

Lochfield Primary School



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.

Claire Macgregor Duncan
Head Teacher

OUR SCHOOL

Lochfield Primary is a non-denominational school situated in Paisley. Built in 1930 the building provides good facilities which have been updated and modernised over the past 6 years.

Lochfield has a roll of 262 pupils. We have seen a very steady increase in our roll since 2015 and we are delighted that this trend is continuing. Lochfield serves a socially diverse population and is surrounded by both local authority and private housing.

OUR VISION, VALUES AND AIMS

OUR VISION

To provide a nurturing and inclusive environment where children are supported and challenged to achieve and succeed

OUR VALUES

Happiness, Achievement, Nurture, Teamwork, Respect, Resilience, Responsibility

OUR SCHOOL MOTTO

Where every child matters and every moment counts

AIMS FOR OUR CHILDREN

- To encourage children to have fun, feel nurtured and believe in themselves.
- To enable our children to become ambitious and motivated learners with a passion to succeed.
- To equip children with well-developed literacy and numeracy skills in order for them to be successful in life.
- To nurture a sense of wellbeing in our children in order for them to become respectful, resilient, responsible and healthy young people.
- To ensure equity for all our children.

AIMS FOR OUR FAMILIES AND COMMUNITY

- To work in partnership with parents/guardians to help their child to be ambitious and achieve success.
- To be engaged in the life of the school in order that they can contribute to school decision making and be involved in our improvement journey.
- To continue to develop partnerships between parents and the wider community in order to enhance the pupils' learning.

SUCCESES AND ACHIEVEMENTS

- We have won a Bronze and Silver Award for Emotion Works and are the first school in Renfrewshire to win this. We are delighted that our commitment to putting Health and Wellbeing at the heart of education has been recognised.
- We have won a National Garden Competition run by Ikea. We won this due to our idea and our plan to create a sustainable garden in our grounds. There were hundreds of entries therefore we are very proud to have won this. We have also secured over £10,000 from various sources to help us create this.
- A number of our children have participated in local events such as the Jnr NBA Basketball, the Eilish Heron Netball League, Cross Country, Renfrewshire Road Race, Track and Field and Euro Quiz.
- Our Primary 7 girls placed 2nd in the Shot Put, 3rd in the long jump and 3rd in the 80m sprint in the Renfrewshire Track and Field competition in June 2023.
- SNSA is the Scottish National Standardised Assessments that are undertaken by P1, P4 and P7. Our children performed very well in these this year with all class results exceeding the national norms for their respective stages.
- We had a fantastically successful Health Week again this year with each class enjoying more than 20 taster sessions, workshops or health promoting activities throughout the week provided by a variety of agencies and including a number of our parents. Our Sports Day was attended by almost 150 parents.
- Throughout the year we have offered 17 extra-curricular clubs to support children's wellbeing and academic progress. It is a testament to the dedication of the staff at Lochfield that so many of these clubs have been able to be offered to our children.
- We participated in the St Mirren tickets for schools initiative giving families within our community the opportunity to attend St Mirren home games. All families who received the tickets were hugely grateful and commented very positively on the experience.

- Our robust tracking of pupils' Health and Wellbeing has produced some super results with almost all our pupils reporting that they feel safe and happy in school.
- We continue to promote inclusion and have had no exclusions for the last 8 years.
- Our attendance rates continue to be above the Renfrewshire and National average and have been for over 8 years.
- Support staff run two homework Clubs per week to support children who do not have devices at home to support with this.
- We are very proud of our strong inclusive ethos at Lochfield. Our standards of behaviour throughout the school is almost exemplary on a daily basis and we feel this is due to the strong emphasis we place on relationships and managing emotions.
- We help our families financially throughout the year in various ways such as food and toy bank vouchers, paying for children to attend our residential trip to Lockerbie Manor, issuing new school uniforms to families and paying for school trips for children.
- We are proud of the fact that we know our families well and that we have created an ethos of trust and support which means our families will ask for help if required.
- Equity is very important to us. We have 100% attendance at our P7 Residential week. We ensure all children are able to attend this trip by providing financial support to all who require this.
- We continue to have very positive feedback on our P1 Induction Programme:

