



Williamsburgh Primary School & Williamsburgh Early Learning and Childcare Class



STANDARDS AND QUALITY REPORT

June 2022

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2022-2023. 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 350 and 80 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.

In the school the senior management team consists of the Head Teacher and two Depute Head teachers. One DHT has operational and pastoral responsibility for ELCC – 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. In the ELCC we have 2 Depute Heads of Centre.

There are 14 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 2022-2023 the classes will be 13. Pupil support staff include 1 full time and 1 part time classroom assistant and 4 full time and 1 part time Additional Support Needs Assistants. The school has benefited from one additional teacher to support the children from the refugee resettlement programme.

OUR VISION, VALUES AND AIMS

Our Vision

Learning today for a successful tomorrow

Our Values

Achieving. Respectful. Kind



**Please scan the QR Code below and P1/2 will tell you more about
our school values!**



SUCSESSES AND ACHIEVEMENTS

- This year the school introduced a whole school House System. This has had a positive impact on the relationships and ethos of the school. House Captains and Vice Captains have been setting the standard and on pupil leadership tasks such as registering and welcoming parents at our Open Evening.
- West Partnership selected us and produced a storyboard on how the school successfully engaged families with remote learning during the pandemic, including the use of QR codes.
<https://www.westpartnership.co.uk/resources/>
In December 2021, the school received a Digital School Award and gained mentorship status. Beverley McCormick (Digital Schools) stated “It was evident that the school has worked hard to reach this point in such a short space of time. The school regularly evaluates its practices and already has identified a number of next steps that it would like to take to ensure that momentum is not lost while practices are embedded. They are keen to share their experiences with the wider educational community. I recommend they are asked to become a mentor school as they have clearly demonstrated their desire to share their good practices with the wider educational community.” The school’s digital training videos and materials have been shared on Digital Learning in Renfrewshire and Digital Learning in Scotland.
- In June 2022, the school’s film club was short-listed for the “Best Film” – 11 and Under for the Into Film Awards 2022. This event will be attending the prestigious and star studded Into Film Awards Ceremony, taking place in London’s Leicester Square on Tuesday 28th June 2022. The film, titled “What Would You Do” is an anti-bullying film about how to help someone belong and feel valued.
The film stops to consider: What could they have done differently to help the situation?
<https://www.intofilm.org/news-and-views/articles/into-film-awards-2022-nominees>
- The school was shortlisted by a panel of expert awards judges include school leaders, inspectors and education researchers for the TES 2022 awards under the category of “Best Use of Technology”. The objectivity, professionalism and high standards of the TES Schools Awards judges and the judging process has helped establish them as a well-respected achievement for any school chosen as a finalist or winner. We were delighted to attend the award celebration in London.
<https://www.tes.com/schools-awards/shortlist>.
- The school has just recently received accreditation from the Scottish Book Trust and is now a Reading School.
- The school has started their accreditation journey for our First Eco Flag and Renfrewshire’s Nurturing Relationships Approach (RNRA).
- Several highly successful and profitable events run by our dedicated Parent Council including our Summer fayre. Profits from these events have been utilised to fund various items and initiatives including providing school ties for P7 leavers.
- We are also aware of the value we should place on each child’s achievements outside of school and our role of developing each pupil fully. Pupils regularly bring in trophies, medals, certificates etc. to share their success and achievements. These are recorded on the school social media pages and are shared, along with academic and social successes and achievements, with the whole school at our assemblies.
- This year, Mrs Neilson has successfully delivered high quality music lessons across the school.
- The school gained a small grants fund to support Maths Week Scotland. The school was awarded £2,089.96. The children were really responsive to the weather stations we purchased and it really enhanced their learning. During Maths week Scotland, staff and children liaised with the Met Office to deliver daily forecasts. As a result, these forecasts won a Maths Week Scotland Attainment Team Spot prize of £50.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- The Head Teacher has been appointed an Authority Lead for “Improving our Classrooms” across Renfrewshire and in collaboration with West Partnership.
- The school’s Principal teacher was successful this session in securing an Acting Depute Head post at another school.
- Another class teacher has also been seconded as Acting Depute Head to another school.
- One teacher recently completed West Partnership’s “Improving our Classrooms” course. She will gain GTCS professional recognition and 30 credits towards a Master. This course has a clear focus on high quality self-evaluation at classroom level, leading to:
 - improved learning and teaching
 - use of data informed targeted interventions
 - improved attainment and achievement; and
 - a relentless focus on equity and excellence for all children and young people.
- Two members of our Management Team completed authority Excel training and use their knowledge to support colleagues.
- The Early Learning Childhood Officer (PEF Funded) has successfully gained a BA in Childhood Practice with distinction. Mrs Mackay has since become a Renfrewshire Digital champion, an international transitions researcher, and was selected by the University of Dundee to complete their Leadership plus award. She published articles regarding the above digital strategy with Digital Learning Scotland and The Centre for Transformative Change.
- One teacher was selected to be in Cohort 2 of Education Scotland’s “Building Racial Literacy programme”. The programme aims to set anti-racism as a baseline professional value, empowering educators to identify and implement anti-racist behaviours and processes in their everyday practice. The ultimate goal of the Building Racial Literacy programme is to make every educator in Scotland racially literate, effective at dealing with racism and confident in leading anti-racism and anti-racism education. She attended online lectures and webinars looking at race theory and collaborating with other professionals and agencies to discuss and share ideas and experiences and plans to take this forward as a Committee Group next session.
- Primary 6 pupils have been trained to become Sport Leaders to enable them to support younger children in the playground. We have also appointed Captains and Vice Captains this session.

