



Renfrewshire Coucil

 Rashielea Primary School

STANDARDS AND QUALITY REPORT

June 2020

This report will inform you of the school’s progress and achievements in the last session and let you know about our plans for 2020-2021. I hope that you find it helpful and informative.

Rachael Clark

Head Teacher

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SUCCESSES AND ACHIEVEMENTS

* Our values are clearly evident in the life and work of our school community
* A Nurture Working Group was established to develop our approaches to All behaviour is communication and language is a vital means of communication
* RNRA accreditation – Jade Level 1 achieved, Level 2 in process
* Two members of staff have been trained in Seasons for Growth and provide support to a wider range of children across the school
* Anti-bullying Policy was piloted and will be reviewed
* Gold Award achieved from Sports Scotland
* A Literacy Working Group was established to develop a clear, progressive programme of skills development across all stages which are being implemented across the school
* All staff have received coaching support from the attainment team with Number talks, SEAL, bar modelling and effective use of resources embedded in practice
* A member of staff was trained and led the cluster moderation focussing on numeracy
* Learning through Play is embedded in Primary 1 and 2 with staff undergoing training and support from Deirdre Grogan. The 3 part model is now used to plan cohesively
* All children have been involved in a wider range of leadership roles within the school and wider community through their involvement in HUBS and pupil led initiatives
* SeeSaw is embedded and used at all stages to communicate with parents about their child’s progress and learning and to celebrate achievements of our pupils
* Digital Schools Award application submitted

OUR VISION, VALUES AND AIMS

**In Rashielea we are working together to equip our children with the skills and confidence needed in today’s society in a safe, nurturing environment where everyone is valued, treated equally and encouraged to do their best and achieve success.**

**Our shared values are Kindness, Respect, Honesty, Responsibility and Ambition. Through our shared values in Rashielea Primary School we aim to:**

* **Treat others as we wish to be treated and create a safe, nurturing environment**
* **Create a supportive, caring environment where all children, families and staff feel valued and are treated equally**
* **Encourage everyone to make good choices by creating an open, trusting ethos**
* **Support everyone to take ownership of their own behaviour and actions, showing consideration for themselves, others and their environment**
* **Work together to enable everyone to do their best, achieve their dreams and feel a sense of achievement in all that they do**

OUR SCHOOL

Rashielea Primary is a non denominational school in Erskine. From August 2020 Rashielea will comprise 10 classes and have a role of 258 pupils. The staffing team consists of a Head Teacher, a Depute Head Teacher, a Principal Teacher, 8 full time class teachers, 5 part time class teachers, 2 classroom assistants, 2 additional support needs assistants, a home link worker, a service delivery officer, two clerical assistants and a music instructor. The shared environmental services team comprises of a janitor, catering and cleaning staff. **The building has seven multi base teaching areas each with formal, informal and external teaching provision. The school has three learning resource areas, a gym hall, lunch hall, playground and playing field.**

**Rashielea Primary School currently has a role of 268. 14% of children attend the school as the result of placing requests. Analysis of current data shows 67% of pupils live in SIMD deciles 1-5. From children living in SIMD deciles 1-5, 31% have additional support needs including; support monitoring, IEPs, CSPs and Child’s Plans for academic, emotional, social or behavioural reasons. 23% of pupils attending the school are in receipt of free schools meals and or clothing grant.**

The school benefits from an active and supportive Parent Council and Parent’s Association and is well regarded amongst parents. The Senior Leadership Team together with all staff provide a warm supportive learning environment where children are valued and supported to reach their full potential.

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

**School Leadership**

* **All teachers continue to lead developments in learning and teaching within their classes and some along with three support staff have taken on leadership roles linked to their interests, skills and priorities in our school improvement plan.**
* **Two support staff have undergone training to develop a programme of support with the Educational Psychologist**
* **Class teacher has led training and support for schools across the West Partnership, in the effective implementation of SeeSaw**
* **We continue to develop our self evaluation processes with staff, pupils and parents which are integral to our leadership of change agenda**
* **Class teacher led cluster moderation programme, providing staff training, support and the collation and analysis of cluster data**
* **All staff support the children in developing their leadership skills and pupil voice through participation in Pupil Hubs, House Groups, stage led charity events, House and Vice Captains.**
* **Pupil HUBs continue to work with community groups and parents to develop our playground and outdoor learning spaces**

