



WALLACE PRIMARY AND EARLY LEARNING AND CHILDCARE CLASS



STANDARDS AND QUALITY REPORT

June 2019

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2019-2020. I hope that you find it helpful and informative.

Mrs Susan Dalrymple
Head Teacher

Our School and Early Learning and Childcare Class

Wallace Primary School and Early Learning and Childcare Class is a non-denominational establishment in the village of Elderslie. Our current roll is 331 in the school and 73 in the nursery. The school and nursery have a good reputation in the community. All parents are happy with the service school and nursery overall and would recommend it to other parents.

Approximately 40% of our pupils live in SIMD 1- 3, 12 % of our pupils receive free school meals and 10% are entitled to clothing grants.

OUR VISION, VALUES AND AIMS

Vision - Happy Together. Learning Together. Succeeding Together.

Values - Ambition Friendship Kindness Honesty Respect

We aim to provide a broad spectrum of educational opportunities for all pupils by:

- Providing a curriculum consistent with National and Local Authority guidelines which is broad, balanced, coherent and progressive
- Enabling all pupils to achieve a standard of achievement which is appropriate to age, attitude and ability
- Providing learning, teaching and assessment procedures which take account of the needs of all pupils and the views of their parents
- Providing effective support for all pupils to meet their educational, pastoral, personal and social needs
- Promoting an ethos of equality, fairness and achievement which respects and values all members of the school community
- Supporting effective learning and teaching by providing high quality, appropriate and well organised resources within the budget that is devolved to the school
- Improving school effectiveness through using efficient systems for delivering, monitoring and self-evaluation operated by all members of the staff team lead by the Head Teacher

SUCCESSES AND ACHIEVEMENTS

During the session 2018-19 we have celebrated many successes and achievements at Wallace Primary. It is amazing to reflect on our journey since August. This has been encapsulated in an iMovie for all of our partners to enjoy.

<https://www.youtube.com/watch?v=yNq8QSfoiHY&feature=youtu.be>

We have shared this with staff during recent in-service, pupils at assembly and parents at our end of term services. Please follow this link to join us in celebrating our successes. We hope you agree this represents our new school vision "Happy Together. Learning Together. Succeeding Together." at Wallace.

Please note the video is stored on an unlisted channel on youtube which can only be accessed by the link.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL AND EARLY LEARNING AND CHILDCARE CLASS?

Leadership

- All members of Senior Leadership team have been committed to continued professional development. One DHT has undertaken Stepping Back and the other has engaged in the Winning Scotland modules. The Head Teacher has continued to develop her leadership skills and capacity by engaging in professional development, including local authority learning set, Columba 1400, West Partnership events and making inter authority links with a comparator school. The Senior Early Learning and Childcare Officer completed the Renfrewshire ASPIRE programme.
- All teaching and Early Learning and Childcare (ELCC) staff and have taken on additional leadership opportunities to support the school and ELCC. Literacy and Numeracy champions have continued to drive forward our developments this year. Moderation has been successfully led by a class teacher. An ELCCO successfully trained the P6 nursery ambassadors to lead Bookbug sessions.
- Pupil voice activities have been very good this year and the positive impact has been evident. A weekly pupil voice session has allowed all pupils to work in vertical learning groups to undertake a variety of high quality activities which inform school improvement and enhance citizenship. These have included 'How good is OUR school', school self-evaluation, exploring the wellbeing indicators, Eco and sustainability.
- Leadership opportunities have increased for pupils. All Primary 7 pupils now have responsibility for a pupil voice house team, developing their leadership skills. The introduction of nursery ambassadors has been excellent, Primary 6 pupils are now trained to lead Bookbug sessions with ELCC pupils.
- Pupil's leadership of their own learning has increased over the year through the introduction of play in primary 1 and 2 and through floor books in the ELCC class. Consultation for pupils with support plans has been successfully introduced.
- All parents in the ELCC and school agreed the school and ELCC is well led and managed.

Workforce Professionalism

- All staff have participated in high quality professional learning linked to the School Improvement Plan. With a focus on mixed ability teaching, teaching staff have undertaken professional learning activities and implemented significant change to methodologies. A positive impact can be seen with improved attainment, particularly in Numeracy. HMIE Thematic Inspection activity highlighted the positive impact this has on pupil's participation in their learning. Staff have since worked with the Local Authority to support other schools in this change.
- All teaching staff have undertaken training in Accelerated Reading, Number Talks and iPad training these will be developed further next year. Six teachers and all ELCOs have all been trained in SEAL (Stages Early Arithmetic Learning) Maths approach. Four members of teaching staff undertook the Dive into Writing training and four staff are participating in Winning Scotland professional learning modules.
- All teaching staff participated in the local authority moderation which developed their understanding of benchmarks in reading and increased their confidence in professional judgements. All teaching staff have been committed to school improvement by taking part in working parties linked to School Improvement Plan. This will extend to ELCC staff
- Two classroom assistants have undertaken the local authority training to develop their knowledge and skills in closing the attainment gap, focused on Literacy and Numeracy.
- Teachers in the lower school have successfully developed approaches to play pedagogy. Pupil engagement and ownership of their learning was recognised positively as part of our Thematic Inspection.
- ELCC staff have undertaken training and have been committed to reviewing and developing the indoor and outdoor environment, this has led to more real life and natural resources and the outdoor space becoming an extension of the playroom.

