



Heriot Primary School and ELCC



STANDARDS AND QUALITY REPORT June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025. 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 continues to be developed in to a community resource. It has two outdoor classrooms, a garden, mini forest, Muga, 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 230 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 Head Teacher, Depute Head Teacher and Principal Teacher. Our HT has overall responsibility for the school. The DHT is responsible for our ELCC and P.1 to P.4. Our PT is responsible for P.5 – P.7. 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 Senior, one ELCC graduate, 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 were awarded Bronze: Rights Committed status in December 2023 having evidenced that we have introduced the Rights Respecting Schools Award Three Strands into our school community and that the school's senior leadership team understands what is involved in the award and is committed to embarking on the UNICEF UK Rights Respecting journey. Following our good progress towards embedding children's rights in the school's policy, practice and ethos we intend to apply for Silver: Rights Committed status early next session.
- We delivered Bikeability training, at Level 1, to almost all our P.5 pupils (playground based) and Level 2 (on road) to almost all P.6 pupils.
- Due to the work we have undertaken over the last two years, and the range of opportunities we have been able to offer, we have been able to apply to retain our Sport Scotland Gold Sports Award in June 2024.
- We successfully applied for funding from The Ernest Cook trust to allow us to purchase outdoor clothing to increase opportunities for our children to engage in outdoor learning.
- We continued to build on our successful partnership with Gleniffer High School throughout this session. We supported some of their senior pupils to achieve the Mark Scott Award and Higher Leadership Qualification through providing opportunities to deliver workshops to our pupils. Sport Development students also worked with some of our pupils and a primary tutor music group was successfully established.
- Staff engaged in a variety of professional development activities throughout this session to further improve our school and service such as Who Cares?, Seasons for Growth, Self Evaluation for Continuous Improvement, NVR and First Aid.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- 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 raise attainment in writing. An additional ELCC lead and ELCO were trained.
- Mrs McKay, Miss Corr and Mrs Milne, along with our pupil Reader Leaders, continued to lead the implementation and development of the Reading Schools programme. Following our achievement of gold level accreditation last session they have continued to build on the good practice identified and further involve our whole school community.
- Primary 6 pupils undertook PlayMaker training, delivered by Active Schools, to equip them with the knowledge, skills and confidence to set up and lead play experiences both within the playground and through lunch clubs.
- Our Pupil Council, supported by Mrs Grainger and Miss Currie, have led the way on our Rights Respecting Schools journey achieving Bronze Status and our Sport Committee have ensured we will retain our Sport Scotland Gold Award by leading a range of activities throughout this session.
- Mrs McInally participated in Early Years Strategic Leadership training. This professional learning, over five days, provided the opportunity for her to engage with key early childhood theory and to undertake a practitioner enquiry to the benefit of our service.
- 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. Further Talk for Writing training, ELCC to P.7, has ensured greater consistency in approach and shared expectations.
- 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 Home Link Worker and DHT. Attending these sessions has helped children to understand their own journey of grief, loss and change, benefitted by peer support, in a safe place.

Parental Engagement

- This session we established our Heriot Parent Staff Group. This group will work together to support school and ELCC improvement through the sharing of ideas and views in addition to raising funds through a variety of fundraising events and activities. We hope to increase member numbers next session to better reflect parental views and to support us to enhance the work of the school.
- Mr Taylor and Mrs Grainger attended Train the Trainer Family Maths Games training this year so that we can run family maths games nights next session. Initially this will be with P.4 parents/carers and then with other stages. We hope to reintroduce other family learning activities throughout the session.

Assessment of Children's Progress

- 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.
- This session, as a cluster, we introduced GL Assessments in Literacy, Numeracy and Health and Wellbeing. These assessments have assisted us to identify strengths and gaps in pupils learning, reveal barriers to learning, support children with additional support needs, provide evidence of individual and whole school progress, directly inform teaching strategies and assist with the moderation of teacher professional judgements. This assessment data will also support P.7 to S1 transition.
- 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.

School Improvement

- Our School Improvement Plan for this session continued to focus on literacy, numeracy and health and wellbeing. Our focus on writing resulted in increased levels of pupil engagement with writing tasks, particularly across P.4 -7, with an increase in attainment for almost all children.
- We invested in new hardware and software across the school, such as Promethean Boards, Chromebooks and iPads, to increase the use of digital technologies to enhance learning and teaching and to provide greater opportunities for pupils to lead learning.

