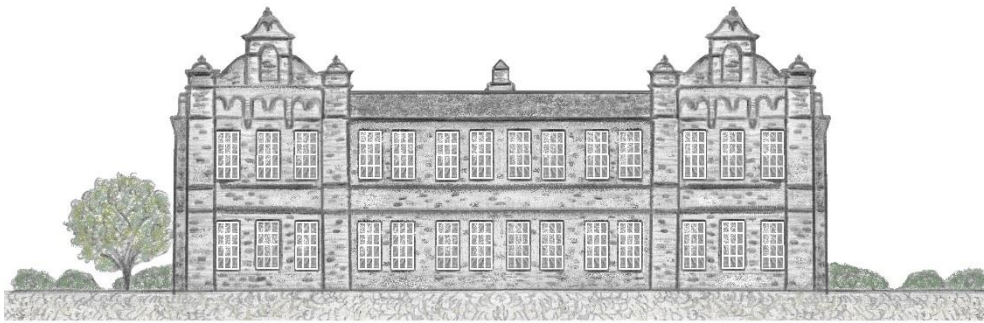


Lochwinnoch Primary School and Nursery



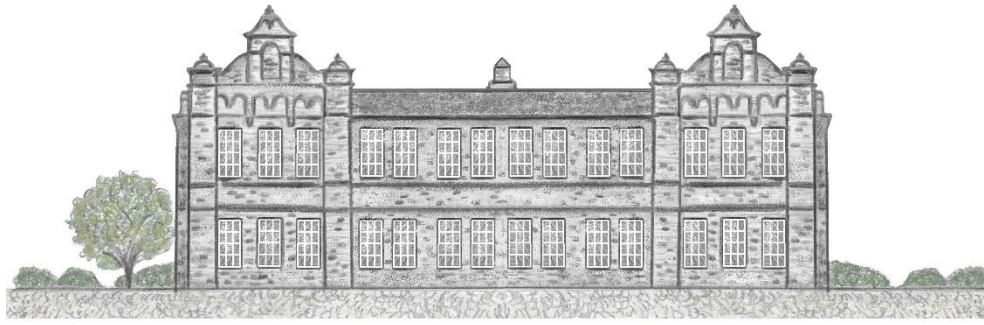
STANDARDS AND QUALITY REPORT

June 2019

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2019-2020. I hope that you find it helpful and informative.

Mrs Julie Bell

Head Teacher



OUR SCHOOL

Lochwinnoch Primary and Nursery Class is a non-denominational school and nursery which serves the village of Lochwinnoch. The school comprises a main school building which is over 100 years old and houses a gym hall which doubles as a dining hall and a separate assembly hall with removable staging. The main building accommodates 9 classes in total, 7 original classrooms and a further 2 classrooms added when the building was extended in 2012. There is an early years' annexe, housing our Nursery, P1 and P2 and an infant playbase. There are extensive school grounds with a tarmac playground, soft surface area, trim-trail, outdoor classroom, wild garden area and poly-tunnel. There is a separate enclosed nursery outdoor area.

Lochwinnoch Primary School has a roll of 216 and a nursery capacity for 60 3-5 year old places.

The school strives to be at the heart of the community and promote local events, being involved with the Rotary Club of Johnstone, the Gala Committee, the Library, the Lochwinnoch Arts Festival, the dementia friendly group, the RSPB and Clyde Muirshiel. There is an active Parent Council and a linked Fundraising Committee. The school is well regarded amongst the wider parent body and parents are very supportive both in terms of working with their children and attendance at school events as evidenced by the very high attendance at Parental and Community events.

The school staff team welcomed a new Headteacher in the last two years, offering stability and a clear vision for improvement moving forwards. The DHT has the remit for pupil support in addition to pastoral care. The PT remit is early years and pastoral care for Primary 1 with nursery transition. There are 11 teachers, 2 senior nursery officers, 3 nursery officers, 1 part time early years teacher, 2 classroom assistants and 1 additional support needs assistant. We are supported by a home link worker, a service delivery officer and 2 peripatetic music instructors. The environmental services team comprises of a janitor, catering and cleaning staff.

