



Ralston Primary School
and
Early Learning and Childcare
Class

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.

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 2023 settled at 387 over 14 classes. 8% of children were entitled to free school meals and/or clothing grant.

Our leadership team consists of Head Teacher, 2 Depute Head Teachers, 1 full time Principal Teacher and 2 part time 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 2023/24 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 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

- P6 organised a successful Coffee Morning raising £1448 for Macmillan Cancer Support.
- The school raised £412 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 £208 for Mary's Meals and £208 for Renfrewshire Foodbank.
- Early Learning and Childcare Class (ELCC) participated in a 'sock amnesty' to help the homeless.
- A P7 pupil won Renfrewshire Road Safety competition and her illustration was used for school banners across Renfrewshire.
- Achieved Reading Schools Award Gold Level in March 2024.
- A successful Book Fayre provided us with a profit of £1500 to purchase additional library books.
- Reading leaders worked successfully with a cluster school to create boxes for community use.
- P6 and P7 teams have taken part in netball and running events. In the Renfrewshire Road Race our P7 girls team came in 3rd place.
- Bikeability Level 1 completed with P5 pupils and Level 2 completed with P6 pupils.
- All Primary 7 pupils received Heartstart training.
- ELCC has 96% registration for Dolly Parton Imagination Library.
- Achieved Rights Respecting Schools UNCRC Bronze Award in May 2024.
- ELCC to Primary 7 performed to an audience at Christmas.
- Feis Phaislig and NYCOS have delivered music programmes to P3 and P5.
- P3 and P4 classes benefitted from working alongside Right2dance.
- As Friends of Barshaw Park, we have participated in gardening tasks and litter picking within the park.
- P1, P2 and P3 took part in a successful litter pick to demonstrate being responsible citizens in the community.
- P7 produced a whole school fashion show to showcase their fashion designs using recycled materials to raise awareness of sustainability.
- Individual pupils and classes have continued to experience success in the Renfrewshire's Sumdog Maths contests.
- Four new promethean boards have been provided in classes to enhance digital learning.
- ELCC further developed community links with Reaching Older Adults in Renfrewshire (ROAR).
- ELCC created new links with the new community café and have been involved in creating decorations and baking.
- ELCC had an annual successful Fairtrade Cafe for parents/carers to raise awareness of global issues.
- Performing Arts club, school choir and P3 pupils successfully presented the musical 'Matilda'.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- Almost all of the respondents to the annual parental questionnaire believe that the school is well led and managed.
- The majority of 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).
- One teacher and a group of P6 pupils were trained as Young Leaders of learning and made a reciprocal visit to another school in Renfrewshire to evaluate pupil voice within the school.
- A P6 teacher engaged in Improving Our Classrooms (IOC) programme focussing on a range of highly effective learning and teaching approaches which have been implemented in her class.
- One DHT completed Effective Leadership in the ELCC training resulting in 'Realising the Ambition' (Scottish Government) being implemented more effectively across the ELCC.

Staff Professionalism

- Our Digital Leader continued to attend regular Digital Champion meetings and shared good practice with the staff team.
- Our Numeracy Champions continued to attend termly meetings and disseminated information to staff.
- Both Talk for Writing (TfW) Project Leads attended further training and successfully delivered an information session for parents in the ELCC.
- All teaching and ELCC staff received training from Love Autism, resulting in staff gaining a better understanding of autism and how to support children.
- The Promise Keeper has attended further training which has resulted in an increased level of emotional support for Care Experienced children through an Individual Relationships and Nurture Plan.
- Both DHTs attended various training events on the new GIRFEC staged Intervention framework allowing them to implement new revised resources for identified children with ASN.
- One of the PTs received additional training in United Nations Convention of the Rights of the Child (UNCRC) approach allowing her to further develop the focus on children's rights within the school.
- The DHT and SELCO attended Talk for Writing Leaders training which developed their knowledge and understanding of the TFW approach 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 SELCO has attended the Dolly Parton Ambassador training which continue to enhance literacy experiences for nursery children at home and in the ELCC.
- Three ELCOs attended Bite Size training from Deirdre Grogan to assist with the development of the environment indoors and outdoors.

