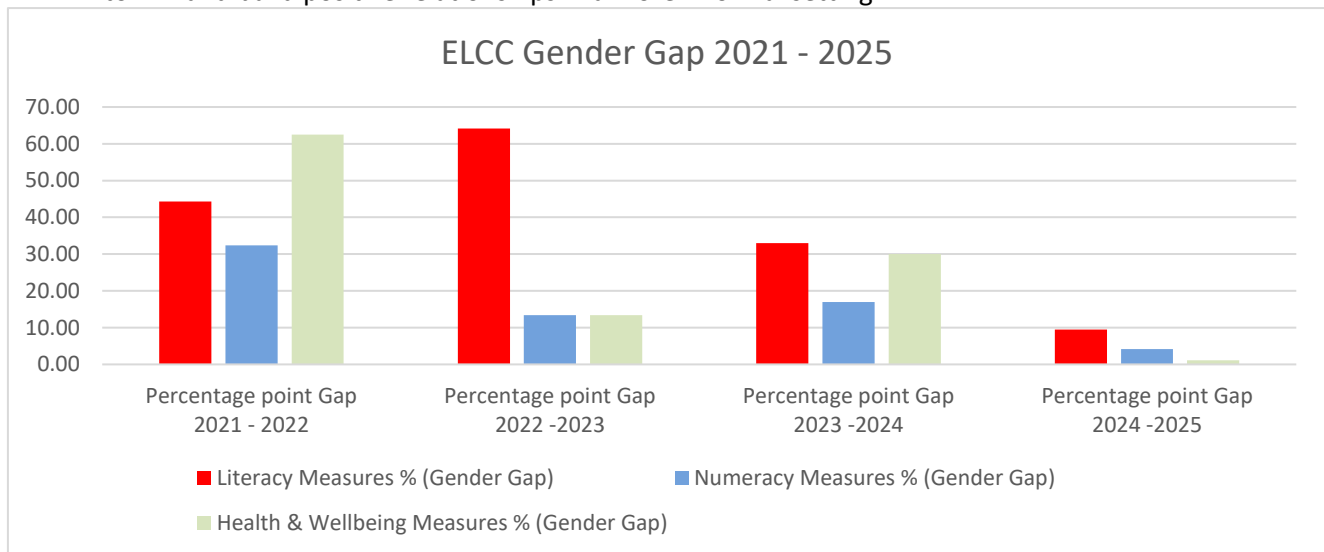
### Priority 3- Improvement in children's health and wellbeing

- All school staff and ELCC staff use a positive relationships approach. All staff have been trained in Non- Violent Resistance, Child Inclusion: Research into Curriculum Learning and Education and Nurture Principles by our link Educational Psychologist, with almost all staff reporting they feel confident in using nurturing approaches and language. This has led to nurturing and inclusive approaches being embedded in practice, allowing almost all children to access the curriculum.

- Our whole school and ELCC community demonstrate leadership to drive forward improvement and create a positive learning community centred around our school values of Successful, Positive, Active, Respect and Kindness.
- All pupils are members of Pupil Leadership Groups (Citizenship Groups) leading improvements in the school and ensuring pupil voice is integral to school improvement.
- Primary 7 pupils take on leadership roles within the school supporting other pupils through the House structure. Primary 7 pupils lead weekly assemblies and plan and lead termly house events to fundraise for charities or school funds.
- Weekly assemblies celebrate children's wider achievements and Value Assemblies celebrate children displaying our school values, enhancing children's belonging to the school community.
- Mrs Critchel (ELCO) completed her Forest Kindergarten training this session and led staff professional development training, shared good practice and led Forest kindergarten sessions with families. As a result all ELCC children participated in Forest Kindergarten for a block of 4 weeks.
- Our Primary 6 pupils have shown highly effective leadership skills through their Nursery Playmakers programme. Pupils developed their skills, leading them to plan, resource and lead play experiences in the ELCC on a weekly basis. Their contribution has been highly valued by ELCC staff, praised by parents and wanted by the children in ELCC.
- Our Primary 7 pupils have led successful lunchtime gymnastic clubs which were fully attended. Primary 7 pupils have led various whole school keep fit and dance events which are now incorporated into our weekly assemblies and Health Week. There is a high level of participation and enthusiasm to participate in the dancing events.
- All staff undertook Renfrewshire's Nurturing Relationships Approach training with our Educational Psychologist developing their knowledge and understanding of Non-Violent Resistant training, at level 1. The training has been implemented into all staff's practice and interactions with our young people.
- All our ELCOs and support workers have completed their food hygiene training with 2 ELCOs and 3 support workers also completing the enhanced food hygiene training - allowing enhanced opportunities for children to participate in food technology and food preparation in the ELCC.
- Our Clerical staff in collaboration with the Head Teacher have improved the monitoring and tracking of attendance including supporting families with interventions. The collaboration has also reviewed and improved staff's skills set in utilising pastoral notes in recording our support for our children and families.
- Our Senior Leadership team are highly visible at the school gate at the start and end of the day to allow families to discuss any concerns or ask any questions. Families are indicating a stronger link between school and homelife.
- In the ELCC, there has been a review and increase in parental engagement opportunities. Families have participated in a wide variety of fun themed days, Stay and Play sessions and Tea Talk and Toast sessions. Stay and play sessions have actively involved families scone making, clay making, attending forest kindergarten and craft making. Furthermore, in the ELCC, families have participated in target settings and progress meetings throughout the year.



