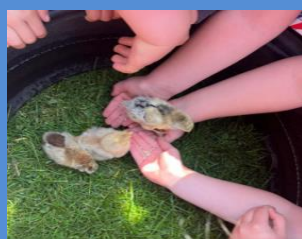


WALLACE PRIMARY AND EARLY LEARNING AND CHILDCARE CLASS



STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025. 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.

Mr David Rigmand
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 361 in the school and 42 in the ELCC. The school and ELCC have a very 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 two nurture rooms. Outdoors we have a forest area, large blaze pitch, enclosed play area for Primary 1 and the ELCC have an outdoor classroom and newly installed forest headquarters.

OUR VISION, VALUES AND AIMS

Vision - Happy Together. Learning Together. Succeeding Together.

Values - Ambition 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 led by the Head Teacher

SUCCESSES AND ACHIEVEMENTS

Our success and achievements for 2024-25 have been encapsulated in an iMovie for all stakeholders to enjoy.

Please follow this link <https://youtu.be/bk3hHErULXw> 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. The HT has been involved in developing the Aspiring HT training for the Local Authority and delivered lectures at Strathclyde University to the Into Headship cohort. 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, ELCC Leadership training and Mentors Against Violence Protection Training. The HT has continued to develop his leadership skills through ongoing Masters level study in Educational Leadership.
- 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 distributed leadership roles and leading extra-curricular activities. Almost all staff in the ELCC have leadership responsibility.
- A P1 class teacher attended the TfW in Early Years training and disseminated that knowledge with Early Years colleagues supporting the embedding of TfW practice across the establishment.
- A class teacher has been a STEM leader and has coordinated multiple high quality CPD opportunities delivered by SSERC. The training has a sustainable effect as a classroom pack of resources are provided by SSERC and 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.
- Pupils in P5-7 have planned, delivered and led lunchtime clubs for younger pupils.
- Pupil leadership groups continue to drive forward change and plan and organise events for their peers, this includes House Captains organising house parties, the Pupil Council developing the Positive Relationships Policy and Junior Road Safety Officers supporting Walk to School Week.
- Following local authority mathematics and numeracy input, DHT, SELCO and ELCC Numeracy Champion successfully presented at the West Partnership Mathematics conference sharing good practice on embedding numeracy across the playroom.
- Staff working in the outdoor area within the ELCC have developed two outdoor learning areas (a forest headquarters and a cabin area) which allows practitioners to enhance the delivery of high-quality outdoor learning and play experiences.

Teacher and Practitioner Professionalism

- All teaching staff have participated in high quality professional learning linked to the Establishment Improvement Plan, including Talk for Writing training, The Circle training, Who Cares Scotland Training, Dyslexia training, Numeracy Pathway training and Royal Society of Chemistry training. This practice has supported in working towards achieving school improvement priorities.
- All teaching staff have participated in high quality professional learning in Dyslexia Assessments to ensure we have contemporary knowledge in supporting and identifying literacy difficulties.
- All teaching staff and ELCOs engaged in Renfrewshire ASN Staged Intervention Framework training. All children identified with an additional support need have a child's plan within the shared framework; clear targets have been set for all and staff confidence in this area has improved.
- Some staff have participated in high quality SSERC training focussed on developing confidence in developing STEM skills in the primary classroom.
- All ELCC staff have participated in Numeracy training delivered by a coaching and modelling officer and Up, Up and Away training focussed on inclusive learning environments.
- In almost all classes and in the ELCC, Talk for Writing was implemented and a positive impact was evident in pupil enthusiasm, confidence and attainment in writing.
- Almost all staff in the ELCC have undertaken training linked to the Establishment Improvement Plan and their own development needs, including embedding numeracy and mathematics and Talk for Writing in the playroom. 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 measures within the Early Progression Tool. Staff have enhanced their ability in making robust professional judgements as a result.
- Almost all support staff have benefitted from training in Talk for Writing and IDL; this training has developed support staff confidence in delivering literacy interventions in class.

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

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 for listening and talking and numeracy and most are on track for reading and writing.
- In Primary 4, our attainment is very good in listening and talking and numeracy, almost all children are on track. In reading and writing most children are on track and attainment has been raised for all areas across the session.

- Most children are on track and secure at second level in P7:

Listening and Talking	Writing	Reading	Numeracy
87%	82%	69%	77%

- Tracking of children's learning and profiling in the ELCC is very effective. The Early Years Progression tool has enabled progress and attainment to be tracked and monitored effectively. Most pre-school children are on track for literacy, health and wellbeing and numeracy.
- ELCC staff are more knowledgeable about motivating boys to learn and engage in mark making activities through the use of a message centre. With the support of the early years teacher, staff have implemented a range of experiences which have had a positive impact on attainment for all pre-school children.
- A Health and Wellbeing Officer was appointed to provide targeted intervention for identified children following completion of the Glasgow Motivational Wellbeing Profile. Evaluations of the intervention and analysis of data identified the interventions had a positive impact for children's wellbeing.
- Wallace Primary pioneered a STEM project for P6 pupils across Renfrewshire in partnership with Glasgow Caledonian University which involved designing and building a model car whilst learning about aerodynamics and skills for life and work. The pupils visited Glasgow Caledonian University to take part in workshops led by masters students and raced their car at Kames racetrack against 8 other Renfrewshire schools.
- 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.