"I found the visits inspiring as I could see the passion in the school."
"Staff are incredibly nurturing and helpful"

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- Leadership at all levels continues to be actively encouraged and promoted in Lochfield. Every staff member at Lochfield has a Leadership Role which ensures we are consistently improving upon the teaching and learning at Lochfield.
- All our Classroom Assistants have been trained to deliver interventions which they lead and take responsibility for. We are seeing a very positive impact upon attainment of targeted pupils in Reading and Spelling as part of an intervention funded by our Pupil Equity funding.
- Two teachers have taken on responsibility for Emotion Works and have secured our two awards as mentioned above. The impact of this means we are now providing a much more consistent and progressive Health and Wellbeing Curriculum with a real focus on developing emotional literacy for our children. We will be applying for our Gold Award in session 2034-2024
- The Principal Teacher has been trained in Maths Recovery. He will be cascading this training to our PEF funded classroom assistant and together they will be supporting targeted pupils in order to raise attainment in Numeracy.
- Our Literacy Champion is part of a Talk for Writing (TFW) working party group, led by Yvonne Daubeny, the Talk for Writing consultant for writing in Scotland. This facilitated the opportunity to have a first look at new Planning, Progression and Assessment Yearly Overviews being issued. Literacy Champion has shared these assessment documents with P1 and P4 staff ensuring they are fully informed of expectations.

Pupil Leadership

- We currently have six Head Children appointed at interview in September last year. These children take on Leadership roles within the school throughout the year and meet with the Head Teacher on a regular basis. These are aspirational roles with many children applying for these positions each year.
- We also have a number of children who are taking on Leadership Roles within school such as Digital Leaders, Pupil Council, Supportive Squad, Buddies, Monitors and Play Leaders. These leadership roles give our pupils a voice in Lochfield and demonstrates their ability to be active participants in the running of the school.
- The introduction of our Supportive Squad this year has been very positive. Several P7 children applied for this role and are helping to ensure children are included and happy in the playground.

Teacher/Staff Professionalism

- All staff attend training in TFW (Talk for Writing) at two In-service days throughout the session. The impact of this is that staff knowledge and skills are improved; the teaching of writing is more consistent across the school and the quality and quantity of most pupils' writing has begun to improve.
- Numeracy and Literacy Champions continue to attend authority meetings and ensure we have up to date knowledge on curriculum development and pedagogy.
- A number of our staff have visited other establishments in order to seek out good practice in Numeracy, TFW, Emotion Works and in supporting children with ASN

- All staff engaged in CLPL for Numeracy and are now using a range of games-based approaches to support learning and enhance engagement in numeracy. We can already see an improvement in pupil engagement.

Parental Engagement

- We have excellent relationships with our families. Almost 150 parents attended our annual Sports Day. 10 parents provided workshops during our health week.
- The travelling library 'Skoobmobile' community stops were a great success. In the 3 sessions organised, where the Skoobmobile comes to Lochfield from 3-4pm. 54 children and 36 adults attended onboard. We have received excellent feedback from our families. This will be extended next session to further promote reading within the community.
- 30 families attended our Family Cooking Club which ran throughout the year. This has developed cooking skills but also provided quality time together for parents and children.
- Our Stay, Play and Learn initiative this year has been a great success. Parents have volunteered to support play-based learning in P1 and P2 Tuesday and Friday mornings. This has enhanced children's learning and development through play and established strong relationships with parents. We aim to continue and build on the success of this programme next session.

Assessment of Children's Progress

- All teachers track children's progress through our very effective class tracker. All staff use this tracker very well to analyse current and historic data across literacy, numeracy and health and wellbeing. This system and the robust analysis of information allows teachers to identify children's progress and appropriate interventions that may be required. Interventions by our Pupil Equity Funded (PEF) Classroom Assistant, Homework Clubs, Nurturing Clubs to support emotional barriers to learning.
- Teaching staff meet regularly to plan together and focus on assessment activities to develop a shared understanding of appropriate activities to assess children's progress. Teachers plan assessment experiences that allow children to demonstrate their application of skills independently.
- Staff share assessment and other information well at points of transition in order to plan appropriately for children. Teachers adapt their planning to meet the needs of learners, taking the interests of children into account.
- Our attainment tracker continues to provide us with a robust way of tracking our learners journey and attainment over time. This is an invaluable tool in order for us to accurately self-evaluate and make improvements.
- Two TfW Cluster moderation sessions took place this session allowing staff in similar stages in schools in the Cluster to work together, to discuss implementation of this new writing programme. Working with colleagues collegiately across the Cluster, has enabled staff to create strong networks of support, sharing ideas and good practice, resulting in an increase in professional confidence when assessing writing. We will continue this next session.
- 60% of children involved in Math Recovery Interventions have improved their attainment

