



Williamsburgh Primary School & Williamsburgh Early Learning and Childcare Class



STANDARDS AND QUALITY REPORT

June 2018

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2018-2019. I hope that you find it helpful and informative.

Nova Scott

Head Teacher

OUR SCHOOL

Williamsburgh Primary School is a large, town centre school with a current roll of 443 and 80 children in the nursery. We serve a socially diverse catchment with 218 of our children living in deciles 1 and 2. Over the past session, the school has welcomed around 20 children as part of the refugee re-settlement programme.

The senior management team consists of the Head Teacher and two Depute Head teachers. One DHT has operational and pastoral responsibility for nursery – P3 and the other P4-P7. The senior team are supported by two Principal Teachers who each have curricular responsibilities; whole school responsibilities for various events and activities and a teaching commitment.

There are 17 classes as well as the nursery classes. The teaching team comprises 20 teachers and 2 Newly Qualified Teachers along with 10 Early Learning and Childcare Officers. In Session 2018-2019 this will drop to 16 classes and 1 Newly Qualified Teacher. Pupil support staff include two full time and one part time classroom assistants, 2 full time and 1 part time ASNA. The school has benefited from one additional teacher, nursery officer and ASNA to support the children from the refugee resettlement programme, as well as a part time teacher, nursery officer and inclusion support assistant funded from the Pupil Equity Fund.

OUR VISION, VALUES AND AIMS

Our Vision: To work together, motivating each other, to be the best we can be.

Our Values: Nurtured, Respected, Happy, Honest, Kind, Fair

Ours Aims: We aim to ensure that all our children are safe, healthy, achieving, nurtured, active, responsible, respected and included.

Our Strapline: Caring, Kind, Connected

SUCSESSES AND ACHIEVEMENTS

- ✓ We are proud to be a PATHS model school. We were one of the first schools in Scotland to achieve this and we now support other schools on their PATHS journey as well as continually improving our own practice.
- ✓ We were delighted to win the primary school prize for the best participation in Maths Week Scotland.
- ✓ We were very proud of one of our senior pupils who created the winning design for the Paisley First mascot.
- ✓ Our children took part in the Renfrewshire Inspire Art Competition and we were delighted to have some winners and finalists.
- ✓ As part of our work on Growth Mindset, we were thrilled when ex pupil, now popular actor and musician Tom Urie came to work with a group of our senior pupils to present a drama to parents explaining Growth Mindset.
- ✓ Our Early Learning & Childcare Officer and Inclusion Support Assistant (PEF Funded) worked with P1 parents on a very successful “Pop in Book Swap” programme to help parents to engage with their children’s learning. This has now led to the creation of further parent workshops to help parents support their children’s behaviour and home routines.
- ✓ Our staff volunteer to run a very successful breakfast club. This now involves around 80 children each day who benefit from a social, active and healthy start to the day.
- ✓ Our P1 staff have developed a play based learning approach and this will continue to be developed.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- The majority of staff, both teaching and support, have taken on leadership roles linked to their skills, interests and the priorities in our school improvement plan. This ensures that we all work collaboratively to improve our school. Examples include leading Learning to Talk and Five to Thrive groups; Leading parental engagement and support groups, leading initiatives such as breakfast club and leading learning as Literacy and Numeracy champions.
- One PT participated in Renfrewshire's aspiring DHT training. This developed her knowledge, skills and capacity to lead and deliver school improvement effectively.
- Pupil leadership groups include; Pupil Council, Fairtrade, Paired Readers; Eco Group; Peer Buddies and Breakfast Buddies. Pupils have also had more opportunities to lead and influence their own learning. These included children sharing their sports skills to lead PE lessons; showcasing STEM learning at assembly; Year of Young Person Ambassador presenting her thoughts, ideas and learning to peers; children inviting parents with a STEM background in to class to speak and then deciding what else they want to learn. This has led to increased confidence in the children delivering learning and an enhanced pupil voice in learning. A few children have stated that they feel confident to suggest the way forward for their learning.

