



Bridge of Weir Primary School



STANDARDS AND QUALITY REPORT

June 2018

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2018-2019. I hope that you find it helpful and informative.

Susan Bell

Head Teacher

OUR SCHOOL

Bridge of Weir Primary serves the large village of Bridge of Weir located astride the River Gryffe about 18 miles south west of Glasgow. Bridge of Weir enjoys a reputation as a pleasant dormitory settlement within easy commuting distance of Glasgow and Inverclyde.

The school has a roll of around 520 children and provides a progressive education across the nursery and primary stages. The school is of traditional design with 16 separate classrooms which are bright and spacious. Recent refurbishment of the school in 2018 has provided a pleasant working environment for learners and staff.

The school has a dining room and gymnasium and all areas of the school are well resourced. A separate information and technology suite ensures a focus on digital learning. In session 2018 to 2019 improvements to the use of our school space will provide greater opportunity for music and cooking in the curriculum.

The school benefits from large, open playing areas which are grassed and wooded, a football pitch and paved surfaces around the building. Outdoor learning opportunities are part of our curriculum.

OUR VISION, VALUES AND AIMS

School Vision

Working together for equity, equality and excellence.

School Values

Friendliness, Honesty, Responsibility

It's OK to be different

Kindness and support for others

Respect, Co-operation, Fairness

School Aims

1. To achieve the highest possible levels of literacy and numeracy skills and work towards closing attainment gaps
2. To develop transferable skills for learning, skills for life and skills for work.
3. To develop knowledge and understanding of society, the world and our place in it.
4. To experience challenge and success which enables our pupils to develop well-informed views and act responsibly.
5. To encourage pupils to adopt active and healthy lifestyles and be equipped with the skills needed for planning their future lives and careers.

SUCCESSSES AND ACHIEVEMENTS

- Very happy and hardworking learners and staff with a great sense of community
- Very high levels of attainment and achievement in literacy and numeracy
- Highly supportive parents and carers who work in partnership with the school to ensure the best possible outcomes for children
- Improved opportunities for learners in the teaching of STEM subjects with a particular focus on maths and engineering
- Improved standards in writing with a focus on equity
- Improved opportunities for learners in the teaching of art and cultural links
- Provision of high quality training for teachers to engage in professional development and high quality discussion about teaching and learning
- Improved self-evaluation across the school, involving all stakeholders and analysis of data to target and support learning and teaching across the school
- Sports Scotland, School Sport Award – Silver on our first application

School Leadership

- All staff are supported and encouraged to develop leadership at all levels and are provided with the conditions in which to lead learning and to be supported in their professional development. Highly experienced class teachers have attended GROWTH coaching training to be able to support their colleagues and to build on their skills and capacity to encourage and support leadership.
- All staff participate in self-evaluation throughout the year and have a clear sense of the strengths and improvement needs of the school. All professional learning activities are clearly linked to the results of self-evaluation and identified areas for improvement. This is shared through our school improvement plan.
- Staff work very effectively as a team to deliver improvements with a strong ethos of sharing practice and of peer support. This is especially evident in the teacher learning community which focuses on one or two school priorities for development and is led by class teachers.
- Staff make good use of up to date research/data from Scotland and beyond to inform their learning and teaching. This was particularly evident in our work on Growth Mindset, mathematical mindsets, SEAL and fluidity of groupings to address equality and equity of learning in our classrooms. There was a measurable improvement in our learners as a result of the professional learning undertaken by teachers.

Teacher Professionalism

- Effective systems are in place to ensure that cause for concerns are raised quickly with regards to child protection, progression of learning and physical, social and emotional wellbeing.
- Almost all teachers are ambitious and expect high levels of attainment and achievement for all learners.
- Almost all teachers have positive, nurturing and appropriately challenging relationships with their learners and work collaboratively with learners to promote effective positive learning strategies in their classrooms. Growth Mindset has supported the language being used in classrooms to be consistent across the school and to develop the resilience of teachers and learners. Learners are beginning to take ownership of their own learning and this will be further developed.
- Almost all teachers have supported the school ambition of improving attitudes to maths and delivering a wider range of approaches to make maths groupings more fluid and responsive to learners' needs with positive feedback from learners.
- All staff completed Dyslexia Awareness training to better understand and provide for learners in their classroom. This increased awareness has led to earlier identification and support.
- Some progress has been made to developing digital technologies to support learning in writing. Teachers have undertaken training and can see the benefits of the support.

