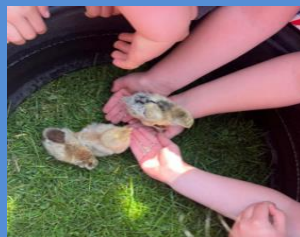


## WALLACE PRIMARY AND EARLY LEARNING AND CHILDCARE CLASS



### STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. 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 provide 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**

Our success and achievements for 2022-23 have been encapsulated in an iMovie for all of our partners to enjoy.

Please follow this link <https://youtu.be/xqYokBUy7nY> 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?

### School and ELCC Leadership

- All members of the Senior Leadership team have been committed to continued professional development which has had a positive impact on staff and children. One DHT has become a Promise Keeper on the 'Good Childhood Committee' and the other has been involved in developing Aspiring DHT training for the Local Authority and Mentors Against Violence Protection Training. The HT has continued to develop her leadership skills and capacity by engaging in professional development, including Excellence in Headship and delivering an action learning set for Principal Teachers.
- Almost all parents in the ELCC and school agreed the school and ELCC is well led and managed.
- Staff have undertaken a variety of leadership opportunities across the year, including leading their own practitioner enquiry, distributed leadership roles and leading extra-curricular activities. Almost all staff in the ELCC have leadership responsibility.
- A class teacher has been a STEM leader and taken part in the SERC training with West, delivering high quality CPD for staff on an opt in basis. Positive impact is evident in the improvements in classroom practice of staff attending the training.
- Our P6 Nursery Ambassador programme has been extended to include training for the pupils in Bookbug, Forest Schools and ICT. All P6 pupils were trained at PATHS (Promoting Alternative Thinking Strategies) Playground Pals allowing them to lead learning for the lower school and ELCC pupils.
- Pupils in P5 have planned, delivered and led lunchtime clubs for younger pupils and pupils in P6 have been trained to be Playground Pals.
- Pupil leadership groups continue to drive forward change and plan and organise events for their peers, this includes House Captains organising house parties, Pupil Council developing the playground and Junior Road Safety Officers supporting Walk to School Week.

### Teacher and Practitioner Professionalism

- All teaching staff, ELCOs and some support staff have undertaken a practitioner enquiry project to implement a small test of change in the school and ELCC (Early Learning and Childcare Class). Staff evaluated the impact of their enquiry and shared good practice with staff teams. For teaching staff most areas for the enquiry are being rolled out to the school.
- All teaching and ELCC staff have participated in high quality professional learning linked to the Establishment Improvement Plan, including Talk for Writing training, Outdoor Learning Training, Renfrewshire Nurturing Relationships Approach and United Nations Convention on Rights of the Child. This practice has supported in working towards achieving school improvement priorities.
- Almost all teaching staff participated in Talk for Writing non-fiction training this session. Teaching staff participated in a joint schools moderation project to support delivery and almost all staff across 5 schools agreed the positive impact. Teaching staff surveys showed positive change in confidence bands in all areas from August to March.
- In all classes and the ELCC, Talk for Writing was implemented and a positive impact was evident in pupil enthusiasm, confidence and attainment in writing.
- One teacher participated in the Local Authority Improving Our Classrooms project and found a positive impact on attainment through the use of retrieval practice as the focus for this.
- One teacher participated in and led the SERC Cluster Science Programme which was cascaded to some staff through Curriculum Development sessions.
- All staff in the ELCC have undertaken training linked to the Establishment Improvement Plan and their own development needs, including outdoor learning and ICT. These have had a positive impact on the quality of experiences provided to children. Both support workers have completed SCQF qualifications.
- Almost all teaching and ELCC staff participated in staff development activities around moderation. For teaching staff this linked to Talk for Writing and for ELCC staff this was linked to numeracy measures within the Early Progression Tool.
- All support staff have benefited from training in Talk for Writing, RNRA and IDL. They have been recently trained to deliver Lego Therapy for pupils, this will make a positive difference to inclusion across this school. Three members of support staff took part in Local Authority Classroom Assistant training.

### Curriculum and Assessment

- 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 very good, almost all children are on track in for reading, writing and listening and talking and most (87%) are on track for Numeracy.
- In Primary 4 our attainment is very good in listening and talking and reading, almost all children are on track. In Numeracy and writing most children are on track and attainment has been raised for all areas.
- Most children are on track and secure at second level in P7, attainment has increased in writing by 15% for this cohort through targeted intervention and the introduction of Talk for Writing.
- Tracking of children's learning and profiling in the ELCC is very effective. The introduction of the Early Years Progression tool has enabled progress and attainment to be tracked and monitored effectively. The majority of pre-school children are on track for literacy and health and wellbeing and most on track for numeracy.
- Six classes participated in a partnership with Glasgow Science Centre which involved high quality experiences for staff and pupils as well as a trip to the Science Centre.
- All classes experienced at least one school trip this year, this had a positive impact on engagement and enthusiasm for learning. Outdoor learning and STEM experiences have increased significantly through NCCT delivery and staff training, having a positive impact on pupils' learning experiences and to be taken forward into SIP next year.