Teacher Professionalism

- Six Teaching staff, 3 classroom assistants and all Early Learning and Childcare Officers are now trained in SEAL (Stages of Early Arithmetic Learning) and are more skilled in teaching children important mental agility skills.
- Two of our classroom assistants participated in training to develop their skills in supporting children with their literacy and numeracy. They are now more confident and skilled in doing this and children are benefitting from additional support.
- Three teachers took part in the inter authority moderation programme and shared their learning with all staff. All teachers have taken part in moderation of children's work and reporting which has allowed a greater understanding of standards and consistency across all stages.
- A few teachers benefited from a strong partnership with Strathclyde University to help improve their understanding of best practice in the teaching of reading. This has led to a more consistent approach to the teaching of reading; improved choice of texts for children in every class; the development of a book banded approach and more stimulating class libraries. This has allowed the children to have more quality experiences of reading and develop skills in selecting texts, using reading for relaxation and using reading to challenge their learning.
- P1 teachers trained in a play based learning approach, ensuring a smoother transition from nursery and learning that better fit the needs of the children.
- Our Inclusion Support Assistant has undertaken training in Nurture; Massage in Schools Programme; Conflict Resolution and Seasons for Growth programme for children experiencing loss. This has helped her to support children and families who are experiencing difficult times.

Parental Engagement

- To encourage our families to support their child's learning at home, our Inclusion Support Assistant and Early Learning and Childcare Officer led a "Pop in Book Swap" group where parents and children were supported to learn to read and enjoy books and games together. This has led to the establishment of "Connect" workshops where parents are being supported in behaviour management, sleep routines and using growth mindset language with children.
- A strong partnership with Barnardo's has helped us to develop better transition programmes at both pre 5 to P1 and P7 to S1.
- We have increased our use of social media platforms to engage parents in their child's learning. Parents report that they find this invaluable and easily accessible. This was particularly effective during Maths Week Scotland, Book Week Scotland and emergency closure days when family learning tasks were posted and undertaken by a large number of families. This has led to improved communication between home and school, with parents able to access news and information on their phones. We recently put out a parental questionnaire on school values and, for the first time, included an online option. This led to a much higher than usual response.

Assessment of Children's Progress

- Teaching staff and Early Learning and Childcare Officers took part in training, professional dialogue and practice in using feedback to improve learning; making effective use of the Benchmarks to make judgements about children's learning; using observations and the Leuven scale to assess learning in the early level and setting short term, measurable targets for particular children. Staff report an increased confidence in judging children's progress and identifying next steps in learning.
- Staff met regularly with stage partners and with senior staff to track and monitor children's progress. This has ensured all staff have a much clearer picture of children's attainment.

School Improvement

- In our Early Learning and Childcare class, we identified the need to further develop responsive planning, child led learning, the use of open ended resources, more effective outdoor play and involving children in risk assessing their learning and play.
- We identified the need to improve our approaches to the teaching and assessment of reading and our resourcing of this. We now have effective practice based on the Renfrewshire Literacy approach and an extensive range of book banded resources to support the teaching of reading. This has led to improvements in reading attainment. Our teacher judgement survey now indicates an improvement trend over the last 3 years in reading and talking and listening in P1, 4 and 7.
- We have worked in partnership with our local authority Education Manager to self-evaluate leadership, learning, teaching, assessment, children's wellbeing and attainment and achievement. This has helped us to showcase our strengths and identify areas for improvement.

Performance Information

- We now have effective tracking and monitoring systems in place that help us to track children's learning and identify where support and challenge are needed. We are making good use of the data that we collect to inform next steps in learning and see trends in attainment. We will continue to build on this and support all staff in analysing and using data.
- We set specific and measurable short-term targets for children who need particular support. These are regularly reviewed through tracking and monitoring meetings and attainment team meetings and help us to see what is working well and what needs further improvement.

KEY STRENGTHS OF THE SCHOOL

- ✓ Happy, articulate and kind children who are beginning to have opportunities to lead their own learning and have a stronger voice in the leadership of the school.
- ✓ Highly effective relationships with parents, families, partners and children which allows a trusting partnership.
- ✓ A developing programme of leadership at all levels, which allows everyone to work together to make positive improvements to the school.
- ✓ A nurturing, welcoming, inclusive and supportive ethos for learning which impacts positively on children's wellbeing.
- ✓ A staff team who work hard and make effective use of partner agencies to improve outcomes for all.

OUR NEXT STEPS – PRIORITIES FOR 2018-19

We believe that we have made satisfactory progress during session 2017-18 and we will use the improvement priorities listed below to build on this progress moving forward.

- Consult with all our stakeholders and review our vision, values and aims to ensure they are worthwhile, meaningful and become an integral part of school life.
- Continue to develop our play based pedagogy across the early level.
- Continue to improve the environment for learning in our Early Learning and Childcare Class.
- Continue to develop our practice in child led learning and responsive planning.
- Continue to improve our practices in teaching, assessment and moderation, particularly across literacy and numeracy.
- Support the wellbeing of our children, families and staff by developing the use of growth mindset and introducing mindfulness.
- Enhance parental engagement in partnership with Barnardo's, with a particular focus on transitions at all stages.

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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You can now sign up to our school app at
www.myschoolapp.co.uk

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.