Performance Information

- All staff regularly analyse class and school data to help plan learning and teaching to ensure all pupils needs are met.
- The senior leadership 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.
- Following analysis of attendance data this session, we will include attendance as an area for improvement next session. We need to take action to support identified children to be in school more to allow them to be included, engaged and involved in their learning, raise their attainment and achievement and to allow them to participate in the life of the school.
- 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.

PUPIL EQUITY FUNDING (PEF)

- Shaped by our self evaluation of meeting learners needs, we chose, as a staff, 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 to provide targeted support to identified children across P.2 – P.7 for literacy or numeracy or both. A new learning space, The Zone, was created to provide a consistent, calm learning environment for the children involved and the timetable for this area remained flexible to ensure support was more responsive and timely. Sessions within The Zone began in week two of this session with children being supported either one to one or within a small group. The initial feedback from the support teacher, class teachers and pupils involved was positive. In term two, due to a change in circumstances within the school, we had to utilise the support teacher during term two, and for the remainder of this session, in an alternative way. Next session we intend to once again use our PEF funding to allow us to provide targeted support to identified children across P.2 – P.7. In particular we will focus on P.3 pupils for reading (68%), writing (63%) and numeracy (76%) and P.7 for writing (62%) and numeracy (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 99 (43%) target pupils has resulted in an increase in reading age and spelling age for all. This session we have introduced IDL Numeracy and Maths across the school and the initial data gathered is positive. We will continue to use PEF to fund both of these IDL resources 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 2024-25

Some of our priorities and actions from this session will be carried forward to academic session 2024 – 25. We believe that we have made very good progress during session 2023-24 and we will use the improvement priorities listed below to build on this progress moving forward. Next session we will have four main priorities.

Priority 1 – To support the inclusion of all learners within the school and ELCC environment

- Through use of The Circle Framework, ensure our learning environments within the school and ELCC are inclusive for all of our learners.
- Introduce use of the Circle Inclusive Classroom Scale and Circle Participation Scale to document ongoing evaluation of practice to support inclusion and assess impact.
- Ensure equity for all learners using the Staged Intervention Framework to remove identified barriers to learning.
- Continue to liaise with partner services and agencies to best support our children, providing them with opportunities and the circumstances to achieve and succeed.
- Provide targeted support to children, ELCC to P.7, in appropriate learning environments to support attainment in literacy and numeracy.
- Increase use of technology and digital accessibility tools to support learning.

Priority 2 – To improve attendance across the school and ELCC

- Ensure greater accuracy in attendance recording to better help us to support our children, and their families, to optimise time spent in education in meaningful learning and to appropriately identify and support those who need intervention.
- Agree attendance thresholds, across the Gleniffer cluster, to ensure consistency in support being triggered and in the procedures in place.
- Gleniffer cluster to look at a range of interventions and identify those which we will all use, as is appropriate, to effectively improve attendance.
- Maintain our focus on positive relationships and an inclusive ethos and culture to continue to promote good attendance.

Priority 3 - To improve staff and pupil wellbeing and mental health

- Termly pupil wellbeing assessments using GL PASS and SHANARRI wheel.
- Regular check ins with staff and February inservice day allocated to staff wellbeing.
- Continue to run support groups for loss/change/relationships/resilience - Seasons for Growth, Circle of Friends and Nurture Groups.
- Attention Bucket training, Building Racial Literacy training, Non-Violent Resistance training and LGBT Inclusive Education training for all staff with implementation and actions taken throughout the session.
- Use of the Circle Framework across the school and ELCC to ensure inclusion for all. (see Priority 1)
- Continue to work in partnership with our School Nursing team and the Family Wellbeing Service, including Home Link, to provide support children to identified pupils.
- Building Racial Literacy programme to be undertaken by PT. Overview of programme to be shared with all staff through introductory videos and PT to feedback to staff throughout session.

Priority 4 – Raise attainment in Literacy with a sustained focus on writing

- Provide ongoing professional learning for teaching and support staff in the Talk for Writing approach.
- Literacy working party to undertake a full audit of implementation and update our operational plan and literacy overviews.
- Talk for Writing's 'Planning, Assessment and Progression' overviews to be used to plan learner experiences and inform professional judgements.
- Focus on shared writing at all stages to allow staff reflection and identification of professional learning required.
- Provide targeted support to children, ELCC to P.7, as required to improve literacy attainment.
- Raise awareness of the Talk for Writing approach with parents/carers.

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