



Ralston Primary School
And
Early Learning and Childcare
Class

STANDARDS AND QUALITY REPORT

June 2026

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026. I hope that you find it helpful and informative.

Jillian Bryers

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, housing 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 2025 settled at 376 over 14 classes. 4% 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 2025/26 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

- Maths leaders supported younger children with SEAL Maths, resulting in improved confidence with number bonds.
- One member of staff arranged a whole school 'Walk and Talk' to raise the awareness of mental health.
- Goethe Institute worked with a P6 class and teacher with conversational German and presented a showcase event to P1-7 pupils raising the profile of German across the school.
- P7 produced a whole school fashion show to showcase their fashion designs using recycled materials to raise awareness of sustainability.
- Three new promethean boards have been provided in classes to enhance digital learning.
- ELCC have worked successfully with the local community to improve the Nursery garden.
- Performing Arts club and the school choir successfully presented the musical 'Shrek'.
- ELCC to Primary 7 performed to an audience at Christmas demonstrating their music and drama skills.
- P7 organised a successful Coffee Morning raising £1221 for Macmillan Cancer Support.
- The school made a significant donation to £277 Save the Children on Christmas Jumper Day.
- P7 and our Early Learning and Childcare Class worked collaboratively to organise a Teddy Bears Breakfast raising £185 for Mary's Meals
- Bikeability Level 1 completed with P5 pupils and Level 2 completed with P6 pupils.
- All Primary 7 pupils received Heartstart training.
- Primary 7 pupils led clubs for younger pupils e.g coding, art, dance and chess.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Improvement Priority 1 – Further develop approaches to ensure wellbeing, equality and inclusion.

- PATHS approach is embedded across the ELCC and school resulting in most pupils demonstrating an increased confidence in talking about social and emotional skills, resulting in increased resilience within the classroom and playground.
- School staff received training on CBT strategies to support children's mental health and wellbeing. Two teachers also completed more in depth training and trialled aspects of CBT with their own class.
- All staff participated in Anti Racism training from WOSDEC resulting in them being more aware of resources to use to support learning and teaching.
- Pupils have demonstrated increased knowledge and understanding of the UNCRC Articles following input from the Rights Respecting Leaders at monthly assemblies and through increased teacher input
- Allocated spaces within the school have been made available to support children's emotional and learning needs.

Improvement Priority 2 – To continue to raise attainment across the ELCC and School through high quality learning and teaching.

- All staff have been introduced to Charanga Music Resource and are implementing new planners resulting in more depth and relevance in the teaching of music
- Outdoor Learning Working Party produced resources with skills development, resulting in almost all classes engaging regularly with Outdoor Learning
- Maths Parental Workshop was very well attended with all parents stating they are more confident supporting their child with Maths
- Introduction to Metaskills has increased motivation and engagement in learning.
- Children's understanding of number bonds and addition and subtraction skills has increased following introduction of Numbots
- Pupils in P4-7 have been motivated and engaged in learning multiplication tables following the introduction of Timestable Rockstars
- Maths Recovery at P3 stage has allowed targeted intervention, which has had a positive impact on attainment.
- The STEM Space MathsBURST programme was delivered at P6, which improved computational thinking and spatial awareness through accessible resources and structured lesson plans.
- 2 ELCOs attended Talk for Writing training and effectively shared key learning points with the team, supporting continuous improvement in developing early writing skills.
- 1 ELCO attended numeracy training and enthusiastically shared key learning with the team and further developed numeracy throughout the setting, supporting good practice.
- All ELCC staff attended further training from Marion Burns. All staff have commented on increased confidence and feel practice is more consistent throughout the setting.
- Overall our performance information is very good – In Primary 1 (Early 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 4 (First level):-
Almost all children are achieving national standards in Talking and Listening.
Almost all children are achieving national standards in Numeracy
Most children are achieving national standards in Reading.
The majority of children are achieving national standards in Numeracy.
- Overall our performance information is very good – In Primary 7 (Second 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.

PUPIL EQUITY FUNDING

Quality assurance information from all stakeholders in our school community is used effectively to inform PEF spending. The views of our parents, partners and children are sought and we use a variety of methods to gain their views. Results are shared with all stakeholders and used to inform interventions and the purchase of resources

Consultation information is used alongside monitoring and tracking evidence to help us to decide upon our priorities. This ensures a collegiate approach to school improvement and pupil equity fund spending with the views of all in the school community considered.

Our strategy to close the poverty related attainment gap in Literacy and Numeracy is built around:

- providing targeted interventions in Literacy (with a focus on Reading) and Numeracy.
- improving the overall inclusion support package for children with ASN and other barriers to learning.
- improving the overall quality of learning and teaching

All teaching staff consulted stated that the additional human resources (Classroom Assistant hours) have a very positive impact on the inclusion, progression, achievement and attainment of pupils. Almost all parents stated that their preference was to use PEF budget to maintain this support in session 2026/27.

Two part time classroom assistants were appointed using this funding. They had a clear remit on delivering 5 Minute Phonics and 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.

Pupils in the targeted intervention groups have made the following progress. 67% of identified pupils have made significant progress in P2 and P3. Only 50% of identified pupils made significant progress in P4-7.

Overall Reading attainment at P5 increased by 9% and by 1% in P7.

Attainment in reading at the majority of stages has dipped this session. Reading will be a priority for all classes next session.

In terms of numeracy, the targeted interventions impacted positively on all of the identified pupils, although overall year group attainment dipped at P2, P3 and P6, attainment at other stages increased.

Most of our care experienced pupils have made very good progress and are on track for literacy and numeracy.

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 2026-27

We have made very good progress during session 2025-26 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ To continue to develop approaches to ensure wellbeing, equality and inclusion
- ★ To continue to raise attainment across the ELCC and School through high quality learning and teaching
- ★ Raise the profile of reading and writing across the school and ELCC with a focus on motivating learners and further raising attainment.

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.