Assessment of Children's Progress

- Through participation in the local authority and West Partnership moderation staff have improved their skills in moderation and teacher judgement data is more robust. The ELCC have very effective procedures in place for moderation.
- Tracking of pupil learning and profiling in the ELCC is very effective, individual trackers aligned to the benchmarks have been introduced with opportunities to develop next steps.
- Approaches to profiling in the upper school have been developed to use an online system, SeeSaw. This facilitates regular learning conversations with staff and parents, linked to targets and ensures pupils are aware of their progress and next steps.
- Attainment has improved for almost all cohorts, the most significant increase is in Numeracy across almost all classes. This improvement is also reflected in Numeracy SNSA data. As staff continue to engage in developing planning, assessment and moderation the validity and robustness of data will continue to improve.
- Scottish National Standardised Assessments for Primary 1, 4 and 7 show almost all pupils with an average or above banding in Numeracy.

Parental Engagement

- Parental engagement has continued to increase this year. Parents are part of the life of the school and ELCC. Parents have been delivering extra-curricular clubs, helping in classes, delivering bikeability training and supporting forest kindergarten in ELCC.
- Parents have been invited to a variety of workshops on Literacy, Numeracy, Sexual Health and Anti-bullying. Feedback has been positive with 100% agreeing the usefulness of these events.
- We have consulted parents about the school in a variety of ways and on a variety of subjects including use of our PEF (Pupil Equity Fund), School Improvement Plan and Anti-bullying. This consultation has ensured they have been involved in shaping our vision for change over the year.
- Family learning was successfully developed using targeted and innovative approaches. Funded by PEF, staff were empowered to develop a programme to meet the needs of their pupils and families. Approaches included family phonics club, whole class SEAL workshop, cooking workshops and writing club. This was highlighted as good practice in our HMIE Thematic Inspection.
- Communication has continued to improved, this is widely recognised by families. Following consultation, the ELCC introduced a Facebook page to share daily learning. Seesaw in the upper school has improved parental engagement in their child's learning.
- Almost all parents feel confident to approach the school and ELCC and that we take their views into account. Our open door policy was highlighted positively by all parents in our recent HMIE Thematic Inspection.

Performance Information

- Our new tracking system has been implemented to track pupils' attainment, achievement and well-being. The ELCC has been added to the tracker to ensure a coherent approach for consistency from ELCC to primary 7. It also helps us to measure and track whole school data and compare cohorts and progress.
- All staff have developed skills with HGIOS 4 (How Good Is Our School) and ELCC staff with HGIOELC (How Good Is Our Early Learning and Childcare), we are using these to self-evaluate, plan our improvements and moderate our approaches.
- Staff are now fully aware of how the school is performing compared with comparator schools and across Renfrewshire. Staff now have all available data for their pupils and have a clear picture of those affected by poverty and the poverty related attainment gap within their class. With support from our PEF teacher, ASN procedures and transition teachers staff have clearly laid out plans to ensure all pupils can reach their potential.

School and ELCC Improvement

- All staff have been fully committed to school improvement, particularly focused on a change to mixed ability approaches in Literacy and Numeracy. The impact is evident in pupil attainment, attitudes and confidence in maths across the school. Staff are confidently delivering mixed ability lessons which ensure challenge, choice and depth in learning.
- Implementation of our new vision and values has been successful and the togetherness aspect was recognised by all stakeholders in our HMIE Thematic Inspection.
- In consultation with pupils, parents and staff the ELCC outdoor area has been developed and is now providing daily learning opportunities across the curriculum.
- Following partnership working with our Parent Council, we secured funding to develop a cooking classroom. All pupils in the school and ELCC, supported by parent helpers, have experienced practical food technology activities.

KEY STRENGTHS OF THE SCHOOL AND ELCC

- Strong sense of togetherness, positive links across the school and ELCC.
- Well behaved, engaged and enthusiastic learners across the school and ELCC.
- Reading is a priority and reader engagement is high, our new library enhances this for all.
- Vision and values are embedded with all stakeholders committed to them.
- Hardworking and committed staff team who are embracing change to positively impact learning and teaching.
- Commitment to mixed ability teaching and meeting the needs of all learners.
- Effective and supportive Senior Leadership Team.
- Parental involvement in the life of the school.

OUR NEXT STEPS – PRIORITIES FOR 2019-20

We believe that we have made very good progress during session 2018-19 and we will use the improvement priorities listed below to build on this progress moving forward.

- Further embed new approaches in Literacy and Numeracy, particularly SEAL and Dive into Writing.
- Embed teaching in mixed ability groups in all classes for Literacy and Numeracy.
- Develop a positive relationships policy, linked to visible consistencies and in line with nurture approaches.
- Develop approaches to Health and Wellbeing – including PATHs approach and curricular pathways across all areas of Health and Wellbeing.
- Develop approaches to play, outdoor learning and ICT across the curriculum.
- Continue our commitment to raising attainment and reduce the poverty related attainment gap.

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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Childcare Class**
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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.