



## Heriot Primary School and ELCC



### STANDARDS AND QUALITY REPORT June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. 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. We have 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. The 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 240 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 offer flexibility in our provision of ELCC placements in response to supporting the needs of our parents.

There is a 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 fifteen class teachers, many of whom take on a leadership role, such as Reading School Co-ordinator and Digital Learning Champion. There are also two classroom assistants, one additional support needs assistant, one ELCC graduate, one ELCC Senior, six ELCC officers, two early years support staff, two clerical assistants, a Service Delivery Officer, a Home Link worker, a music instructor, two Senior Facilities Operatives, catering and cleaning staff.

## OUR VISION, VALUES AND AIMS

**Our vision – A school where everyone's learning!**

**Our values – Family, Honesty, Respect and Kindness**

### 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.

## SUCSESSES AND ACHIEVEMENTS

We are very proud of the progress we have made this session and for our achievements.

- We achieved Reading Schools gold level accreditation in May 2023. Reading Schools is an accreditation programme for schools that are committed to building a reading culture for their learners and communities.
- Our continued promotion of leadership opportunities saw Mrs Scollen successfully complete Aspiring Head Teacher training and the Thinking About Headship programme. Mrs McNally and Miss Corr were also successful in completing Aspiring training. Mrs McNally at Depute Head Teacher level and Miss Corr at Principal Teacher level.
- We submitted our application for the Cycle Friendly School Award in June 2023 and delivered Bikeability training, at Level 1, to all our P.5 pupils (playground based) and Level 2 (on road) to almost all P.6 pupils.
- We increased the number of opportunities for our pupils to take on a leadership role within the school and ELCC and worked in partnership with Gleniffer High School to support their Sports Development senior pupils and individuals.
- We continued to engage in a range of professional learning to improve our practice. All teaching staff completed Talk for Writing Non Fiction training and our support staff attended two Talk for Writing sessions. ELCC staff, along with our Principal Teacher, completed Growth Mindset training and Education Scotland Numeracy Practitioner Enquiry.
- A number of our children achieved success in out of school activities which we celebrated and recognised. Examples include Logan Fernie (P.6) who was awarded Exceptional Young Volunteer 2022 by the charity Shopmobility Paisley and District and Lily Jane Ball who won the Provosts annual Christmas Card competition.
- We worked effectively with our established partners and established some new partnerships to benefit our pupils. These include Strathgryffe Tennis Club and The Ginger Cat children's bookshop.

# HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

## School Leadership

- Miss Corr participated in Renfrewshire's Aspiring Principal Teacher leadership training to further develop her knowledge, skills and capacity to lead and deliver school improvement effectively.
- Mrs McInally participated in Renfrewshire's Aspiring Depute Head Teacher leadership training. This training is an excellent preparatory step for staff considering this role and provides beneficial opportunities to network with other staff at a similar level.
- Mrs McInally, Miss Corr and Mrs Milne, along with our pupil Reader Leaders, continued to lead the implementation and development of the Reading Schools programme. Following the submission of evidence outlining the work undertaken this session gold level accreditation was received.
- Mrs Scollen undertook the Thinking About Headship programme and Aspiring Head Teacher training. The individual and collaborative activities undertaken increased her confidence and understanding in leadership, use of data and effective learning and teaching practices. Moving forward her practice will continue to enhance the learning experience for children.
- All staff are continuing to lead the role out of Talk for Writing across the school and ELCC. Our Project Leads participated in authority wide working groups this session to support the implementation, collaboration and moderation of this approach to support us to further raise attainment in writing.
- Strong leadership at all levels across the school, continues to result in the highly effective pace of change and improved outcomes for children across the school and ELCC.

## Teacher Professionalism

- The professionalism of our staff is a strength in our school. Throughout this year staff have continued to engage in professional learning and take on leadership and research opportunities linked to our school and ELCC improvement agenda. This has led to increased levels of attainment and engagement and provided greater opportunities for collaboration and joint working.
- Our nurturing approaches include the delivery of Seasons for Growth to identified pupils who wish to take part. This session two groups, including pupils from P.4 – 7, have benefited from this input delivered by our trained DHT. Attending these sessions has helped children to understand their own journey of grief and loss, benefitted by peer support, in a safe place.

## Parental Engagement

- We have been able to hold a number of parent events this session, the majority of them literacy related, to highlight the work we have done to raise attainment in reading and writing. These events were very well attended across the school. Our ELCC also offered an increased number of opportunities for parents this session including staff led workshops and opportunities to attend events to showcase the work being undertaken and provide a greater understanding of our early level curriculum.
- Following feedback from parents/carers we continued to offer a flexible approach for parent meetings. Parents were offered either an in person appointment or a telephone call. Appointment uptake increased for both our October and March meetings compared to last session. Parents/carers also fed back that they appreciated the increased flexibility as to when their appointment took place.