- The ELCC have established strong parental relations through the reintroduction of Home Visits as part of the transition programme. Creating a family room has also strengthened relations and provided a private space for families to discuss and seek support from the ELCC staff.
- Our Primary 1 Transition programme which included an early visit in January, and afternoon in May and two afternoons in June as well as a SEESAW group and text letters and an invitation to our Spring Disco ensured parents and children felt comfortable about moving on to school.
- Parents and family members were welcomed to school events throughout the year including the Nativity, Christmas Fayre, Primary 7 Burns Supper, our Open Afternoon and Sports Day. Building a positive, open ethos in the school and providing an opportunity for staff, pupils, and family members to mix and build positive relationships in a more informal setting.



- The gender gap in Health and Wellbeing continues to close with significant improvement in 24-25. Regular pupil consultation and meetings with parents identify the key areas requiring support in Health and Wellbeing. Targeted support is identified by staff through their monthly wellbeing meetings discussing individuals and their progress.

## PUPIL EQUITY FUNDING

Our strategy to close the poverty related attainment gap is targeted and based upon:

- Identifying specific gaps in learning
- Providing targeted interventions 1:1 and / or small group settings
- Supporting Primary 1 pupils with their readiness to learn and development in literacy and numeracy through play
- Support social, emotional and mental wellbeing support through providing a breakfast before school
- Enhancing learning experiences and targeted support through online digital programmes focusing on spelling and numeracy skills.
- Stakeholder consultation on PEF highlighted the need to focus on providing attainment support through staff provision. In 24-25 we employed 1 full time ELCO to provide attainment support in Primary 1. We employed one ASNA to provide targeted interventions in literacy and numeracy.
- We employed a Breakfast Supervisory Assistant to run a daily Breakfast Club ensuring all children can be supported nutritionally and be socially and emotionally ready for school. Moreover, the aims of the

Breakfast Club were to support attendance and provide a supportive transition from home to school. Consequently, this session all breakfast club attendees were our most deprived children.

- Through robust and regular tracking meetings we were able to identify children requiring targeted support and adapt this support throughout the year. PEF staff met with SMT to regularly track the progress of the targeted children. Professional dialogue and assessments provided feedback and informed planning for next steps for targeted children.

### **Impact of PEF**

- Primary 1 data shows there has been a positive impact on attainment. We have successfully closed the gap in listening and talking, reading, writing and numeracy.
- Percentage Point Gap between our most deprived and least deprived is:
- Listening and Talking                      Most deprived ahead by 25%
- Reading                                      Most deprived ahead by 19%
- Writing                                        Most deprived ahead by 15%
- Numeracy                                    Most deprived ahead by 19%

In Primary 1 there is no longer a gap between the most disadvantaged and least disadvantaged.

- Self-evaluation from staff and pupils identifies the Talk for Writing approach as increasing children's vocabulary, use of language and ability to write in different genres.
- Breakfast Club has positively impacted the start of the day for the children attending. Feedback stated they liked talking to their friends over breakfast, attending the Lynnhurst Hotel at Christmas for breakfast and meeting people from different classes.

### **KEY STRENGTHS**

- Our school and ELCC has an exceptionally strong nurturing ethos where all staff care for and respect our children.
- Our school values are embedded in all aspects of the life and community of the school. All children know our school values, they demonstrate our school values in their daily routine.
- We have a staff team that provide children with opportunities to improve their wellbeing, celebrate their successes, increase participation and contribute to the school life through leadership roles. Our Nursery Playmakers roles have been exemplary.
- Staff have a very good knowledge of the children, their families and unique circumstances through strong relationships. This ensures the needs of our children are being met.
- Strong partnerships between parents/carers and partners to support the needs of the children in our school and ELCC.
- An effective transition programme resulting in smooth transitions from our ELCC and other ELCCs across Renfrewshire into our Primary 1 class.
- High quality events such as the P7 Burns Supper, ELCC Fun Themed Days and Colour Run resulting in meaningful, memorable experiences which the children and families value.
- Our strong relations with the inclusion team and educational psychologist have maintained and strengthened our inclusive approach and supporting each individual to succeed.





## OUR NEXT STEPS – PRIORITIES FOR 2025-26

We have made good progress during session 2024-25 and we will use the improvement priorities listed below to build on this progress moving forward.

Our School Improvement Priorities for next year are:

**Priority 1: To improve the Health and Wellbeing of all pupils**

**Priority 2: To improve the Learning, Teaching and Assessment at all stages**

Full details of the improvement priorities and actions are detailed on the establishment improvement plan which can be accessed via our school website or by contacting the 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 Auchenlodment Primary and ELCC. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.