



Ralston Primary School
and
Early Learning and Childcare Class



STANDARDS AND QUALITY REPORT

June 2022

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2022-2023. I hope that you find it helpful and informative.

Jillian McGown

Head Teacher

OUR SCHOOL

Ralston Primary School and Early Learning and Childcare Class serves the Ralston area of Paisley. The school campus consists of 2 separate buildings, the main building is a traditional building and a newer building houses our Early Learning and Childcare Class with 56 places. The school benefits from being part of the Paisley Grammar Cluster and has an active and effective Parent Council. There are very good links with the local and wider community.

The role in August 2021 settled at 390 over 14 classes. 6% of P5-7 children were entitled to free school meals and 5% of P1-7 children were entitled to a clothing grant, 5% of the pupil population resided in SIMD 1 or 2.

Our leadership team consists of Head Teacher, 2 Depute Head Teachers and 2 Principal Teachers, each having clear remits to not only support the pastoral care of learners and staff but to further the school's improvement agenda.

For session 2021/22 the total staffing was equivalent to 17 FTE. Teaching staff are supported by one part time and two full time clerical assistants.

OUR VISION, VALUES AND AIMS

Our Vision at Ralston Primary School and Early Learning and Childcare class is

'To learn with a happy heart'

Following consultation with children, staff, and parents we are delighted with our new values of

- Respect
- Kindness
- Honesty
- Inclusion
- Success

In Ralston Primary School we aim to promote high achievement and learning for life by:

- Providing a caring and nurturing environment where children feel safe and secure and are treated as individuals.
- Providing a high standard of education where each child is supported to have high levels of achievement and attainment
- Developing resilience, motivation, confidence, and self-esteem
- Providing opportunities for every child to develop skills for lifelong learning
- Fostering effective partnerships with pupils, parents and the wider community to ensure a sustainable future
- Promoting active and healthy lifestyles

SUCSESSES AND ACHIEVEMENTS

- Achieved Cycle Friendly Award August 2021
- Achieved Reading Schools Award Core Level in May 2022
- Successful Book Fayre provided us with a profit of £3000 to purchase additional library books
- £740 raised on Christmas Jumper Day for Save the Children
- Primary 7 were awarded 1st place on 3 occasions for Renfrewshire's Sumdog Maths challenge.
- P7 pupils raised £100 for SSPCA.
- We increased our stock of digital devices with the addition of 14 chrome books.
- Early Learning and Childcare Class made effective community links with ROAR

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- 100% of respondents to the parental questionnaire believe that the school is well led and managed.
- Following 3 days of training 2 members of the SLT completed their Level 1 Non-Violence Resistance (NVR) practitioners training.
- P6 and P7 pupils participated in Playmakers training organised by Active Schools allowing them to support younger pupils.
- Establishment of a Reading Leadership group has promoted a reading culture throughout the school and ELCC.
- Digital Leadership group established with Nursery to P7 pupils sharing good practice, supporting classes and involved in P1 transition.

Workforce Professionalism

- 2 Digital Leaders attended regular Digital Champion training courses and shared good practice with the staff team.
- Both Literacy Champions and the Head Teacher participated in Talk for Writing training and have delivered training to teaching staff. Both Literacy Champions attended the national Talk for Writing conference from Pie Corbett.
- 2 Class Teachers completed Bikeability Training allowing them to deliver practical sessions to pupils in P5-P7.
- 1 DHT was part of a Learning Set allowing her to network with Early Years colleagues.
- 1 DHT has participated in an authority working party for the creation of Digital Literacy Pathways.
- 1 DHT has participated in a local authority working party for 'I am Me' on drug education and children were involved in the animation.
- Nursery, P1 and P2 staff participated in Alistair Bryce Clegg training on approaches to play based learning linking to existing Play Pedagogy in the Early Years training from Deirdrie Grogan (Strathclyde University).
- 1 Class Teacher has completed Froebel Training to enhance pedagogy at Primary 1 stage.
- All Nursery practitioners have participated in various professional learning opportunities to improve the planning and observation process and playroom environment.
- 1 ELCO has been awarded a BA in Early Education.
- All ELCC staff completed Introduction to Food Hygiene training.
- 1 ELCO and 1 Classroom Assistant have completed First Aid Paediatric and Adult training.
- 2 Support Assistants in the ELCC have completed SVQ 3 training.
- 2 Classroom Assistants have completed Renfrewshire Council training sessions and have shared good practice with their colleagues.
- 1 Classroom Assistant has worked with Occupational Therapy to reintroduce Rainbow Gym to support children with ASN.

