

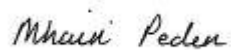


## Lochwinnoch Primary School

### 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.

Mhairi Peden



Head Teacher

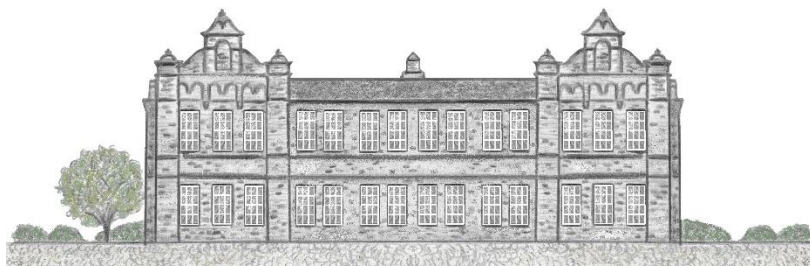
## OUR SCHOOL

Lochwinnoch Primary School and Early Learning centre is a non-denominational school and pre-5 class which serves the village of Lochwinnoch. The school comprises a main 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 Early Learning Class and infants' two outdoor learning areas. The annexe building provides a bright and welcoming environment which provides excellent opportunities for collaboration between Early Years and infant staff maximising opportunities for transition into Primary 1. There are extensive school grounds with a tarmac playground, soft surface area, trim-trail, outdoor classroom, wild garden area and poly-tunnel next to raised beds which are tended by individual classes.

Lochwinnoch Primary School has a role of 200 and an Early Learning Class with a capacity of 51 3-5 year olds.

The school strives to be at the heart of the community and promotes and is involved in local events. Some of these are the Gala Committee, The Community Larder, Clyde Muirshiel, Police Scotland, the Lochwinnoch Arts Festival, The RSPB, ROAR and Dementia Friendly events. There is a very active and supportive Parent Council who work closely with the school to consult on new developments and to fundraise.

The strong staff team work well together to provide the best experiences for the pupils. The senior leadership team comprises a Headteacher with overall responsibility, a Depute Head Teacher and a Principal Teacher. There are 10 teachers, 2 early learning deputies, 1 senior nursery officer, 7 early learning childcare officers, 2 support workers, 2 classroom assistants and 3 additional support needs assistants. We are supported by 2 peripatetic music instructors. The environmental services team comprises of senior facilities operatives, catering and cleaning staff.



## OUR VISION, VALUES AND AIMS

Happiness is at the centre of everything we do.

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



Our Values have been reviewed by all pupils who have streamlined the 11 that we had down to 6 above. These are easier for all to remember but still sum up what is important to the whole community.

## SUCCESSSES AND ACHIEVEMENTS

- Receiving the Reading Schools Bronze Award
- Receiving Rights Respecting Schools Bronze Award
- RNRA Ruby Award has been attained
- Rights Respecting pupil group meets regularly
- Song writing workshops ran from ELC to P7 culminating in a whole establishment concert in partnership with Music Broth
- 3 performances of the annual school show included all pupils from P3-6
- Continuing to engage with the John Muir award and receiving an Explorer Level Award
- Every class has engaged with the Glasgow Science Centre Education programme and been on a trip to visit the IMAX cinema and science hall
- Feis Phaislig and NYCOS have delivered education programmes to all P3 and 4 pupils
- P7s took part in an activity based residential trip
- Junior Road Safety Officers have formed a committee and are working on a school travel plan
- Bikeability has been successfully delivered at level one for all P5s and Level 2 for all P6s
- A whole school charity walk raised £485 for Glasgow Children's hospital
- All classes are involved in a school Paired Reading approach
- A grant in partnership with the Community Larder has enabled us to buy lots of cooking equipment
- P6 have been involved with the Tannahill Dance Project
- P6 and 7 Teams took part in all authority football and running events



## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

### Priority One: Raising Attainment for all with a focus on writing

- All teachers have received training in the implementation of PM writing
- PM writing has been implemented in all classes this session  
As a result, almost all teachers are more confident in their approach to teaching writing and Observations show almost all classes have writing lessons delivered in a consistent manner
- Most children find the structure of the PM writing helpful in constructing a piece of writing
- Almost all children can confidently talk about the 7 perspectives that can be used in a description
- All pupils across P3 and 4 have been assessed, tracked and had targeted support for their phonics and now there are less children at these stages not on track with a group showing they are ahead where previously there were none.
- Writing attainment has improved at most stages

### Priority Two: Raising attainment for all with a focus on numeracy and maths

- All classes were visited and supported by maths coaching and modelling officers
- The majority of classes regularly use concrete materials to solidify understanding
- All class teachers are using the new interactive maths planners to plan learning for every class
- Most pupils can identify which supports they require to help with maths and how to access them
- Some staff attended CPD training to solidify their approaches to the teaching of specific areas of maths
- A member of staff has been involved in council working party to produce assessments
- Almost all stages have seen a reduction in the number of children not on track for maths and numeracy and there has been a significant increase in the number who are ahead

### Priority Three: Improving all stakeholders feelings of belonging by creating a curriculum rational

Pupils, parents and staff were consulted to produce our curriculum rational:

*'At Lochwinnoch Primary School we are free to be our own true selves, be creative, learn how to work as a team and value the use of our outdoor spaces.'*

All classes are involved in influencing the agenda at pupil council meetings through a clear system of class discussions and representations

- Every child takes part in weekly assemblies where UNCRC is discussed, values are highlighted and diversity is recognised
- DEIB committee continues to influence and support school projects and focusses
- Focus groups highlighted that all pupils feel they have an adult they can talk to at school and they feel like they have a say in what happens in school

## PUPIL EQUITY FUNDING

Through using How Good Is Our School 4 document with staff and How Good Is OUR School themes with parents and pupils through surveys and focus groups, we were able to establish the priorities for improvement for our School Improvement Plan 2022/23. By using this information together with the attainment and attendance data, we were able to establish clear priorities for the year ahead.

By funding an additional teacher one day per week it has been possible to assess and target specific groups of children in the Primary 3 and 4 cohort who had wide and varying gaps in their phonetic and reading ability which was impacting on their writing attainment. These gaps were a result of the mixture of engagement during covid and subsequent attendance patterns and disruption since the lock downs. The gaps could not be attributed to Scottish Index of Multiple Deprivation (SIMD) gender or Free School Meal Entitlement (FME) but were more in line with anxiety throughout the COVID times and attendance. This targeted approach has meant that most of the gaps have now been addressed and the number of children who are now on track in Literacy & Numeracy on average has risen from 76% to 80% in Primary 3 and 73% to 81% in Primary 4

PEF funding of whole staff training on the use of a new approach to writing has ensured a consistent approach to the development of writing from early years to p7. The PM resources and training have ensured staff have a shared understanding of expectations on how a lesson should be delivered. The cost of staffing peer observations has been a huge benefit to build confidence in staff and their teaching using this new resource. Feedback from staff has been very positive about the benefits of this resulting in more visits being requested.



At Lochwinnoch Primary School  
we are free to be our own true selves, be creative,  
learn how to work as a team and value the use of our outdoor spaces.



## KEY STRENGTHS OF THE SCHOOL

At Lochwinnoch Primary School everyone is supported and accepted to be themselves without judgement.

Our children are well supported and parents are actively involved with their education and in the life of the school.

All staff work as a close knit, supportive team to provide varied, interesting and appropriately challenging opportunities for all children.

The whole school community works together to provide varied opportunities for children both in and out with the school day.

The school provides a nurturing and supportive environment for all pupils to thrive.

## OUR NEXT STEPS – PRIORITIES FOR 2023-24

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.

Priority One: Continue to raise attainment for all in writing

Priority Two: Raise attainment and confidence in learners in numeracy and maths

Priority Three: Raise attainment for all across the STEM subjects

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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### 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.