



## Williamsburgh Primary School & Williamsburgh Early Learning and Childcare Class



### STANDARDS AND QUALITY REPORT

June 2020

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2020-2021. I hope that you find it helpful and informative.

Vhairi Cochrane  
Head Teacher

## OUR SCHOOL

Williamsburgh Primary School is a large, town centre school with a current roll of 398 and 60 children in the Early Learning and Childcare Class. We serve a socially diverse catchment with around half of our children living in deciles 1 and 2. Over the past several years, we have welcomed a high number of children as part of the Syrian refugee 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 15 classes as well as the early learning and childcare classes. The teaching team comprises 21 teachers along with 17 Early Learning and Childcare staff. In Session 2019-2020 this will drop to 14 classes. Pupil support staff include two full time classroom assistants, 1 full time and 1 part time Additional Support Needs Assistant. The school has benefited from one additional teacher to support the children from the refugee resettlement programme, as well as a teacher and nursery officer.

## OUR VISION, VALUES AND AIMS

### Our Vision and Aim

To be a thriving, loving, learning community where we aim to achieve our very best.

### Our Values

Achieving. Respectful. Kind

## SUCSESSES AND ACHIEVEMENTS

*The impact of Co-Vid 19, and the subsequent school closures on Friday 20<sup>th</sup> March 2020, have resulted in significant changes in working practices and routines. As such, our ability to complete all actions within our improvement plan has been hindered. Some priorities and actions will be carried forward to academic session 20-21*

- Since March 23<sup>rd</sup> almost all teaching staff have successfully delivered online learning via Google Classrooms (P3-7) and Glow Blogs (ELCC, P1 &2)
- 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.
- Our children took part in the Renfrewshire Inspire Art Competition and we were delighted to have some winners and finalists.
- Our staff volunteer to run a very successful breakfast club. A significant amount of children benefit from a social, active and healthy start to the day.
- Our Early Years Officer (Pupil Equity Funded) has developed highly successful links with universities; Glasgow Science Centre and Local Authority architects to enhance children's learning experiences.
- We have a successful Singing Group who have developed strong community links
- We have introduced Lunchtime Zones for children who require an alternative space
- Implemented phasing of 1140 hours for priority children and provided a variety of attendance patterns for those receiving 600hrs of early learning and childcare provision.
- Developed our indoor and outdoor environments in the ELCC to ensure more stimulating and challenging experiences for all the children.
- Participated in Renfrewshire's 'Open Doors Day' where we showcased our good practice within our learning environment to establishments across the authority.
- Care Inspection in October 2019 – Awarded 'Very Good' in Quality of staffing and Quality of care and support.

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

### School Leadership

- Our two Depute Head Teachers successfully led the school during Term two until the new Head Teacher started her post
- Our Principal Teacher was successful this session in securing an Acting Depute Head's post at another school
- New Head Teacher started Columba 1400 Leadership Academy
- One of our classroom teachers was successful in securing the position of Acting Principal Teacher
- 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; Leading parental engagement and support groups, leading initiatives such as breakfast club and leading learning as a Literacy champion
- Pupil leadership groups include; Pupil Council, Paired Readers; Peer Buddies and Breakfast Buddies
- All ELCC Staff take the lead in planning provision for learning within their designated zone. As a result, staff have grown in confidence as they have taken more ownership of their area of responsibility.
- Our Equity & Excellence lead undertook an authority Graduate training programme specific to her role, enabling her to fulfil this role with greater confidence, to enhance knowledge and skills to support pedagogical practice and ensure excellent learning opportunities for all children within our ELCC.

### Teacher Professionalism

- Almost all staff participated in the annual Child Protection update training
- Our Inclusion Support Assistant teacher was asked to give a talk at Strathclyde University on Nurture. Invited by the former Head Teacher to present to a cohort of education students. The teacher shared her experience of working with families to encourage parental engagement.
- Almost all teaching staff completed a Mental Health awareness course and a few support staff attended. The focus was on our own mental health and how to ask for help from line managers and how to access authority supports (Time to Talk).
- PATHS (Promoting Alternative Thinking Strategies) course delivered to almost all teaching staff by our link PATHS instructor. As a result, there was a refocus of delivery of PATHS.
- SEAL (Stages of Early Arithmetic Learning) strategies training for staff. Two staff members then went on to deliver presentation sessions to Parents.
- One teaching staff member attended LGBT awareness training and did a presentation at staff meeting to all staff. The teacher then delivered the key aspects to teaching staff in order to raise awareness.
- Two members of Senior Management Team and one Principal Teacher completed an 8-week course on "Dive into Writing". The school's Literacy Attainment officer then delivered a collegiate session, which was a whistle stop tour of Dive into Writing. Further in-service training delivered in May by Literacy Attainment officer remotely during lockdown.
- Google Classroom training course, which all teaching staff completed remotely. This resulted in a deeper working knowledge of how Google Classroom can be used.
- Drop in session for Clicker 7 where teachers were encouraged to share good examples of Clicker 7 use and others used it as an opportunity to access Clicker7.
- All staff completed Brian Donnelly Training. Teaching staff attended and work focused on Anti Bullying and Equality and Diversity. This raised staff awareness of the use of vocabulary and language and the negative impact. As a result, the school now has an up to date Anti Bullying Policy.
- Depute Head Teacher's attended PDA (Pathological demand avoidance) training in liaison with Education psychology staff. Training focused on what PDA is and how it can create challenges for families and schools
- Almost all teaching staff attended training on SNSA (Scottish National Standardised Assessment Training). The Depute Head Teacher conducted a tour of SNSA site and the results section. Teaching staff were given access to a practise test to allow them to see lay out of tests children are completing.
- Almost all teaching staff completed Wellbeing App training. The Depute Head Teacher's introduced the app and staff were encouraged to update/ create Wellbeing info for pupils in their class. As a result, an electronic system of tracking universal support for pupils, which can be updated at any time and seen by all required.
- Four staff members attended Sexual Health training. relaunched Government approach to Sexual Health and Relationships. The Principal Teacher then introduced almost all teaching to the website and reinforced key messages.