Our Vision, Values and Aims

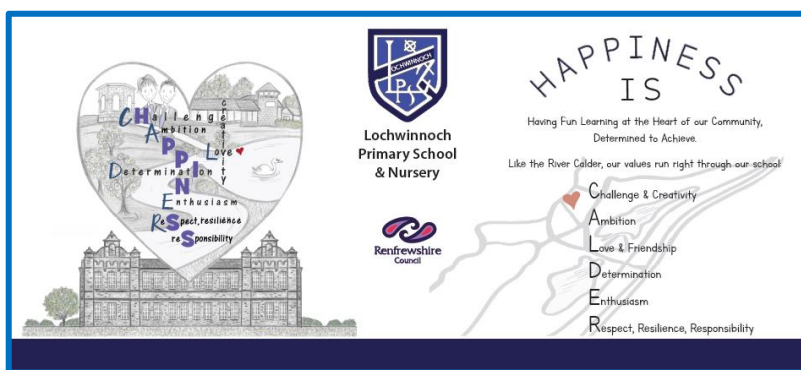
The whole school community worked together to create the school vision and re-vamped House system which was launched in February 2018 to ensure everyone is happy at school and nursery, underpinned by strong, shared values. Together, the staff team provide a warm, supportive and inclusive environment for learning.

Happiness

is

Having fun Learning at the Heart of our Community, Determined to Achieve.

Like the River Calder, our values run right through our school:



Challenge and creativity

Ambition

Love and Friendship

Determination

Enthusiasm

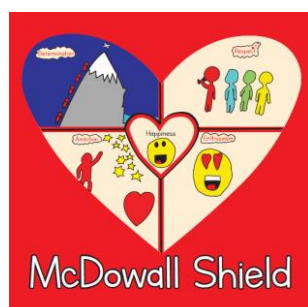
Respect, Resilience, Responsibility

Our aim is for all pupils to be happy at school and nursery, enabling them to be **successful learners**, **effective contributors**, **confident individuals** and **responsible citizens** by:

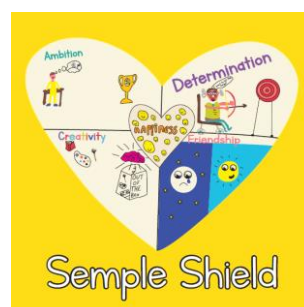
- Ensuring the physical and mental wellbeing needs of **all** are at the heart of all we do, supporting **happy** and positive relationships in school and in our wider community built on an ethos of **respect**.
- Providing a broad, balanced, progressive and coherent learning experience, offering **challenge** and support within a nurturing and **friendly** environment where everyone feels welcome, secure and their views valued.
- To offer a variety of stimulating, **creative** and active learning and teaching approaches and experiences to equip all pupils with the **enthusiasm**, **determination**, **resilience** and **ambition** to achieve essential skills for life.
- To encourage all learners to explore, appreciate, learn about and **respect** the environment.
- To recognise and celebrate continuous learning and wider achievement, encouraging everyone in the school community to self-evaluate and continuously



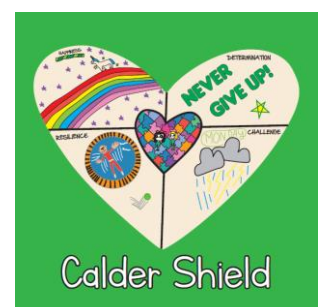
Garthland Shield



McDowall Shield



Semple Shield



Calder Shield

Our Successes and Achievements

We have improved our approaches to Curriculum development this year, introducing a number of mechanisms which will help us achieve our aim of raising attainment for all:

- New tracking system fully implemented to robustly track and monitor progress in literacy, numeracy and health and wellbeing.
- Learning Pathways and Learner journeys have been created to provide consistent learning experiences for all learner's from Nursery to P1- these have been shared with parents and very well received.
- House and Values system fully embedded and being used successfully to motivate and recognise the achievements of children within and out with school.
- Whole school nurturing approach introduced and enhanced by the introduction of our Nurture Base, The Butterfly Room. Emotionworks introduced as an Emotional Literacy Resource and being rolled out across all stages.
- Several successful theme events implemented to enhance the core curriculum- Maths week, Month of reading, Science week, Outdoor classroom day, Spanish and French cultural sessions.

We have successfully engaged with many of our community partners to embed ourselves at the heart of the community and to increase opportunities for outdoor learning:

- Planting and gardening throughout the village
- Clyde Muirshiel activities; bushcraft, photography, river dipping, tag and track
- Participation in 3 Dementia tea dances
- Team up to clean up day
- Engagement with community police
- Participation in village arts festival and Gala day
- Positive link with Riverbrae
- Parent helpers and staff trained in the delivery of Bikeability - introduced to P6 and P7 pupils,

We have improved our engagement with and involvement of parents through various methods:

- Myschoolapp
- Macmillan coffee afternoon
- Scottish afternoon
- Showcase events
- Christmas Fayre
- Nativity
- School show
- Art Gallery
- Curriculum evenings and workshops

We have experienced individual and team success in a number of areas, adding to a jam-packed trophy cabinet, which have been celebrated as a school community, such as:

- A varied programme of extra-curricular clubs
- First green flag received from Eco Schools
- Road Race, Cross country and Track and Field success
- Represented Renfrewshire in National Burns Competition
- Represented Renfrewshire in the National Voicebox Joke competition in Westminster, London
- Netball/Football tournaments
- K'nex challenge
- Rotary quizzes
- Talent show
- Pupils work displayed in Scottish Engineering Competition
- Sports Day

Every class has participated in school trips within and outwith the village, with upper school pupils experiencing exciting adventures to Lockerbie Manor, Highland Show and Matilda theatre trip to Edinburgh.