Parental Engagement

- ELCC and P1-3 Stay and Play sessions and Stay and Learn sessions in P4-7 continue to be very well attended, allowing parents/carers time to visit their child's playroom/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'. This was further enhanced this session due to the high number of associated nurseries.
- Parents' Meetings took place in person twice during the year and a new format of 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 fundraising events have enhanced pupil experiences allowing funding for Accelerated Reading and playground repairs/improvements.
- Parent helpers have supported library visits, class trips, health week and P5 and P6 Bikeability enhancing many children's learning and wider achievement.
- 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.
- Class Open afternoons are attended by almost all parents/carers, where opportunities are provided for pupils to share learning.

Assessment of Children's Progress

- All teachers use digital tools and assessments e.g. National Standardised Assessments (NSA), Sumdog and 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).
- Renfrewshire Council's end of pathway maths assessments have been introduced, allowing us to identify progress and next steps more effectively.
- 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 allows us to capture 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.
- ELCC Progression toolkit has provided quality quantitative data to share with Primary Schools to ensure an effective transition to Primary 1.

School and ELCC Improvement

- All 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.
- Pupil Reading Leaders continue to raise 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 have made improvement with their reading skills. They have selected new books for each class library to ensure libraries continue to offer a wide range of titles.
- Author visits to the school and ELCC have enhanced the teaching of reading and writing. Simon Lamb focussed on poetry with P4-7 and Mathew Fitt focussed on Scots language. Lindsay Littleson also supported P5 on writing effective endings.
- We work in partnership with our local authority Education Manager to self-evaluate leadership, learning, teaching, assessment and children's wellbeing. Our local authority review completed in September 2023 confirmed our evaluation grades and next steps for improvement.
- Delivery of P.E. has been enhanced by Paisley Grammar School Senior pupils, Kelburne Hockey Club and a P1 parent. During our annual health week pupils benefitted from a variety of sports' coaches e.g. karate, golf, basketball, rugby, cricket and bowling
- Continued opportunities for Developing the Young Workforce (DYW) included, YES (Enterprise group), P6 to West college Scotland and P6 and P7 girls to a STEM conference at UWS.
- 2023-24 NSA data shows that almost all P1, P4, P7 pupils are above the national cohort.
- New writing assessment criteria linked to Curriculum for Excellence benchmarks, created by pupils has been successfully introduced.
- 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.
- Writing attainment at all levels across the school has significantly improved.
- Overall our performance information is very good – In Primary 1 (Early level):-
- Almost all children are achieving national standards in Talking and Listening.
- Almost all children are achieving national standards in Reading.
- Almost all children are achieving national standards in Writing.
- Almost all children are achieving national standards in Numeracy.

- Overall our performance information is good – In Primary 4 (First level):-
- Almost 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 7 (Second level):-
- Almost 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.

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. They had a clear remit on delivering 5 Minute Phonics, Numeracy Interventions 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.

11 out of 11 children receiving 5 Minute Box /Phonics input increased their reading levels and are achieving
21 out of 30 children receiving Numeracy support demonstrated improved attainment in summative assessments and are now on track.

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
- ★ Very good pupil leadership opportunities and equity of opportunity for all learners

OUR NEXT STEPS – PRIORITIES FOR 2024-25

We have made very good progress during session 2023-24 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 introduce the PATHS approach across the ELCC and school.
- ★ To further develop outdoor spaces for learning and train all teaching staff to ensure a consistent approach across the school.
- ★ Further develop playful approaches to learning across P3 and beyond
- ★ Continue to ensure staff and children are more knowledgeable and skilled in digital pedagogy to continue to raise attainment in literacy and numeracy for all 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.