## **Parental Engagement**

- Pop In Bag Swap (PIBS)

Parents engaged with their children through the use of literacy bags. 90% of parents attended 3 out of 4 sessions. Positive evaluations from parents indicated that most parents felt valued, listened to, pleased to be included, would come to other sessions in the school. Most parents stated they felt more confident coming into school and also more confident about their child's learning. We saw improvement across the board in the children's literacy attainment and Leuven's scales. Parents went on to attend Connect workshops and MISP sessions as a result.

- Connect workshops

These workshops focus on engaging and including parents on subjects/topics that parents have expressed an interest in. Parental engagement was high with 15-20 parents attended each session. 60% of parents attended all four sessions throughout the year. Feedback from almost all parents was positive.

- P7 Wellbeing sessions with parents

Inclusion and engagement with parents and pupils to build relationships and provide support. 100% of parents asked to attend sessions attended all 5 sessions.

- Transition Sessions

Four weekly sessions to engage and include parents in their children's transition.

Parents had extremely positive evaluations of the transition programme. Not only the content and the delivery, but also meeting other parents. Some of the parents attending the transition sessions volunteered in the P1 classrooms and for school trips. The majority of parents went on to attend PIBS and connect workshops from building confidence in the transition sessions.

- Home-link weeks

P1 ran their home-link weeks where parents were invited in for family learning sessions. Sharing pupils learning and how this could be supported at home. These were evaluated very positively. P2 ran similar sessions in T1 which was well received.

- Home visits were also carried out as part of transition for children in our Early Learning and Childcare class.
- We have continued to use electronic platforms to engage with parents in their child's learning. These include the use of blogs; Twitter; Facebook and our school website
- Our Principal Teacher and volunteer staff ran a very successful "Bedtime Story" sessions that encouraged parents and children to establish positive bedtime routines and encourage a love of literacy
- ELCC - Stay & play sessions, sharing the learning meetings, library visits, storytelling sessions and blog

## **Assessment of Children's Progress**

- Teaching staff meet regularly in order to plan together and focus on assessment activities to develop a shared understanding of appropriate activities to assess children's progress. Teachers plan assessment experiences that allow children to demonstrate their application of skills independently. Teachers report increased confidence in making professional judgements about children's progress and in identifying interventions that will make a positive difference.
- An overview of key assessment events is planned and agreed through the Quality Calendar in order to make assessment manageable.
- Staff work collegiately within their stages to discuss progress and compare standards. Data from a variety of assessment sources is used diagnostically to identify areas of development for children and to make judgements on progress and attainment.

## **School Improvement**

- We continue to make improvements in literacy and numeracy. Through the introduction of a Literacy Champion we have continued to drive forward these areas and are seeing improvement in attainment results.
- A new forward planning format has been introduced and this has ensured consistency across the school.
- 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 have refined our approach further to tracking and monitoring across the school, resulting in data being easily accessible and better analysed by the whole extended management team.
- 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
- In Reading and Numeracy, there has been an increase in attainment and we are making progress with closing the poverty related attainment gap in almost all year groups. We have identified that we need to provide additional support in writing to raise attainment and close the gap. The work of the ELCO and Play pedagogy has made an improvement to the year on year data for P1, but there appears to be a sustained improvement for the pupils as they move through the school.

## 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.
- ✓ A very effective and supportive Parent Council who work in partnership with school staff to develop and engage in activities, which support the education and welfare of pupils.

## OUR NEXT STEPS – PRIORITIES FOR 2020-21

We believe that we have made good progress during session 2019-20 and we will use the improvement priorities listed:

- Support staff, children and families through health and well being Begin to explore the nurture principles, starting with developing a common language
- Embed our Vision and Values to ensure that they become an agreed part of the culture, ethos and daily life of the school.
- Continue to Develop an approach to teaching and assessing writing that is relevant to our community.

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.

**Williamsburgh Primary School**  
**Lacy Street**  
**Paisley**  
**PA1 1QF**  
**0300 300 0151**

[www.williamsburghprimaryschool.co.uk](http://www.williamsburghprimaryschool.co.uk)

Twitter: @WBurghPrimary

Facebook: @WBurghP

### 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