Staff have participated in a number of development opportunities which will be key to achieving priorities for 19-20

- All stakeholders engaged in consultation and training prior to full implementation of our new Anti-bullying policy
- Many staff members have taken on leadership roles to take forward authority initiatives in Literacy, Numeracy, Moderation, Modern Languages and Digital Learning
- Dive into Writing CPD undertaken by staff
- NLP training
- All staff members participated in Renfrewshire's Nurturing Relationship Approach- Core Group established
- Nurture teacher presented to HTs on the impact of our Nurture Base throughout the school

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Leadership

- The Senior Leadership Team has seen the introduction of an Acting PT. This new SLT team has worked together to continue to implement improvements to all areas of school life and to form a clear vision for moving forward on an exciting journey of continuous improvement. This clear, shared vision continues to impact on the professional learning process for all staff, ensuring all practitioners are skilled and knowledgeable in order to implement our key priorities for 19-20.
- Most practitioners have taken on leadership roles to help shape and develop the core curriculum which has resulted in enhanced pupil experiences and more consistent approaches to teaching and learning at all levels.

Workforce Professionalism

- All practitioners have engaged in high quality learning opportunities linked to school improvement priorities which have had a positive impact on their understanding of the development of children in areas such as Nurture through the Renfrewshire Nurturing Relationships Approach, Emotionworks Training and work with NLP strategies. This has resulted in practitioners having a deeper understanding of the nurturing approach we are striving for across the whole school campus.
- All practitioners participated in Local Authority moderation programme which developed their understanding of the benchmarks in literacy and increased confidence in professional judgement of writing assessments.

Assessment of Children's Progress

- All practitioners, from Nursery to P7 now use newly introduced Pathways, Tracking Formats and Learners Journeys ensuring breadth, balance and depth across the whole school campus and providing clearer and more robust information when reporting to parents.
- Participation in LA Moderation exercise in writing has led to increased accuracy in teacher judgement and more robust and rigorous tracking and monitoring. This is evident in SNSA results. DHT participated in training in SNSA analysis and the HT in training in BGE tool leading to further in-depth analysis and scrutiny of results and informing future priorities.

Parental Engagement

- A Parental database has been established leading to increased engagement in the life of the school and an increase in volume of parents through the doors. Parents are now very much part of the life of the school.
- A wide range of class visits, talks, assemblies, open afternoons and events have been offered to all parents and attendance has been high for all.
- We have recorded very positive attendance at curriculum events and there has been a strong engagement in self-evaluation events to influence school improvement priorities.
- There was significant involvement and input from parents in shaping a new policy Anti bullying policy and therefore the culture and ethos/vision of school and hopefully the whole LPS community.
- Increased participation and traffic on social media/schoolapp/parentpay has been evident throughout the session.

Performance Information

- Staff are now more skilled in using HGioS and HGioELCC to support self evaluation informing future priorities.
- All members of our school staff know our children and families very well. We use all available information to provide appropriate support to our most vulnerable children, applying particular attention to mental health and wellbeing, and measure the impact of this support to ensure improved outcomes.

Establishment Improvement

- The Vision and Values for our establishment have been fully embedded into the daily life and language of the school. These ensure the ethos and environment of our setting fully reflect the nurturing approach taken by all practitioners to ensure that our children and families feel welcomed and included.

KEY STRENGTHS OF THE SCHOOL

We have involved pupils, staff, pupils, parents/carers and partners in identifying the key highlights and strengths of our school in striving to achieve our 2018-19 priorities.

Staff:

- Anti-bullying: Staff training was good. The new policy is well written and reflects our school values well. It gives clear guidance on procedures for dealing with Anti-bullying.
- I have seen an improvement in all children attending the Butterfly Room in different ways with growing confidence and friendships developing.
- Learning pathways mean it is much easier to plan lessons and to ensure differentiation, challenge and support. All parents were happy with children's progress at Parents Evenings.