School Improvement

- We continue to make improvements in literacy and numeracy.
- We have made very good improvement in Numeracy this year. All staff are now making use of a new planning tool that supports planning, learning, teaching and assessment of numeracy and mathematics. This tool helps ensure progression breadth and challenge as the children move through the primary stages.
- This year we made significant investments in Numeracy resources to continue to develop the use of CPA (Concrete, Pictorial and Abstract) approaches. We are confident that, through time, we will see a positive impact on attainment.
- All staff have been given a numeracy input from the Principal Teacher and the Numeracy Modelling and Coaching Officer on developing the use of CPA approaches in the middle and upper school.
- Principal teacher organised Numeracy Modelling and Coaching Officer to work with targeted classes and support the development of class teachers' knowledge skills and understanding in Numeracy and Mathematics.
- All staff have been trained in TFW this year. Next session we will embed this approach and it is anticipated that we will see a positive impact upon attainment in June 2024.
- Staff in P1 – 3 continue to embed Bug Club phonics, reading and spelling. Staff worked collegiately to create Reading, Phonics and Spelling planners, to ensure breadth and balance across stages. New planning documents have been created to improve and track learning and teaching, ensuring tracking and monitoring of reading skills taught.
- We continue to embed and sustain a whole school reading culture. Following the framework provided by Scottish Book Trust, we will identify key areas which are mapped against How Good Is Our School 4, detailing and submitting evidence to support our action plan, aiming to achieve accreditation of becoming a Reading School, Core level, by November 2023.

Performance Information

- Evidence of children’s achievements of Curriculum for Excellence levels for 2021-2022 shows that our children have continued to make good progress.

2021-22 % achieved expected level for stage			
	Primary 1	Primary 4	Primary 7
Listening & Talking	88%	87%	89%
Reading	83%	79%	64%
Writing	80%	74%	70%
Numeracy	90%	74%	77%

SNSA Overview

- Our Primary 1s performed well and scored better than the national norm scores in **numeracy and literacy**.
- Our Primary 4s performed well and scored similarly to the national norm scores in **numeracy, reading and writing**.
- Our Primary 7s performed well and scored better than the national norm in **numeracy, reading and writing**.
- Our children in Primary 1 have also performed better in Numeracy and Literacy than learners nationally with a substantially higher percentage of children scoring in the top two bands.

Literacy

- Lochfield = 68%
- National Norm = 45%

Numeracy

- Lochfield = 77%
- National Norm = 45%

- Our children in Primary 4 have also performed better in Numeracy and Literacy than learners nationally with a substantially higher percentage of children scoring in the top two bands.

Literacy Reading

- Lochfield = 48%
- National Norm = 35%

Literacy – Writing

- Lochfield - 65%
- National Norm -35%

Numeracy

- Lochfield = 53%
- National Norm = 29%

- Our children in Primary 7 have also performed better in Numeracy and Literacy than learners nationally with a substantially higher percentage of children scoring in the top two bands.

Literacy Reading

- Lochfield = 35%
- National Norm = 32%

Literacy – Writing

- Lochfield - 26%
- National Norm -24%

Numeracy

- Lochfield = 33%
- National Norm = 27

PUPIL EQUITY FUNDING (PEF)

- We use our quality assurance information from all stakeholders in our school community to effectively to inform our PEF spending. The views of pupils, parents, staff and partners are very important to us and we use a variety of methods to ensure that everyone has their say, for example parental questionnaires, group discussions, QI questionnaires for staff and GMWP (Glasgow Motivation and Wellbeing Profile) data from pupils.
- Our school community has been consistent over the past few years in the way the wish PEF to be spent and is very clear that a substantial amount of PEF should be used for additional staffing. We have consistently done this since PEF began.