## Assessment of Children's Progress

- Our data shows levels of attainment have increased, or remained the same, this session across the majority of stages. We have seen a particular rise in attainment in reading, writing and numeracy across P.5, P.6 and P.7.
- 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 has supported almost all children to make effective progress in their learning.
- The commitment of staff to continuously improve and adapt learning, teaching and assessment continues to lead to children benefitting from strong collegiate working amongst staff.

## School Improvement

- Our School Improvement Plan for this session continued to focus on literacy and health and wellbeing.
- Ongoing work with the Reading Schools programme has continued to increase levels of reader engagement across the school this session. Our planned programme of activities has positively impacted on parent, carer & community involvement with the school.
- Following expansion of our ELCC garden, we consulted with staff, parents and children about the design and content of this area. We are working with external partners to progress these plans to ensure outdoor play experiences are increased and enhanced.

## Performance Information

- All staff regularly analyse class and school data to help plan learning and teaching to ensure all pupils needs are met.
- We utilise Data Dashboard information and Scottish National Standardised Assessment results to look outwards to help us evaluate our own data against similar schools, those within our cluster and national results. This assists us to target areas for improvement.
- The senior management team meet termly with teachers and ELCC staff to discuss children's progress using analysed data to raise attainment across the school. We continue to revise our tracking procedures to ensure there is a greater focus on supporting the most vulnerable and disadvantaged children as well as providing support and challenge for all.

## PUPIL EQUITY FUNDING (PEF)

- Shaped by our self evaluation of meeting learners needs, we chose following consultation, to utilise the majority of our PEF money on additional staffing. In particular, we used our PEF allocation to allow us to continue to have an additional class teacher, for our target year group, and to continue with two smaller classes to allow increased class teacher support of our targeted pupils. When our current P.4 children were in P.1, CfE teacher judgements evidenced lower results than previous P.1 levels. In P.2 these levels dropped further to 66% for both reading and writing and 71% for numeracy. Last session we used PEF funding to reduce the class sizes and by the end of P.3 our attainment data showed an increase in attainment for both reading (94%) and numeracy (88%) whilst writing levels remained the same. We continued to use our PEF to sustain this model and our recently gathered CfE teacher judgement data shows these increased attainment levels have been maintained or raised further. We are particularly pleased that attainment in writing has increased from 61% to 73%.
- PEF allows us to provide access to specific resources, such as IDL intervention, a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages and numeracy attainment. Home access is also provided. Daily access to this resource for our 91 (38%) targeted pupils has resulted in an average increase in reading age of over 2 years 4 months and average increase in spelling age of 2 years 1 month. We will continue to use PEF to fund this resource next session.

## 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 2023-24

Some of our priorities and actions from this session will be carried forward to academic session 2023 – 24. We believe that we have made very good progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward. Next session we will have three main priorities and a cluster priority.

### **Priority 1** – Raise attainment in Literacy with a priority focus on Writing

- Implement a consistent approach to writing using the Talk for Writing approach in combination with additional evidence-based reading and writing pedagogies
- Continued participation in the Reading Schools programme to maintain a reading culture within our learner's families and our community
- Continued involvement in Dolly Parton's Imagination Library to support our youngest learners within our ELCC to develop a love of reading
- Provide targeted support to children, ELCC to P.7, as required to improve literacy attainment

### **Priority 2** – Ensure all staff have the skills, knowledge and understanding necessary to deliver Getting It Right For Every Child (GIRFEC) effectively

- Raise staff awareness of the new National Practice Model, Local Renfrewshire GIRFEC Policy and Staged Intervention Framework
- Ensure staff are familiar with, and can access, the new single and multi-agency planning formats and records
- Raise staff awareness of all the processes and procedures associated with a Child's Plan
- Revisit the purpose and importance of a chronology, and the content required, to ensure they have an effective impact for an individual and meet the Renfrewshire Practice Standards
- Continue to consider data protection, information sharing and consent

**Priority 3 – Raise attainment in Numeracy**

- Ensure full transition to the use of the new Renfrewshire Maths Progression Planner across the school and ELCC
- Plan for consistent use of end-of-pathway and end-of-topic assessments to inform next steps in learning
- Ongoing professional learning, for school and ELCC staff, to ensure they are skilled and feel confident in the learning and teaching of all aspects of numeracy and maths
- Audit of targeted maths and numeracy resources to appropriately support identified children.
- Following introduction of IDL Numeracy to middle school classes this session, continue to use this next session and roll out to upper school

**Cluster Priority – Develop consistent approaches to managing and using information**

- Increase partnership working, within the Gleniffer cluster, to benefit all children and young people throughout their learning journey
- Use a consistent assessment approach across the cluster, through use of the GL Assessment package, to allow staff to build a strong picture of children and young people's achievements and ensure all stakeholders are engaged in planning for a successful learning experience.
- DHTs/Pupil Support Coordinators, across the cluster, will meet once per term to share practice and moderate child's plans using new Staged Intervention Framework

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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.