Pupils:

- We push ourselves to work hard for Values and Rewards
- I enjoyed vertical learning because we were working with other classes

Parents:

- The school is involved more than ever in village life, whether it has been using the Clyde Muirshiel Ranger activities in Parkhill Wood, the RSPB, classes visiting the community garden, raising money for local charities, tree planting, litter picking, engaging with Starling Learning – it's great to see the school taking advantage of all the village has to offer and helping out in return. Use of outdoor space at the school has been a welcome improvement, it is fantastic to see children out playing on the grass areas with playground toys and games available too. Involvement in activities further afield, such as the national joke competition, Euroquiz, a trip to a show in Edinburgh – a great way to broaden the children's horizons and give them experiences they might otherwise not have. Curriculum and reporting – the curriculum information evenings are very welcome and also the recent change to a more detailed report for parents on their child's progress, which is clear and puts the child's progress in an easy to understand context within the CforE framework. Nurturing and wellbeing – the Butterfly room has been a fantastic addition to the school as have the anti-bullying and nurturing programmes. The focus on values and the way in which good behaviour is rewarded is a very positive way to encourage a nurturing environment. **Karen Malcolm, Parent Council Chair**
- Very pleased overall with what is happening currently in the school and what is in the pipeline. It is clear the children are at the heart of the school
- There has been a huge improvement in helping parents understand what a child should know at each stage and tracking progress
- Excellent nurturing Environment

Partners:

- I would like to thank you for being such supportive partners in our ambition to provide meaningful inclusion links for our pupils with additional support needs at Riverbrae School. The link we shared with your present Primary 4 class allowed many of our pupils to form bonds with children with whom they would ordinarily not have made friendships. As a result one of our Riverbrae pupils joined a local Beavers group and was immediately recognised and welcomed warmly by some of your Primary 4 pupils. This meant so much to him and to us as a school. When we were in need of good partners to allow one of our pupils to experience life in a mainstream school, Lochwinnoch Primary were the obvious choice. Everyone made this pupil welcome, from your pupils, parents, management team, teaching staff, support staff, office staff and kitchen staff (he did say you had the best lunches!) This experience was so valuable that when the pupil moved to a mainstream school elsewhere in Renfrewshire, he had already acquired the knowledge that he needed of the routines, pace of work, rules and expectations of a mainstream school, as a direct result of his time in LPS. That pupil was recently made star of the week – a smooth, successful transition again as a result of being in your school. Finally, I would like to thank you for sharing your wonderful practice with us. In particular your positive, inspiring assemblies. Thank you for allowing some of my colleagues and I to attend your assemblies. We have learned much from you and we are very appreciative of your willingness to share your ideas and experiences. We look forward to continuing our very strong partnership in the future. **Angela McCusker, Riverbrae**
- We have had the pleasure of a number of events where the student from the Lochwinnoch primary school have been involved. The captains have attended three Dementia Friendly tea dances at the gold club. The students were a great help with the event helping to serve and clear up the tea coffee and food. In addition, the students danced and had lots of fun with the older adults playing bingo. On two occasions the students have provided entertained with a variety of talents. This was much appreciated by the audience. **Dr Morag Thow MCSP, BSc, Dip PE. MBE**
- The primary 7 class have been involved with the community garden group planting lots of wild flowers in the rough of the Lochwinnoch golf club. This is part of a Community lottery funding project to have a wild life corridor in Lochwinnoch to support wild life. There will be more planting in October, with many future classes being involved in this project. The students have always been enthusiastic and very well behaved. We look forward to future engagement with the school! **Community Garden Club**
- Eadha has been working with Lochwinnoch PS on a number of projects including activities at the Aspen Grove and our Growing for Garnock project. The school has been quick to engage and respond to opportunities presented and as a result the children have benefited from a broad range of outdoor learning in their local environment. **Peter Livingstone, Eadha Enterprises**

OUR NEXT STEPS – PRIORITIES FOR 2019-20

We believe that we have made good progress during session 2018-19 and we will use the improvement priorities listed below to build on this progress moving forward to:

- Continue to deliver high quality learning, teaching and assessment leading to improved levels of attainment in Literacy and Numeracy from Nursery through to Primary 7.
- Fully embed a new tracking, planning and monitoring cycle to ensure support and challenge for all learners across all levels.
- Close the attainment gap between the most and least disadvantaged pupils.
- Provide parents/carers with the tools required to support and challenge their own children through parental engagement workshops in key approaches which support the learner's journey.
- Fully implement our new Anti-Bullying policy to make Lochwinnoch an environment where bullying cannot thrive.
- Embed a whole school nurturing approach to improve children's health and wellbeing with a focus on mental health and wellbeing.
- Build capacity within out Nursery class to enable us to deliver an enhanced provision which meets the needs of the 1140 hours commitment.

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.

Lochwinnoch Primary School and Nursery
Calder Street
Lochwinnoch
01505 842583

<https://blogs.glowscotland.org.uk/re/lochwinnoch/>
Twitter: @LochwinnochPS

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.