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

### Parental Engagement

- SeeSaw has continued to be an effective tool to communicate with parents, to share homework, pupil work and pupil achievement. This has been reviewed with parents and staff this year and new policy has been launched to aim for a more consistent approach. *Parental comment in ELCC survey, 'The Seesaw App allows me to see snapshots of my child's learning throughout the week.'*
- Staff in ELCC provided parental forest sessions and parents have been welcomed into the school and ELCC as part of Book Week, Health Week, Fair Trade Fortnight, Sports Day, Open Afternoons and P1 Induction.
- Almost all (98%) parents agreed that they are satisfied with the school and ELCC and would recommend it to other parents.
- Parent helpers have been re-introduced and make a positive difference by supporting learning in classes, helping on trips and in the library.
- Parental comments in our survey reflected the very good parental relationships and very good communication. *"Senior leadership are excellent and it is evident they work very well together. I feel confident to approach leadership when necessary and they are incredibly helpful and resolution driven and accommodating. I feel my child's needs and well-being are always considered. I couldn't ask for a better school."*
- High levels of engagement were evident from parents in the ELCC following the introduction of home learning bags which support family learning across the curriculum.

### 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.
- All pupils undertake the Glasgow Motivation and Wellbeing Profile biannually; providing rich data which staff use to evaluate pupil wellbeing and determine next steps. Through tracking and monitoring, the data is allowing us to highlight trends and plan interventions and prevention measures.
- All teaching staff set targets for attainment and used dedicated time out of class to target and support these pupils. (PEF funded).
- We were awarded our SILVER Sports Scotland Award, Reading Schools Award and Bronze Rights Respecting Schools Award. We have started our LGBT Charter journey.
- All ELCO's track ELCC children's progress in literacy, numeracy and health and wellbeing through the Early Level Progression Tool. This allows a consistent approach to assessment to be in place. The data is used to allow staff to see trends and plan for targeted interventions.

### School and ELCC Improvement

- All staff in the school have been fully committed to improvement, particularly focused on Talk for Writing. All teaching staff participated in a collaborative project developing writing projects and moderating the writing cycle.
- 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. This year we have applied to become a PATHS Model School status.
- 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' and the core group have trialled a variety of approaches linked to this.
- Practitioner Enquiry projects have seen positive impact in a variety of ways across the school and ELCC, following cascading to all staff many initiatives are being rolled out across the school, eg cursive handwriting, approaches to pupil led learning and afternoon fruit breaks.
- In the ELCC implementation of Talk for Writing has been highly effective and has had a positive impact on pupil attainment in literacy.
- The use of ICT across the playroom has improved in the ELCC and staff recognise the positive change this has had for learners. Resources have been purchased which has ensured ICT is available in all zones of learning and children have daily access as well as focussed opportunities to develop ICT skills.
- Regular and effective outdoor play and learning which has been shared with parents.

## PUPIL EQUITY FUNDING

Our on-going self-evaluation and consultation with stakeholders reflected positive impact from current supports funded by PEF and supported the continuation of these. Self-evaluation by staff was carried out to determine which supports were most valuable and having greatest impact to allow us to prioritise given the reduction in our allocation.

Consultation with staff, parents and pupils identified the positive impact of the additional teaching time, particularly this year when delivered by the class teacher. This will be the core PEF spend for 2023-24.

75% of school staff found this the most impactful intervention on raising attainment, 50% of parents who answered this question suggested we continue as we are (it was the most popular answer) and the Parent Council felt a teacher was the most effective intervention and should continue.

Impact from PEF funded interventions:

- Targeted support from IDL and Reading Eggs has had a positive impact in supporting children with difficulties in Literacy and Numeracy. All pupils using these resources have made progress in targeted areas.
- A teacher for 2 days per week has been used for additional targeted interventions in Literacy and Numeracy delivered by the class teacher. Examples of impact include:
  - In Primary 2, 60% of pupils targeted moved up 3 or more book bands following targeted intervention.
  - In Primary 7, average increase in reading age of 16 months over a 9-month period following the targeted intervention.
  - In Primary 7, average increase in writing assessment of 3.4 points on BW scale, equivalent of almost 2 years for the targeted intervention group.

Additional Classroom Assistants (1 x 20 hour) have 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. Positive impact is evident from the support provided where classroom assistants are using interventions such as reading coaching, five-minute box and supporting IDL.

Accelerated Reading has continued to be effective in raising attainment for almost all learners who are using it, in Primary 4 the average STAR reading age increase was 1 year 6 months over a 9-month period.

Our classroom practices are developing to ensure equity and inclusion through development of above interventions and development of our RNRA approaches. Class teachers action additional interventions within the classroom to close the poverty gap for individuals.

## KEY STRENGTHS OF THE SCHOOL AND ELCC

- ★ Strong sense of togetherness, positive links across the school and ELCC.
- ★ Strong vision and values.
- ★ 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 and school.
- ★ Strong and approachable leadership team, clear vision and values.
- ★ Parental engagement and communication with parents.

*"The school's values are all key strengths of the school and are reinforced daily with the children"*  
*"Excellent leadership. Great 'team' vibe from welcoming staff. Strong ethos. Values referred to and embedded in everyday practice. Happy and 'successful in their learning' children."*  
(Parental Survey, 2023)

## OUR NEXT STEPS - PRIORITIES FOR 2023-24

We believe that we have made good progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Health and Wellbeing:
  - Continue to focus on RNRA and UNCRC.
  - Implement new Local Authority GIRFEC planning model.
  - Aim for LGBTQ+ charter
  - Develop staff and pupil awareness of care experienced approaches.
- ★ Continue to develop Talk for Writing across the school and ELCC.
- ★ Introduce new approaches and planning for Maths and Numeracy.
- ★ Develop approaches to STEM to build on existing good practice.
- ★ Further develop Literacy and Numeracy outdoors across the ELCC.

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.