**Teacher Professionalism**

* **Working group for Nurture continues to ensure consistency of approaches and have submitted application for RNRA accreditation**
* **P1 and P2 staff are members of an inter school working group sharing good practice and developing the play approach. This has resulted in more effective approaches to learning and teaching, pupil engagement in their learning and with a clear focus on skills raised attainment.**
* **Class teachers has attended training in Seasons for Growth and been accredited as a Companion, successfully supporting pupils in developing their resilience and emotional literacy.**

**Parental Engagement**

* **We have developed our approaches to reporting further this session, providing parents with a written report prior to parents’ night, which forms the basis for a focused, meaningful discussion. This will continue to be further developed next session.**
* **See Saw is used at all stages to provide explanations of the learning taking place, continue to celebrate successes and informing parents of their child’s progress**
* **We held a parental workshop on PATHs and comments indicated parents felt they had a better understanding of their child’s ;earning following this event**
* **All stages held open afternoons to share the learning and teaching experienced by the children to help inform parents/grandparents of progress made**

**Assessment of Children’s Progress**

* **Teaching staff continue to meet regularly to discuss the progress of children and to plan next steps. Our tracking and monitoring of pupil progress focuses on the supports and challenge that are put in place to improve the attainment of all children. The use of standardised assessments, alongside ongoing assessments and moderation activities have increased staff confidence in making professional judgements about children’s progress.**
* **We continue to make sue of the Dyslexia process and targeted ASN meetings have focused on identifying strengths and planning next steps for our children, resulting in improved outcomes.**
* **Our attainment is improving across all areas with most children achieving expected levels. Our data, for end of level P1, P4 and P7, shows our approaches to Literacy and Numeracy have reduced the attainment gap significantly in Reading and Numeracy**
* **Our effective use of data has shown a clear upward trend in Reading and Numeracy with a slower rate of improvement in Writing which will form a clear focus for next sessions improvement agenda**

**School Improvement**

* **Through self-evaluation we identified the need to have consistent approaches to the learning and teaching of reading and numeracy. All staff have been involved in peer observations and are better able to implement changes in classroom practice, taking on board suggestions by senior leadership team and their peers. As a result, new approaches to learning and teaching continue to be developed across all stages and will be developed further with the sharing of good practice in other establishments, leading to increased levels of attainment.**
* **Our approaches to evidence based self-evaluation of leadership, learning, teaching and assessment, children’s well being and attainment and achievement have resulted in almost all staff having a clear, accurate understanding of our strengths and areas for development.**

**Performance Information**

* **A revised system of monitoring and tracking individual progress of children, reducing any gaps in attainment and health and well being continues to be developed in addition to focused dialogues with the Head Teacher to evaluate and share good practice in learning, teaching and assessment. Teachers are more confident in using evaluative language and are focused on the impact of learning and teaching experiences planned.**

KEY STRENGTHS OF THE SCHOOL

* Clear school, vision, values and aims linked closely to PAThS
* Care and welfare of the children
* Good relationships between school staff and families, with a very supportive Parent council and Parents’ Association
* Nurturing schools approaches contribute to positive ethos
* Learning and teaching approaches in literacy and numeracy
* Recognising wider achievements
* Opportunities for staff and pupils
* Collaborative working approaches leading to staff empowerment
* Self evaluation processes using HGIOS4 and How Good is OUR School (pupils)
* Transition processes at every stage of school life ensure positive outcomes for all children
* Transition to home learning was effective due to SeeSaw being embedded in our everyday practice

OUR NEXT STEPS – PRIORITIES FOR 2020-21

We believe that we have made very good progress during session 2019-20 and we will use the improvement priorities listed below to build on this progress moving forward.

* Ensure an effective transition back to school for all our pupils, families and staff with clear focus on health and wellbeing
* Develop an effective ‘blended’ approach to learning
* Develop approaches to outdoor learning and learning outdoors to support transition back to school
* Further develop Renfrewshire’s Nurturing Schools approaches
* Continue to raise attainment in writing through consistency of approaches
* Continue to use learning pathways and skills progression in Literacy and Numeracy
* Develop approaches to learning and teaching in Science (cluster approach)
* Develop our Curriculum Rationale and curriculum overview
* Continue to develop Learning Through Play in Primary 3 and introduce throughout all stages
* Gain Digital Schools and RNRA accreditation
* Continue to develop improvement and self-evaluation in the context of HGIOS 4 and How Good is OUR School (pupils)
* Continue to develop staff involvement in peer evaluation within own school and other establishments
* Continue to develop effective team work

**School Name**

**Rashielea Primary School**

**School Address North Barr, Erskine, PA8 6EX**

**Phone 03003000156**

**Website**

**Twitter/Facebook**

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.

 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.