



Ralston Primary School  
and  
Early Learning and Childcare  
Class

# 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.

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 2022 settled at 385 over 14 classes. 12% of P6-7 children were entitled to free school meals and 2% of P1-7 children were entitled to a clothing grant, 10% 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 2022/23 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 Reading Schools Award Silver Level in March 2023
- P6 organised a successful Coffee Morning raising £1024 for Macmillan Cancer Support and P2 raised £1536.70 for Arthritis UK
- The school raised £340 on Christmas Jumper Day for Save the Children
- P4 and our Early Learning and Childcare Class worked collaboratively to organise a Toy Sale and raised £150 for Mary's Meals and £150 Renfrewshire Foodbank
- A successful Book Fayre provided us with a profit of £2000 to purchase additional library books
- Wraparound spelling was implemented and positively evaluated
- In the Renfrewshire Road Race our P6 boys and girls team came 3<sup>rd</sup> and our P7 boys team came 1<sup>st</sup> and P7 girls team came in 3<sup>rd</sup> place
- Bikeability Level 1 completed with P5 and Level 2 completed with P6. A further 3 staff were trained
- Early Learning and Childcare Class has 100% registration for Dolly Parton Imagination Library
- Successfully applied to be part of The Friends of Barshaw Park Community group and have worked closely with them to improve aspects of the park
- Gardening club successfully designed and created an outdoor reading area
- P7 produced a whole school fashion show to showcase their fashion designs using recycled materials to raise awareness of sustainability
- Seven classes came in the top ten in the final Renfrewshire's Sumdog Maths challenge.
- Three new promethean boards have been provided in classes to enhance digital learning.
- Early Learning and Childcare Class further developed community links with Reaching Older Adults in Renfrewshire (ROAR)
- Early Learning and Childcare Class established successful termly Fairtrade Cafes for parents/carers to raise awareness of global issues

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

### School Leadership

- Almost all of the respondents to the parental questionnaire believe that the school is well led and managed.
- One teacher trained as Promethean trainer allowing her to train teachers within and outwith our own school.
- Some staff have taken on leadership roles linked to their skills, interests and priorities in the School Improvement Plan. This enables us to be responsive to need and ensures that we all work collaboratively to improve our school and Early Learning and Childcare Class (ELCC).
- Following 3 days of training 1 additional member of the Senior Leadership Team completed their Level 1 Non-Violence Resistance (NVR) practitioners training providing them with skills to support identified children and families.
- P6 participated in Playmakers training organised by Active Schools allowing them to support younger pupils.

### Staff Professionalism

- Our Digital Leader attended regular Digital Champion meetings and shared good practice with the staff team.
- Both Literacy Champions participated in Talk for Writing training and have delivered training to teaching staff resulting in increased confidence amongst teaching staff.
- Both Literacy Champions attended the national Talk for Writing conference from Pie Corbett.
- One Depute Head Teacher (DHT) attended coaching training allowing her to support staff using a solution focussed approach during staff dialogues and meetings.
- Three Class Teachers completed Bikeability Training allowing them to deliver practical sessions to pupils in P5 and P6.

- All teaching staff received training from Who Cares Scotland, resulting in children and staff gaining a better understanding of Care Experienced children.
- One member of staff is trained as a Promise Keeper to ensure an increased level of emotional support for Care Experienced children through an Individual Relationships and Nurture Plan.
- Both DHTs and the Senior Early Learning and Childcare Officer (SELCO) attended training on The Circle which will enable them to lead the staff team with this next session.
- The DHT and SELCO attended Growth mindset training which allowed staff to consider brain development and how they can support identified children with resilience.
- The Acting PT received training in United Nations Convention of the Rights of the Child approach allowing her to re-establish the focus on children's rights within the school.
- The SELCO and P1 Class teacher attended Jolly Phonics training which developed their knowledge and understanding of teaching phonics and ensuring consistency across the school and ELCC.
- All ELCC practitioners have continued to participate in various professional learning opportunities to improve the planning and observation process and playroom environment.
- The DHT and an ELCO attended Education Scotland training on Numeracy in the Early Years which has supported the staff team in ensuring numeracy permeates practice.
- The SELCO has attended the Dolly Parton Ambassador training which will enhance literacy experiences for nursery children at home and in the ELCC.
- One ELCO attended Science, Technology, Engineering and Maths (STEM) training allowing her to share good practice across the develop ELCC and support colleagues developing STEM within play.
- Two class teachers attended Renfrewshire Council's Aspiring PT course and one was successful in gaining an Acting PT position.
- 1 Classroom Assistant has completed Renfrewshire Council training sessions and has shared good practice with her colleagues.
- Rainbow Gym to support children with Additional Support Needs (ASN) has been extended across the school and feedback from parents and pupils is positive.

### **Parental Engagement**

This session we were committed to re-establishing regular 'in person' opportunities for families to engage in the life of the school.

