

WALLACE PRIMARY AND EARLY LEARNING AND CHILDCARE CLASS



STANDARDS AND QUALITY REPORT

June 2021

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2021-2022. I hope that you find it helpful and informative.

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.

Mrs Susan Dalrymple
Head Teacher

Our School and Early Learning and Childcare Class

Wallace Primary School and Early Learning and Childcare Class (ELCC) is a non-denominational establishment in the village of Elderslie. Our current roll is 342 in the school and 54 in the ELCC. The school and ELCC have a good reputation in the community. All parents are happy with the service the school and ELCC overall and would recommend it to other parents.

Our building includes a school library, cooking classroom, courtyard and nurture room. Outdoors we have a forest area, large blaze pitch, enclosed play area for Primary 1 and the ELCC and newly installed outdoor classroom for our ELCC.

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 children by:

- Providing a curriculum consistent with National and Local Authority guidelines which is broad, balanced, coherent and progressive
- Enabling all children 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 children and the views of their parents
- Providing effective support for all children 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

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Covid 19 pandemic has been profound, and presented us with unprecedented challenges. However, despite these challenges, progress was made pre and post lockdown, of which we are very proud. This has been encapsulated in an iMovie for all of our partners to enjoy.

<https://youtu.be/YozkoToU2GQ>

Please follow this link to join us in celebrating our successes. We hope you agree this represents our 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 which has had a positive impact on staff and children. One DHT is participating in the Into Headship course and the other has become a CEOPS trainer for the Local Authority. The Head Teacher has continued to develop her leadership skills and capacity by engaging in professional development, including local authority learning set, Columba 1400 online events and enrolling in the Excellence in Headship Training. The Senior Early Learning and Childcare Officer and Depute Head Teacher have completed the NVR Level 1 training.
- In the ELCC two ELCO's have undertaken Froebel Training to improve learning and play provision with in the ELCC. One ELCO has undertaken Virtual Nature School Training to improve the provision of outdoor learning in the ELCC. One Support Worker has completed SVQ2.
- Almost all parents in the ELCC and school agreed the school and ELCC is well led and managed.
- Pupil Digital Leaders were recognised in our Digital Scotland Award as being an 'important role in the digital culture of the school' and for being a 'credit to the school'.

Workforce Professionalism

- All staff responded to the challenges of lockdown and were fully committed to supporting all children throughout this time at home and in the hub.
- Teaching staff and ELCOs provided high quality online learning experiences, providing high quality activities and feedback to pupils. 94% of parents rated our online provision 3 stars or above out of 5.
- All staff improved the offer of remote learning on first lockdown by including pre-recorded lessons and live sessions for learners.
- Teaching staff, support staff and ELCC staff supported the hub provision for key workers and vulnerable children, they provided a high quality experience and supported their learning and wellbeing during a difficult time.
- All staff have participated in high quality professional learning linked to the Establishment Improvement Plan, the main focus was RNRA. All staff in the school and ELCC have been further trained in the PATHS approach. This has been implemented throughout the school and ELCC and has improved children's social and emotional learning experiences and their own self-esteem, self-control and emotional intelligence.
- All staff in the ELCC have undertaken training linked to the Establishment Improvement plan and their own development needs, including SEAL and outdoor learning. These have had a positive impact on the quality of experiences provided to children.
- We have very effectively implemented the provision of 1140 hours for all learners in the ELCC. Staff have very effectively managed this change creating a positive experience for all.

Assessment of Children's Progress

- Our very effective strategies for assessment and tracking of pupil progress have ensured robust data to accurately reflect pupil progress.
- Our attainment data in Primary 1 is within 5% of Renfrewshire and comparator school data, performing better than comparator schools in Reading.
- In Primary 4, on average we are performing better than our comparator schools and Renfrewshire average for this year.
- Our attainment in Primary 7 has shown an improvement in Listening and Talking and Numeracy, performing significantly above the comparator school and Renfrewshire average.
- Tracking of children's learning and profiling in the ELCC is very effective, individual trackers aligned to the benchmarks have been introduced with opportunities to develop next steps.

