



Cochrane Castle Primary School

STANDARDS AND QUALITY REPORT

August 2022

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2022-2023. I hope that you find it helpful and informative.

Michelle Ferguson

Head Teacher

OUR SCHOOL

Cochrane Castle Primary is a non-denominational school in Johnstone. It is situated in the West Johnstone Campus, a PPP building which opened in 2008. The campus provides a bright, modern environment for learning and teaching and also hosts St David's Primary School, West Johnstone Pre-Five Centre and Adult Learning and Literacy Services. At present, there are 135 children and 7 classes. Our associated secondary school is Johnstone High School. All staff on campus work together to provide a warm and supportive environment for learning where children are supported to reach their full potential.

OUR VISION, VALUES AND AIMS

Our vision, values and aims were created in partnership with pupils, parents, staff and our school community. Our school vision encourages all learners to "aim high and be all you can be!".

We aspire, through a caring approach and high quality learning and teaching, to create an ethos which ensures a positive, respectful and stimulating environment where everybody matters and fun is had by all. We nurture every child towards reaching their full potential and to prepare them for life, through our shared values of:

SAFE HEALTHY ACHIEVING RESPECT PERSEVERANCE CONNECTED

Our aims of *we look and see, we listen and hear and we nurture and care*, along with our vision and values, are summed up in our dream poster on the front cover of this report.

SUCSESSES AND ACHIEVEMENTS

- Primary 6 participated in a STEM event (Science, Technology, Engineering, Maths) with The Royal Navy and Glasgow Caledonia University to design a Luge ramp
- Two staff members of staff trained in continuous play provision with Alistair Bryce Clegg
- Almost all staff trained in Talk for Writing approaches.
- Our School Basketball Team participated in the Inter-authority Finals Tournament
- One of our Primary 7 pupils won the 100m sprint at the One Ren Primary Schools Athletic Meet
- We participated in three One Ren team events – Netball, Basketball and Football
- We hosted a Campus Netball tournament inviting schools from the local area
- We created two campus teams with our partners St David's – Football and Netball
- All of our classes had 4 school trips this year – 2 whole school and 2 class which were topic led

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- There is a completely new senior leadership team at Cochrane Castle with the appointment of a new Head Teacher and Depute Head Teacher in August 2022.
- Active School's Coach trained in Bikeability level 1 and 2 and provided training to 25 children to improve their practical skills and cycling confidence.
- A member of teaching staff accepted for training in Renfrewshire's Improving our Classroom(IOC) to focus explicitly on improvement through self-evaluation at the classroom level.
- Two members of teaching staff trained in Continuous Play Provision with Alistair Bryce Clegg to promote active learning and high level engagement.
- To enhance pupil leadership and ensure that pupil voice is at the heart of school improvement, eight pupils were selected to be House Captains and Vice Captains.

Teacher Professionalism

- All teaching staff trained in Jolly Phonics and this evidence based approach should improve teacher confidence in delivering phonics and supporting literacy in the school.
- All Teaching staff trained in Talk for Writing. This will be used as the main context for writing and offers a consistent approach to writing across the school. This evidence based approach should improve teacher confidence in writing and increase pupil engagement.
- The Early learning Childcare Officer (ELCO) supported infant teachers in planning for play pedagogy across the infant classes.
- One teaching staff member trained in Non Violence resistance training(NVR) to support approaches to restorative practice in the school.

Parental Engagement

- Class dojo continues to be used as an effective tool for sharing children's work and experiences. Dojo is also the main platform for the school to communicate to parents and carers.
- All parents and carers were invited to an open evening in school where they were able to view their child's class and the learning that had taken place and have informal discussions with the class teacher.
- Parents were invited to attend new Primary 1 induction afternoon in the school to provide useful information and provide an opportunity for any questions to be answered.
- Parents were invited to Sport's Day and Leaver's Day events. These were very well attended with parents welcoming the opportunity to be able to participate in face to face events in school.
- To promote parental engagement, all parents and carers invited to a meet the teacher event in school where they were able to visit their child's new class and have informal discussions with the class teacher.

