Renfrewshire Council

Heriot Primary School

STANDARDS AND QUALITY REPORT

June 2020

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2020-2021. I hope that you find it helpful and informative.

Hilary Paterson

Head Teacher

OUR SCHOOL

Heriot Primary is a non denominational school with an Early Learning and Childcare Class (ELCC) serving the Foxbar area of Paisley. Built in 1961 and refurbished in 2015, the building provides good facilities including an IT suite, separate gym hall with stage, a resource room and a GP Room. We continue to improve the learning environment for our children. In recent years we have added a nurture/parents' room (The Snug), an Early Years Library and a family learning area. We have also made improvements to our IT suite. This session we purchased new furniture for all classes and shared spaces which has transformed our learning environment. The school building provides barrier free access and display is of a high standard creating a quality learning environment for all service users. **T**he playground is being developed in to a community resource. It has two outdoor classrooms, a garden, mini forest, benches, planters and a range of fixed play equipment**.** The work of the school is well supported by our parents and the wider community.

Heriot Primary has around 250 pupils and an ELCC capacity of 40/40 places. It serves a socially diverse population and is surrounded by both local authority and private housing. We now offer greater flexibility in our provision of ELCC placements in response to supporting the needs of our parents.

There is an HT, DHT and PT. Our HT has overall responsibility for the school with a focus on P2 & 3. The DHT has responsibility for P4-7. Our PT is responsible for our ELCC and P1. In addition there are thirteen class teachers, which includes our Family Learning Co-ordinators, two support teachers, an Eco Co-ordinator and a Digital Learning Champion amongst others. There are also two classroom assistants, one additional support needs assistant, one ELCC Senior, one ELCC graduate, five ELCC officers and two support staff, two clerical assistants, an SDO, a Home Link worker, two music instructors, a janitor, catering and cleaning staff. Due to Co-Vid 19, this report mainly reflects the work undertaken up until March 2020. During Term 4 a wide range of remote learning opportunities were provided to all children with supports in place as required.

OUR VISION, VALUES AND AIMS

Our vision – A school where everyone's learning!

Our values – Respect, Honesty, Independence, Responsibility, Trust and Compassion

Our aims:

1. **Curriculum -** To provide for each child a broad and balanced curriculum in line with national and council guidelines with structured and progressive programmes in all curricular areas.
2. **Attainment -** To enable all pupils to achieve their potential by maintaining and developing strategies which raise attainment.
3. **Learning and Teaching -** To provide a high quality of teaching which uses a variety of approaches, builds on previous experience, involves parents and motivates children to take responsibility for their own learning.
4. **Support for pupils -** To provide support for pupils so that they respect and care for themselves and others as they develop. This will involve their personal, social, emotional, physical, intellectual, aesthetic, moral and spiritual development.
5. **Ethos -** To create a sense of identity and pride in the school by fostering caring partnerships among staff, pupils, parents, the community and other services. These partnerships should aim to create an effective and inclusive educational environment, a calm, self-disciplined atmosphere with high standards of pupil behaviour and responsible attitudes to learning.
6. **Resources -** To provide a happy, stimulating and safe environment with good use of well trained staff, and high quality and well-organised resources.
7. **Management**, **leadership and quality assurance -** To manage the school effectively through policies, strategies and systems for planning, implementing and developing the curriculum and other areas of school life. To evaluate the work of the school in all areas through effective monitoring, using information gained to progress future development.

SUCCESSES AND ACHIEVEMENTS

- Heriot Primary and ELCC was inspected in October 2019. Our evaluations were very positive and a number of strengths and areas of good practice were identified across the school and ELCC.
- Awarded sportscotland School Sport Gold Award
- Expansion of Place2Be to increase provision on our journey to become a mentally healthy school
- Able to apply for Level 2 Renfrewshire's Nurturing Relationships Approach Accreditation due to progress made across the school
- Learning environment transformed with new furniture throughout the school
- ELCC fully refurbished and reconfigured to enhance children's experience
- Qualified for Junior National Basketball Association tournament and progressed to inter-authority final
- Increased supports for identified children through use of Pupil Equity Funding
- Two Classroom Assistants represented the school at The Scottish Learning Festival
- Able to apply for Digital Schools Award due to our whole school approach to the use of digital technology
- Finalists in the Creative Competition Awards 2020 for inspiring messages about anti-racism and inclusion
- Partnership formed with Glasgow Science Centre to enhance the delivery of STEM (Science, Technology, Engineering and Maths)

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- One staff member participated in Renfrewshire's Aspiring PT leadership training to develop their knowledge, skills and capacity to lead and deliver school improvement effectively.
- Two classroom assistants represented the school at The Scottish Learning Festival to promote professional learning for support staff leading to new connections and partnerships being made.
- Almost all staff have taken on leadership roles linked to their skills, interests and the priorities in our school improvement plan. This enables us to be responsive to need and ensures that we all work collaboratively to improve our school.
- Our inspection report identified the leadership of the head teacher as a strength. This, along with strong leadership at all levels across the school, is resulting in the highly effective pace of change and improved outcomes for children across the school and ELCC.