Parental Engagement

- Use of SeeSaw has been excellent in communication with children and families throughout the year and during lockdown and this has ensured a consistent platform for communication and learning which has been utilised well by children, staff and families.
- Almost all parents agreed that they are satisfied with the school and would recommend it to other parents.
- Parental comments in our survey reflected the very good parental relationships and very good communication. 'All staff are friendly and welcoming. Communication is always very clear and informative.' 'Strong relationships between teachers and pupils/parents.' 'All the staff are amazing they are so helpful and always treat my daughter as an individual.'
- We have been creative in using online approaches for Primary 1 transition, Primary 7 valedictory and ELCC graduation, these have been very effective in allowing these activities to go ahead within restrictions.

Performance Information

- All staff have continued to develop 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. This year we enhanced this with a HGIOS online survey for staff.
- All staff are fully aware of how the school is performing compared with comparator schools and across Renfrewshire. Staff now have all available data for their children 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 teacher staff have clearly laid out plans to ensure all children can reach their potential.
- Health and wellbeing surveys were continued for children to reflect on the wellbeing indicators. Staff analysed these, engaged in learning conversations with pupils and planned appropriate interventions to support all children within their class.
- During lockdown an average of 98% of learners in the school engaged with online learning or learning in the hub, 84% on average made consistent progress with their learning.

School and ELCC Improvement

- All staff have been fully committed to school improvement, particularly focused on relationships and Health and Wellbeing. Further development of PATHS across the school and ELCC has been positive. Children have a clear, consistent and supportive message linked to social and emotional wellbeing.
- RNRA training has been undertaken, baseline self-evaluation and a nurture principle agreed. Staff have a deepened understanding of the principle 'Environment offers a safe base'.
- Bikeability provision has been excellent at Wallace. Our Primary 6 Level 2 continued, this was extended to provide Level 1 training in Primary 5 and an authority pilot of Level 3 training in Primary 7. 3 more staff and 2 parent helpers were trained to deliver the training.
- We were awarded our Digital Schools award, recognising the progress made in ICT we were recognised as 'being very successful in ensuring digital technologies is embedded across the curriculum'.

PUPIL EQUITY FUNDING

- Accelerated Reading has continued to be effective in raising attainment for almost all learners who are using it. (example P7 average increase in reading age of 1.2 years)
- Introduction of IDL has had a positive impact in supporting children with difficulties in Literacy and Numeracy.
- Additional teaching staff for 2 days per week has been used for targeted interventions, this has been limited due to COVID requirements and staff absence.
- Additional Classroom Assistants (2 x 20 hour) has ensured a higher classroom assistant time in all classes which has been used for targeted interventions in Literacy and Numeracy as well as supporting wellbeing.

KEY STRENGTHS OF THE SCHOOL AND ELCC

- ★ Strong sense of togetherness, positive links across the school and ELCC.
- ★ Well behaved, engaged and enthusiastic children across the school and ELCC.
- ★ Hardworking and committed staff team.
- ★ Commitment from all staff to meeting the needs of all learners.
- ★ Outdoor learning in the ELCC
- ★ Strong and approachable leadership team, clear vision and values
- ★ Parental engagement and communication with parents.

OUR NEXT STEPS – PRIORITIES FOR 2021-22

The Covid 19 pandemic hindered our progress and our ability to achieve all of our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2021 – 22. We believe that we have made good progress during session 2020-21 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Continue to support staff and pupil wellbeing through RNRA and PATHS.
- ★ Develop our playground and provide high quality outdoor learning experiences for all learners.
- ★ Engage in practitioner enquiry opportunities for all staff.
- ★ Continue to improve teaching and learning, focused on ICT and Writing.

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.