- Through our robust self- evaluation process, our ACEL, SIMD information and our GIRFEC (Getting It Right for Every Child) tracking meetings we identified children across P1-7 and in SIMD 1-3 or who received a clothing grant and who required support to remove or minimise barriers to learning. We also used our knowledge of our families to identify pupils who had these barriers but were not in SIMD 1-3. This is to ensure true equity.
- We have two classroom assistants who are funded by our PEF. We also invested in a 0.2 teacher. The sole purpose of these three individuals was to raise attainment in Reading for identified children.
- Our three members of staff were trained in the use of PM benchmarking which is an assessment tool specifically designed to explicitly assess students' instructional and independent reading levels. Pupils were baselined and then followed a programme of intervention before being assessed again midway through the year and again at the end.
- Our quantitative evidence is as follows:
 - 37% of children from P1-P5 are now achieving expected levels of attainment in Reading. We anticipate a further 47% will be on track by October 2023.
 - 41% of pupils in P6 and P7 are now achieving expected levels of attainment in Reading. A further 59% are showing very good progress and we would expect this to make a difference to attainment by June 2024 (for our current P6 cohort).
- Quantitative evidence is as follows
 - GMWP data evidences an improvement in the way children perceive themselves as learners in the majority of these targeted children.
 - Of the targeted children who also had attendance as a barrier we can evidence that four of these children have improved their attendance over this session.
- Anecdotal evidence suggests that children almost all children in P1-5 are more engaged in their learning.
- Our PEF funded classroom assistants also run a Homework Club to support children who may have device issues or who are unable, for various reasons, to complete homework at home. This homework club has a focus on Reading. Due to the inconsistent nature of homework attendance (it may be completed some weeks) it is difficult to provide quantitative evidence on the benefit of this however these children willingly attend each week and are very thankful for the support. Anecdotal evidence suggests these children feel a sense of achievement and any embarrassment for not completing homework is removed.
- Part of our PEF spend was supplementing my core staffing to reduce the time the Management Team would spend covering classes thus allowing them to provide learning support in classes on a weekly basis.

KEY STRENGTHS OF THE SCHOOL

- Our level of support for our families. We work hard to minimise barriers to learning whether these be financial or emotional or other barriers.
- Relationships across the school are very nurturing, positive and support all children in their learning. This is evidenced in the excellent behaviour of our pupils at Lochfield.
- There is a respectful and inclusive ethos which is underpinned by the school values. Children in Lochfield Primary are very proud of their school. We work hard to ensure learning and school life is fun!
- Children's level of attainment across almost all areas continues to improve.
- Highly effective teamwork of all staff in creating a nurturing ethos for learning which impacts positively on children's wellbeing.
- Partnership with parents is a real strength.
- Our whole staff team are committed and nurturing individuals who have formed excellent relationships with pupils.
- Our support staff continue to make a real difference to the learning taking place in Lochfield.
- Our attendance and exclusion stats continue to be well above the Renfrewshire and National average.

OUR NEXT STEPS – PRIORITIES FOR 2023-24

We have made good progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

- We will continue to make Health and Wellbeing a focus throughout next session with a continued focus on inclusion and equity.
- We hope to see an increase in Reading attainment next session as a result of our PEF interventions.
- Continue to focus on raising attainment in Writing as we embed the new approaches staff were trained in this year.
- DHT will provide support in P4 and P5 to reduce the poverty related attainment gap in Writing.
- Continue with Maths recovery interventions lead by our PT
- Train one PEF funded classroom assistant in Maths recovery in order to provide Numeracy interventions for more children.
- We hope to secure our Digital Schools Award, our Reading Schools Award and our Gold Emotion Works Award
- We will create a sustainable garden which will provide fruit and vegetables for our families.

Full details of the school's improvement priorities and actions are detailed in the school improvement plan which can be accessed on our website or by contacting the school office.

HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us. All feedback is listened to and we value this greatly. You can do this by speaking to the senior management team, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.



Lochfield Primary School

Quarry Road
Paisley
PA2 7RD

03003000168

Website: www.lochfieldprimary.com

Twitter: @LochfieldPS

App: LPS Pin Number: 0168