Parental Engagement

- SeeSaw has continued to be an effective tool to communicate with parents, to share homework, pupil work and pupil achievements. The introduction of a SeeSaw policy has ensured consistency across the establishment.
- A parent/carer survey captured the views of 100 school parent/carers views and 30 ELCC parent/carer views.
- All parents reported that the school is well led and managed and almost all ELCC parents reported the school is well led and managed.
- Almost all (98%) parents agreed that they are satisfied with the school and ELCC and would recommend it to other parents.
- *Parental survey comments:*
"Excellent level of teaching and support. Very good leadership in place. The school have solid values that are part of the culture and it is easy to discuss any issues or concerns."
- 'School and ELCC very welcoming, organised and communicate well. Teaching children school values and always keeping them busy with different activities. Seesaw used effectively.'
- Staff in ELCC provided parental forest sessions and parents have been welcomed into the school and ELCC as part of Book Week, Health Week, Sports Day, Open Afternoons and P1 Induction.
- Parent helpers have been re-introduced and make a positive difference by supporting learning in classes, helping on trips and in the library.
- Parents have been invited to provide feedback in many forms across the session e.g. forms surveys, consultation meetings, written feedback at parents' night. This has ensured parent/carer voice is central to

changes made across the school and ELCC. Central to this was reviewing the Relationships Policy which is currently in draft form with a view to being launched in August 2024. The draft policy has been positively received by almost all parents who feel their views contributed to improvement through multiple consultations.

- Parental comments in our survey reflected the very good parental relationships and very good communication: *“Staff are extremely approachable and deal with matters in a very professional and pleasing manner. The school have solid values that are part of the culture and it is easy to discuss any issues or concerns.*
“Seesaw allows me to see highlights of my child’s week and communicate regularly with the school App allows me to see snapshots of my child’s learning throughout the week.”
- High levels of engagement were evident from parents in the ELCC following the development 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. Data indicates that ongoing interventions are having a positive impact.
- All teaching staff set targets for attainment and used dedicated time out of class to target and support these pupils. (PEF funded).
- In the ELCC, a staff member was appointed to take forward planned interventions for children with ASN or those impacted by poverty. The planned interventions have supported children in making positive progress in their academic attainment and social skills.
- Staff have worked alongside an Early Years Teacher to further develop knowledge and understanding of strategies to motivate boys in their learning.
- Targetted intervention groups set up this session have had a positive impact evidenced by a year on year increase in literacy and numeracy achievement in the ELCC.
- Purposeful home learning opportunities were further developed this session and have been rated very good by almost all parents.
- All staff are better informed as to how to plan targeted intervention to ensure equity for all.
- We were awarded our GOLD Sports Scotland Award, Cycle Friendly Schools Award, Reading Schools Award, Eco Flag and Bronze Rights Respecting Schools Award. We have started our LGBT Charter journey and aim to achieve the Bronze Charter next session.
- 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.
- Pupils support self-evaluation through the use of How Good is Our School document and we intend to further develop this through involvement in the Education Scotland Young Leaders of Learning programme.

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 as we have achieved the international PATHS sector leading accreditation. Children have a clear, consistent and supportive message linked to social and emotional wellbeing.
- In the ELCC implementation of Talk for Writing has been highly effective and has had a positive impact on pupil attainment in literacy.
- Online numeracy pathways are being used by all teaching staff which ensures a consistent approach and access to the most relevant resources.

- Local authority numeracy training has inspired staff to provide meaningful numeracy experiences across all zones within the ELCC.
- Regular and effective outdoor play and learning which has been shared with parents/carers.

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 2024-25.

90% of school staff found this the most impactful intervention on raising attainment, most 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, almost all children are on track for writing following TFW intervention.
 - In Primary 7, average increase in writing assessment of 2 points on BW scale, equivalent of almost 1.5 years for the targeted intervention group.
 - Accelerated Reading has continued to be effective in raising attainment for almost all learners who are using it, in Primary 5 the average STAR reading age increase was 1 year 1 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 such as the CIRCLE. 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 at the forefront of everything they do."

"The positive commitment the school has towards supporting my children in all aspects of learning. Both my children have very good relations with their teacher and school leadership. They all know my children very well."

(Parental Survey, 2024)

OUR NEXT STEPS – PRIORITIES FOR 2024-25

We believe that we have made good progress during session 2023-24 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.
 - Develop staff knowledge of NVR and CIRCLE approaches
 - Aim for LGBTQ+ charter
 - Develop staff and pupil awareness of care experienced approaches.
- ★ Continue to develop Talk for Writing across the school and ELCC.
- ★ Develop an Assessment Policy and enhanced tracking procedures.
- ★ Develop existing practice in Assessment is for Learning and differentiation through training led by Shirley Clarke.
- ★ 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.