Assessment of Children's Progress

- Formative assessment strategies are used by all teachers to ensure that teaching and learning is progressive and providing challenge and enjoyment.
- Summative assessment is used periodically to confirm attainment and achievement through the use of the GL assessment suite. Information on reading, spelling, numeracy and attitudes to learning are used.
- Standardised assessment is used at P1, P4 and P7 to inform teacher judgement and to ensure that all children are being challenged and supported. In session 2017 to 2018 SNSA were implemented.
- CfE benchmarks are being used in literacy, numeracy, art and technology to monitor progress towards the achievement of early, first and second levels.
- Attainment and achievement meetings take place 4 times a year for professional discussion of learning and teaching and to ensure that all children are making progress.

Parental Engagement

- Very high levels of parental engagement at parent meetings, information evenings and workshops.
- Highly supportive parent council who run events in collaboration with the staff and children to create a strong sense of community and to raise funds for school improvements and additional cultural events.
- Parental feedback shows very high levels of agreement with our school values.
- Parental feedback shows very high levels of satisfaction in our school ethos and trust in the care and commitment of our staff towards our learners and families.

Performance Information

- Rigorous tracking systems which inform teachers of progress in literacy and numeracy through analysis of standardised assessment and ongoing professional discussion of formative assessment.
- Analysis of information to target learning and teaching to increase challenge and reduce barriers to learning for all.
- Continuous self-evaluation of school priorities and monitoring of progress towards success.
- Improved achievement of CfE early level across literacy and numeracy.
- Improved achievement of CfE first level across literacy and numeracy and in comparison to other schools.
- Improved achievement of CfE second level in reading and listening and talking.

KEY STRENGTHS OF THE SCHOOL

- All staff are committed to improving the school and there is a shared understanding of the strengths and areas for improvement. Staff engage in professional dialogue to share standards, pedagogy, assessment and strategies for raising attainment.
- Almost all staff work effectively as a team and are focused on learning and teaching and taking forward school improvements. There is a strong ethos of sharing practice and of peer support to improve teacher learning.
- Almost all staff are ambitious and expect high levels of attainment and achievement for all learners
- The learning environment is built on positive and nurturing relationships which in turn provides high levels of attainment and achievement in learning outcomes and happy children.
- Tracking and monitoring of learning is used very effectively to secure improved outcomes for all.

OUR NEXT STEPS – PRIORITIES FOR 2018-19

We believe that we have made **good** progress during session 2017-18 and we will use the improvement priorities listed below to build on this progress moving forward.

- New school tracking system to record learner progression and assessment information of literacy and numeracy to improve the sharing of information with staff, learners and parents.
- Improved achievement in CfE second level writing in Primary 5 -7 through improved planning, time on task, assessment and feedback to learners.
- Work collegiately and collaboratively to improve pedagogy in literacy through 'Dive into Reading' P4-7 and 'Coaching' P1-3 programmes. Improve classroom libraries to provide a wide range of reading material and enthusiasm for reading.
- Continue to develop mathematical mindsets. Engage in professional development of pedagogy in maths, with the support of coaching and modelling officers, on concrete, visual and abstract approaches and support and challenge in maths. Provide new practical resources to support teaching and learning.
- Engage in assessment and moderation training to better inform teacher judgment and standards of achievement in numeracy and maths.
- Share information with parents on the development of a growth mindset and how to support their children.
- Share information with P1 parents on changing pedagogy in Scottish education to improve outcomes for all.
- Achieve Sports Scotland Gold Award.
- Improve music opportunities for all.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed 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.