Teacher Professionalism

- Education Scotland identified staff engagement in relevant professional learning, leadership and research opportunities linked to school and nursery improvement as a strength of the school.
- Teachers' creative approaches to numeracy and mathematics leading to children's increased confidence and motivation for learning were recognised during our inspection.
- All staff have embraced new learning in technology to allow them to provide online learning to their pupils and to stay in regular communication with them.
- Our nurturing approaches across the ELCC and school result in highly-motivated and engaged children who are making good progress in their learning.

Parental Engagement

- Highly effective partnership working was identified by our inspection team. This continues to have a positive impact on the wellbeing and confidence of children, staff and parents.
- Parent workshops focusing on values, risk and resilience and behaviour management were organised and delivered by ORBIS. This was in response to parent requests and to improve consistency of approach and understanding between home and school.

Assessment of Children's Progress

- Learning, teaching and assessment within the school was graded as Very Good during our inspection. The commitment of staff to continuously improving learning, teaching and assessment was identified as leading to children benefitting from strong collegiate working amongst staff.
- Our effective approaches to tracking and monitoring progress have a clear focus on improving outcomes for children. All staff have a role in monitoring children's progress in learning. Effective weekly and termly monitoring of children's progress and pastoral information inform ongoing support and interventions. This robust approach supports children to make effective progress in their learning.

School Improvement

- New furniture throughout the whole school has transformed our physical learning environment and has increased the number of teaching areas we can provide for targeted support.
- Our ELCC was fully refurbished and reconfigured to enhance children's experience within this setting. The new layout provides greater flexibility for teaching and learning and allows free flow to outdoor play experiences.
- Our School Improvement Plan was identified as very good during our inspection as it set out clear priorities which reflect clearly local and national initiatives and reflect the context of the school. As a staff team we regular evaluate the effectiveness of initiatives alongside the context of the school, existing practice and potential impact of change. Our improvement priorities are clearly linked to the needs of the school and the community. All improvements identified for the school and ELCC successfully enhanced the already good practice already in place.

Performance Information

- Our children are continuing to develop a positive mindset, with a particular whole school focus on numeracy and mathematics. They talk positively about using strategies to overcome difficulties in their learning. Our strong focus on increasing children's resilience and confidence is improving children's self-esteem as learners and supports them to increasingly embrace challenge.
- Our attainment data shows that all children have made progress over the last session in both literacy and numeracy.

KEY STRENGTHS OF THE SCHOOL

- The welcoming, happy and nurturing ethos and the positive climate for learning in the school
- Children are well behaved, motivated and confident and enjoy good relationships with staff
- Dedicated and creative staff team willing to develop their professional knowledge and skills and share the leadership of school improvement priorities
- Staff commitment to the care and welfare of all children
- Pupils support our improvement agenda taking on a variety of leadership roles
- The productive links made with the local and wider community.

OUR NEXT STEPS – PRIORITIES FOR 2020-2021

We believe that we have made very good progress during session 2019-2020 and we will use the improvement priorities listed below to build on this progress moving forward.

Due to the impact of Coronavirus we have reduced the number of our improvement priorities for next session.

Our most important priority will be to ensure the safe return of our pupils and staff to school. For this to happen we will support staff to understand and implement policies and procedures in relation to social distancing, hygiene and use of our outdoor spaces.

Whilst raising attainment in literacy and numeracy will remain a priority we will continue to adapt our teaching and learning to best meet the needs of all of our pupils whilst also keeping them safe. This will involve making changes and adaptations to our practice, as required, throughout the session based on national and local guidance.

Health and Wellbeing will be central to all of our work with a continued focus on nurture and mental health. It will be essential that all staff have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing. Our partnership with Place2Be will continue and will be invaluable in helping us support our school community throughout next session.

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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https://blogs.glowscotland.org.uk/re/heriot/

@HeriotPrimary

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, responding to questionnaires/surveys, participating in consultation exercises and by completing evaluations at school events.