Parental Engagement

- A virtual Meet The Teacher session took place in August 2021.
- Parent Council initiatives and parent volunteers have enhanced pupil experiences including funding for Accelerated Reading, P5 and P6 Bikeability, parents attending assembly to discuss their careers, delivering sessions during Health Week, IT support for a virtual Nativity and photographer for Christmas fundraising.
- An online Child Exploitation (CEOPS) workshop was attended by 19 families raising awareness of online safety.
- Renfrewshire Sexual Health and Parenting (RSHP) online workshop informed P1-7 parents of revised guidelines and programmes for delivering Health and Wellbeing.

- An online Reading workshop was provided for P1 parents to provide information on supporting their child with reading at home.
- Nursery Curriculum information session with a focus on the importance of play was delivered online and was well received.
- Increased parental engagement in ELCC following the change to online profiling.

Assessment of Children's Progress

- All teachers use digital tools and assessments (e.g. SNSA, Sumdog, Accelerated Reading) diagnostically to inform teaching and learning. Summative and formative assessments are shared with pupils and parents in a variety of ways (verbally, through Seesaw and Class dojo, during Parents' Meetings and end of year reporting).
- Staff work collegiately within their stages to discuss progress and compare standards. Data from a variety of assessment sources is used diagnostically to identify areas of development for children and to make judgements on progress and attainment.
- Glasgow Motivational Wellbeing Profile was used across the school this session. These are now digitalised for P4-7 and allow for easy access to the data. This captured the pupil voice in relation to their wellbeing and, together with the Class Teachers' views, informed termly tracking.
- Almost all children using IDL to support literacy challenges have demonstrated improvement.
- Progression toolkit has been introduced within the ELCC to provide quality quantitative data to share with Primary Schools to aid transition.

School and ELCC Improvement

- Introduction of staff and pupil reading group has raised the profile of reading for enjoyment across the school and ELCC.
- Improved links between school and ELCC has enhanced current transition programme.
- We work in partnership with our local authority Education Manager to self evaluate leadership, learning, teaching, assessment, children's wellbeing and attainment and achievement. This allows us to identify strengths and areas for improvement.

Performance Information

- All teachers track and monitor children's attainment rigorously across the school. All teachers work closely with the senior leadership team to track pupil progress and attainment and to identify and support any barriers to learning.
- The majority of children continue to attain expected levels in Listening and Talking, Reading, Writing and Maths.

KEY STRENGTHS OF THE SCHOOL

- ★ A nurturing, welcoming, inclusive, and supportive ethos for learning which impacts positively on children's wellbeing.
- ★ Dedicated staff team who are committed to ensuring children receive high quality learning experiences.
- ★ Our vision and values are clear and embedded into our everyday practice.
- ★ Effective leadership at all levels ensures the continued success of the school.
- ★ Confident, enthusiastic, and motivated learners.
- ★ High levels of parental engagement and support for pupil attainment and achievement and the wider life of the school.

PUPIL EQUITY FUNDING

Two part time classroom assistants are appointed using this funding. They have a clear remit on delivering 5 Minute Phonics and Numeracy Interventions across P2, P3 and P4 to children identified by staff.

We have many children with dyslexic difficulties and our PEF funding was also used to purchase IDL which is an online Literacy resource to support children in developing their skills using a multi-sensory approach

Consultation on the use of our PEF took place and all stakeholders agreed on the appointment of additional support staff.

Interventions were identified for specific stages and with targeted pupils focussing on improving literacy and numeracy.

All targeted children have shown improvement in attainment in Reading and Numeracy following targeted interventions, which impacts on their confidence and progress in class.

Staff are effective in identifying barriers to learning and adapt learning and teaching approaches to allow all children to access a range of learning experiences appropriate to own age and stage.

OUR NEXT STEPS – PRIORITIES FOR 2022-23

The challenges associated with the Covid 19 pandemic continued to affect our progress and our ability to achieve all our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2022 – 23. We believe that we have made good progress during session 2021-22 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Continue to raise attainment in literacy with a particular focus on writing
- ★ Develop a whole school curriculum rationale
- ★ Further develop outdoor learning and improve the use of our school grounds and community spaces
- ★ Empower staff to develop evidence based, relevant learning experiences and empower pupils to be leaders of learning
- ★ Continue to implement nurturing approaches to support the health and wellbeing of children

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.