Assessment of Children's Progress

- Termly Excellence and Equity meetings took place between the Senior Leadership Team(SLT) and teachers for target setting and tracking of individual pupil progress across the school.
- A whole school tracker has been created to ensure that all teaching staff have access to, and are able to share the most up-to-date attainment and wellbeing information on each child's progress with the SLT.
- The table below shows the % of children who achieved expected CfE levels in June 2022.

June 2022	L&T	R	W	N
P1	63%	63%	58%	63%
P4	75%	71%	58%	71%
P7	71%	64%	36%	50%

School Improvement

- **Place2Be Counselling Service provides very good 1-1 therapeutic counselling to targeted children as well as drop-in sessions to support our pupil's health and wellbeing.**
- **Active School's Coach appointed and timetabled to improve children's engagement in sport.**
- **Digital technology continues to be used effectively across most stages in the school.**
- **The use of strategies such as 'now and next' boards and visual timetables are in place to help remove barriers to learning for many children.**

Performance Information

- **A monitoring of Teaching, Learning and Assessment Calendar is in place to promote consistency in learning and teaching across all stages.**
- **Standardised assessment is used to support teacher judgement across the school.**
- **Termly Excellence and Equity meetings take place between SLT and Teaching staff. At these meetings levels of attainment for every child in the school are reviewed and interventions discussed where appropriate.**
- **All teaching staff gather evidence of children's progress which is discussed with the SLT.**
- **Interrogation of teacher judgement data and formal assessment data, alongside other evidence collected, will be undertaken to ensure that relevant supports are in place to support children with barriers to learning.**

PUPIL EQUITY FUNDING

Throughout the session, Place2Be Counselling service provided very good emotional wellbeing support to our children and staff. 67 children were supported through the Place2Talk drop-in sessions and 5 children received 1-1 therapeutic counselling. Support for staff, through Place2Think sessions, was accessed 25 times across the academic session. This provided time for some focused discussion and reflection around classroom dynamics, referrals, teacher self-care and signposting to mental health supports and training opportunities.

"Place2Talk is a place you can talk and it makes you feel comfortable. You don't need to be stressed and can play to calm down." (Primary 4 Place2Talk)

The Active Schools Coach (ASC) has worked successfully across all stages in the school working with targeted groups to improve their engagement in sport and outdoor learning activities.

Our Coach arranged joint team events with our Campus School St David's allowing our first sporting events to be held post-Covid. Staff participated in joint working which created opportunities to see a variety of activities modelled by the ASC. The ASC supported our Primary 7 pupils on their residential trip to develop their leadership skills and improve their confidence and resilience across a range of activities.

Additional hours of support staff have provided support to class teachers and targeted children. Support staff are timetabled to offer targeted support prioritising literacy, numeracy and health and wellbeing. The impact of this will be measured through the collection of data via assessments and surveys.

The Principal Teacher(PT) provided effective targeted support in Primary 1 and Primary 2/1, with the implementation of Play Pedagogy alongside the ELCO. Both the PT and the ELCO identified children who required targeted support ensuring children who may experience a disadvantage were being fully supported.

KEY STRENGTHS OF THE SCHOOL

- ★ Through tracking and monitoring meetings school staff have a very good knowledge of the children, their families and their unique circumstances. They use this to inform planning to ensure that children's needs are met.
- ★ The staff team have created nurturing spaces and an inclusive ethos which provides children access to an environment which will encourage engagement in learning.
- ★ Re-engaging our families and wider school community after the lifting of restrictions.
- ★ Happy and confident children who enjoy engaging with school and enjoy contributing their pupil voice to influence the priorities in the school.
- ★ A strong sense of community between the shared campus schools.

OUR NEXT STEPS – PRIORITIES FOR 2022-23

The challenges associated with the Covid 19 pandemic continued to affect our progress and our ability to achieve all of our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2022 – 23. We believe that we have made good progress during session 2021-22 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Ensure a focus on Health and Wellbeing across the whole school community.
- ★ Raise attainment in Literacy with a priority focus on Writing
- ★ Raise attainment in Literacy with a priority focus on Reading
- ★ Create a robust, purposeful and progressive assessment cycle.

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.

