



Lochwinnoch 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.

*Mhairi Peden*

Head Teacher

## OUR SCHOOL

Lochwinnoch Primary School and Early Learning Childcare Class is a non-denominational school establishment 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 Primary 1 and 2 classes with opportunities for free flow access to 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, outdoor classroom, wild garden area and poly-tunnel next to raised beds.

Lochwinnoch Primary School has a role of 187 and an Early Learning Class with a capacity of 52 3–5-year-olds.

The school strives to be at the heart of the community promoting and being involved in local events. Some of these are the Gala Day, 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, 6 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.



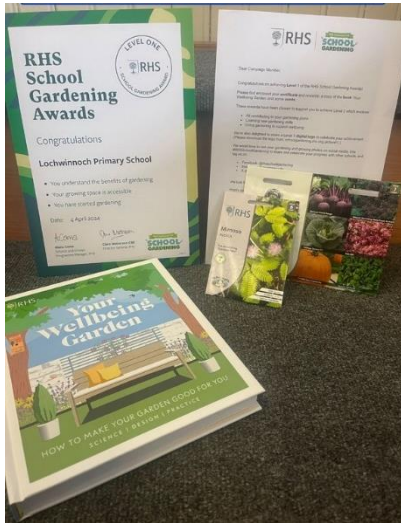
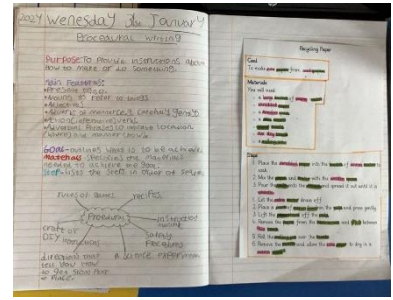
At Lochwinnoch Primary School  
we are free to be our own true selves, be creative,  
learn how to work as a team and value the use of our outdoor spaces.



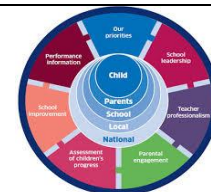
## SUCSESSES AND ACHIEVEMENTS

- Our recent Care Inspectorate report highlighted significant strengths within our staff team, environment, experiences and resources and highlighted that:
  - Staff are welcoming and caring, working well together.
  - Staff use their training, knowledge and skills to lead and develop aspects of practice such as clay, sewing and baking.
  - Children have access to a stimulating environment with appropriate resources to support them in their learning.
- Our Froebel Practitioner Enquiry 'The Wonder of the Woods: The Adventure Continues' has been published in an early year's practitioner book of good practice.
- A chapter called 'Sewing the Thread Back into the Community' has been included in the Froebel Trust research library.
- All pupils benefit from an extensive and successful enhanced transition programme from the ELC in to Primary 1.
- Attainment in literacy and numeracy has improved across all stages. Particular improvements in writing have been supported by successful introduction of PM writing which provides scaffolding and consistency of approach across all classes.
- A Reading Committee of pupils and staff worked to secure Silver Level of Reading Schools Accreditation in March 2024 recognising our reading culture and environment.
- All Primary 3 pupils have achieved the Royal Horticultural Society Level 1 Gardening Award.
- We provide opportunities to pupils participate in regional and national events, having runners up in the Mathscot competition and Rotary Quiz.
- Pupils have successfully represented the school in inter-school sports competitions, always displaying our school values and a positive attitude to competition. We have celebrated winners in the road race, cross country and dodge ball.
- All pupils have had the opportunity to be creative and perform for an audience through our Nativity, Leavers Service, Burns Supper and Summer Show.
- Primary 6 have written our summer show in collaboration with parents and local artists, made possible by funding from the Cultural Heritage and Events Fund at Renfrewshire Council.
- All pupils from P3 to P5 have been involved in writing songs for the show which they performed to an audience.
- All primary 5 and 7 pupils have had opportunities for inter-generational experiences through collaboration with community groups such as ROAR and the Dementia Friendly Village group.
- All pupils are involved in the paired reading scheme, with senior pupils completing training to ensure a consistent approach which benefits all pupils.
- All pupils have been on educational school trips this session and in addition, every Primary 7 pupil attending a four-day residential trip.
- Small tests of change have included all parents who wished to be involved and have looked at how to support other parents to support children's learning.

PHOTOGRAPHS OF OUR SUCCESSES AND ACHIEVEMENTS



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



As a whole establishment attainment has improved in all areas of literacy and numeracy. Robust teacher judgement and use of data supports effective tracking of pupil attainment. Targeted intervention groups support and challenge identified pupils and have been effective in ensuring almost all children who were not on track and had no identified needs, are now on track.

**Priority 1:** Raising attainment in maths and numeracy across the school but with a specific focus in P1-P3

On Track Per Stage	P1	P2	P3	P4	P5	P6	P7
Numeracy 23.24	79%	90%	71%	84%	84%	91%	68%
Numeracy 24.25	96%	92%	95%	82%	78%	84%	95%
Percentage Change	+17%	+2%	+24%	-2%	-6%	-7%	+27%

Attainment in maths and numeracy has improved across the majority of stages with the most significant improvement seen in P1-3 as shown above. All classes are using Renfrewshire planners and assessments providing consistency of approach. Accurate teacher judgement is evidenced through alignment between trackers and standardised assessment data. The number of pupils saying they are very good at maths has risen from 19 to 25%. The number of pupils who said they were not so good at maths has halved, falling from 10% to 5%.

**Priority 2:** Raising attainment for all in writing.

Attainment in writing has increased across almost all stages. Through participation in the 'Improving our schools' programme, pupil engagement has improved in writing lessons. Observation data shows that most writing lessons have improved use of effective questioning, sharing of learning intentions and success criteria.