- Meet The Teacher session took place in August 2022. Stay and Learn sessions were introduced successfully at P4-7 and P1-3 Stay and Play sessions continued allowing parents/carers time to visit their child's classroom and observe learning and teaching approaches across the school and ELCC.
- Successful P1 Induction programme and tour of school led by P7 pupils provided new parents with opportunities to visit the school and learn through the 'voice of the child'.
- Parents' Meetings took place in person twice during the year and individual summative reports were issued in Term 4, ensuring parents/carers were aware of their child's strengths and next steps in their learning.
- Learners with Additional Support Needs (ASN) and their families continued to receive support through phone calls and Team Around the Child (TAC) meetings ensuring open communication between home and school.
- 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.
- A Reading workshop was provided for P1 parents to provide information on supporting their child with reading at home. 100% of attendees found this helpful in providing strategies on how to support their child at home.
- Increased parental engagement in the ELCC following changes to online profiling.
- Some parents/carers have supported a variety of events (e.g Sports Day, Trips, Visits to the library, Extra Curricular clubs) enhancing many children's learning and wider achievement.
- Open afternoons, Christmas and Scottish concerts were opportunities to share learning with parents/carers.

### **Assessment of Children's Progress**

- All teachers use digital tools and assessments (e.g. National Standardised Assessments (NSA), Sumdog, Accelerated Reading) diagnostically to inform teaching and learning. Summative and formative assessment results 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 is used across the school this session. This captured pupil voice in relation to their wellbeing and, together with the Class Teachers' views, informed termly tracking.
- Almost all children using Interactive Dyslexia Learning to support literacy challenges, have demonstrated improvement.
- Progression toolkit has been extended within the ELCC to provide quality quantitative data to share with Primary Schools to aid transition.

#### **School and ELCC Improvement**

- Staff across our ELCC and school engage regularly in the self-evaluation process using How Good is Our School/ Early Learning and Childcare (HGIOS/HGIOLEC) /Realising the Ambition to identify our strengths and key areas for improvement.
- In consultation with children a wide variety of new books were purchased for each class library introducing children to different authors and genre to increase engagement in reading.
- Pupil Reading Leaders have gained in confidence in their leadership role in raising the profile of reading for enjoyment across the school and ELCC and have provided targeted reading support for children at risk of underachieving. Almost all identified children made improvement with their reading skills.
- 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.
- Author visits to the school and ELCC has enhanced reading engagement as part of Book Week Scotland. Children reported they now have an increased knowledge of the writing process and are reading a wider range of books for enjoyment.
- Effective links with Rangers Charity Foundation and St Mirren Football club has enhanced our Health and Wellbeing Programme and community ethos.
- Increased opportunities for Developing the Young Workforce (DYW) utilising parental expertise e.g Barclays Bank, Yorkshire Building Society, YES (Enterprise group), newspaper journalist, medical staff, sports coaches.
- 2022-23 NSA data shows that almost all P1, P4, P7 pupils are above the national cohort.
- Pupils in P3-7 produced new writing assessment criteria linked to Curriculum for Excellence benchmarks which will be utilised in session 23/24.
- 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.
- Careful tracking and monitoring of pupil progress, together with NSA Assessment data and teacher observations, is used to identify required interventions for specific individuals.

#### **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.
- Overall our performance information is good – In Primary 1 (Early level)
- All children are achieving national standards in Talking and Listening
- Most children are achieving national standards in Reading
- Most children are achieving national standards in Writing
- Most children are achieving national standards in Numeracy
  
- Overall our performance information is good – In Primary 4 (First level)
- Most children are achieving national standards in Talking and Listening
- Most children are achieving national standards in Reading
- The majority of children are achieving national standards in Writing
- Most children are achieving national standards in Numeracy
  
- Overall our performance information is good – In Primary 7 (Second level)
- Most children are achieving national standards in Talking and Listening
- Most children are achieving national standards in Reading
- The majority of children are achieving national standards in Writing
- Most children are achieving national standards in Numeracy

## PUPIL EQUITY FUNDING

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

Two part time classroom assistants were appointed using this funding, including an additional 30hrs for Classroom Assistants currently in post. They had a clear remit on delivering 5 Minute Phonics, Numeracy Interventions and Interactive Dyslexia Learning across P2, P3, P4 and P5 to children identified by staff who were at risk of underachieving or not on track in Reading and Numeracy

Following targeted interventions the following improvements have been made which impacts on pupil confidence and progress in class.

4 out of 5 children using IDL improved in reading and spelling age by 9-18 months

4 out of 6 children receiving 5 Minute Box /Phonics input increased their reading and spelling age by 6-18 months.

5 out of 8 children receiving Numeracy support demonstrated improved attainment in summative assessments.

## 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.
- ★ Confident, enthusiastic, and motivated learners who are proud of their achievements and successes
- ★ High levels of parental engagement and support for pupil attainment and achievement and the wider life of the school.

## 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.

- ★ The health and wellbeing of our children and staff will continue to be our top priority. We will continue to develop Renfrewshire's Nurturing Relationships Approach
- ★ Continue to raise attainment in literacy with a particular focus on writing
- ★ Continue to raise attainment in Maths by implementing strategies to motivate understanding, learning and attainment in Numeracy
- ★ Further develop playful approaches to learning across P3 and beyond
- ★ Continue to ensure staff and children are more knowledgeable and skilled in digital pedagogy

- ★ Further develop outdoor learning and improve the use of our school grounds and community spaces

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.

**Ralston Primary School**

**School Road**

**Ralston**

**Paisley**

**PA1 3AT**

**Phone : 0300 300 0175**

**Website: <https://blogs.glowscotland.org.uk/re/ralston>**

**Twitter: @ralston001**

**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.