On Track Per Stage	P1	P2	P3	P4	P5	P6	P7
Writing Session 23.24	57%	81%	76%	67%	88%	82%	68%
Writing Session 24.25	96%	85%	90%	88%	73%	88%	90%
Percentage Change	+39%	+4%	+14%	+19%	-15%	+6%	+22%

**Priority 3:** Improvement in children's and young people's health and wellbeing

We have built capacity in staff leading on inclusion and this has contributed to an inclusive culture and positive relationships with families, as can be seen by the overwhelmingly positive answers to parental questionnaires asking about the school knowing their child or children and to whether they felt they could approach the school for help. 100% of respondents answered agree or strongly agree to both of these. We have effectively implemented GIRFEC paperwork and targeted intervention groups, all teaching and non-teaching staff are clear about strategies required to support individuals in their classes.

Sustainable improvements in culture and pedagogy have resulted from participation in 'Improving our School' and more robust tracking procedures ensuring early intervention, positive learning experiences and consistency of approach for all pupils. This has raised the attainment across all areas at most stages.

All children from Primary 3-7 are aware of their rights and can articulate how they affect their life. Primary 1 and 2 are becoming aware of their rights. This has been commented on by visitors to the school. Rights are a focus each week at assembly and permeate class discussions. The UNCRC group is continuing to work on their Silver Action Plan.

All staff have been CIRCLE trained and used the inclusive classroom scale to ensure consistency in learning environments, supporting learners with a variety of needs. This consistent approach ensures smooth transitions for all.

**Priority 4:** Increase the profile of science and technology across the whole school and cluster.

The profile of science and technology has been raised across the school and cluster through involvement in the Scottish Schools Education Research Centre (SSERC) Primary Mentor programme. All classes have benefitted from team teaching to share new knowledge and improve staff confidence in this area. Two staff members have participated in a number of computing science courses, have cascaded their knowledge and resources. This is reflected in an increasing confidence in pupils with science and coding in particular. Good practice has been shared across the cluster during a very well received in-service event. All class teachers have rated themselves higher in confidence for teaching Science.

All staff are committed to continuous professional development. In the ELC, a further two staff members have completed their BA Early Childhood Practice Degree, and one has participated in the Froebel in Childhood practice. This has led to a high standard of practice in implementing and developing such areas as woodwork, use of clay and sewing as highlighted by a recent Care Inspectorate visit. In the school, all teachers engaged with the Improving Our Schools programme and have showed that they are incorporating our current focus areas of highly effective practice within lessons. All teaching staff engaged well in trio visits and peer feedback. In addition, they all participated in moderation activities with another cluster primary where professional dialogue was positive, and relationships were built with colleagues across the cluster. Further opportunities to develop these will be provided next session. Assessment criteria has been created and agreed by all staff, creating a consistent approach to assessing writing in school and across schools in the cluster.

### **Pupil Equity Funding**

Our pupil equity funding (PEF) has had an impact across all the priorities:

- Employment of an early year's childcare officer in Primary 1 and 2 has ensured attainment in numeracy and maths and writing has improved at these stages. This post has ensured that more observations and learning conversations have taken place and the assessment of information has been higher quality and pace adjusted to the pace of learning of the pupils more accurately.
- Employment of an inclusion officer in the second half of the year has targeted those pupils who's attendance is below 90% and who are not on track. Improvements in the number of pupils who's attendance is below 90% has been achieved each month since January and the attendance of those who are not on track at intervention groups has improved.

### **KEY STRENGTHS OF THE SCHOOL**

Lochwinnoch Primary School and ELC:

- has a nurturing ethos and happy environment.
- fosters good relationships with families supported by its open door policy, use of inclusion support assistants, use of Seesaw and provision of regular opportunities to be involved in school life.
- has robust approaches to phonics, reading and writing embedded throughout the school.
- demonstrates consistent approaches to numeracy throughout the school, making effective use of Renfrewshire materials, strategies and training.
- has developed a high profile for STEM across the establishment.
- can show improvements in the achievement of and progress within a level in numeracy and literacy.
- offers targeted, timeous support to learners through the use of Targeted Intervention Groups (TIGs).
- provides effective transitions for all pupils to, from and within school and between years.
- has developed valuable partnership for moderation with Fordbank Primary that all staff play an active role in.
- have staff who are committed to continuous improvements through engagement in 'Improving Our Schools' and trio visits.

## OUR NEXT STEPS – PRIORITIES FOR 2024--25

We have made good progress during session 2023-24 and we will use the improvement priorities listed below to build on this progress moving forward.

We will develop key skills in all learners with a focus on the four capacities of Curriculum for Excellence by:

- developing a skills framework and a more collaborative approach to learning.
- providing alternative curriculum activities for those who require these.
- engaging in Young Leaders of Learning Programme.

We will increase attainment for all by:

- embedding features of highly effective practice in all lessons.
- ensuring consistency of quality of lessons across all classes.
- increasing use of Assessment is for Learning Strategies in all classes.
- providing all staff with training in SEAL (Stages of Early Arithmetical Learning).
- embedding the PM writing approach and moderating within and between schools.
- developing procedures for pupils in the whole establishment to regularly review and discuss personal learning targets.
- identifying groups requiring targeted intervention and measuring the impact of these.

We will raise attainment in numeracy and literacy by supporting parents to support their child's learning by:

- guiding and supporting all pupils to lead and participate in learning conversations.
- providing Family Learning Sessions focused on maths, reading strategies and learning conversations across the whole establishment.
- Continue with our PEF funded Inclusion Support Officer to support families to support learning at home.

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.