Teacher Professionalism

- Almost all staff participated Data Protection Training. This enabled staff to better understand the rules, how this impacts on their role, staff responsibilities and Data protection (reality v myth).
- Almost all staff received whole school RNRA (Renfrewshire’s Nurturing Relationships Approach) training. This has enabled us to identify a nurturing principle to focus on and ensure that language is used consistently across the school and ELCC.
- A few staff received Relationships Sexual Health and Parenthood training this session. Almost all teaching staff implemented the programme successfully.
- Our Early Learning Childcare Officer delivered QR code training to almost all support staff. The feedback was very positive and QR codes are now embedded in our practice within the school and ELCC. This was recently recognised by Lynn Taylor (Education Scotland – Realising the Ambition).
- One teacher received a Google Classroom Award and has supported pupils and parents with remote learning as a result.
- A range of Optional/Drop in Training opportunities to develop learning and teaching skills were offered to all teaching staff and run by the Head Teacher. These included:
 - Learning Intentions/Success Criteria
 - Effective Feedback
 - The Creative Classroom
 - Pace and Plenary
 - Effective QuestioningThis has provided teaching staff with clear, consistent messages and ensured that most staff are now aware of the features of highly effective practice and how to effectively build this in daily, in order to raise attainment.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Parental Engagement

Due to Covid19 restrictions parents have not been permitted to be in the school building this session until Term 3. This has had a significant impact on parental engagement.

- We have successfully continued with our online platforms (Seesaw in our ELCC and Blogs (P1-2) for parents and children to engage with and showcase learning.
- We have a supportive and successful Parent Council. We have continued to have monthly meetings this session. A successful Summer Fayre was well attended by Parents/carers and the wider community.
- Our Home Link Officer has continued to work effectively with families to support .
- During this session almost all parents have had the opportunity to be consulted, provide feedback and express their views on a range of relevant school matters such as Pupil Equity Funding and General views.
- In the final term we provided the opportunity for all Parents to visit the school with their child at our “Open Evening” event. 346 Parent/carers attended this event.
- We held Parents’ Night sessions (via telephone) which enabled parents and carers the opportunity to discuss their child’s learning with the class teacher.
- The school’s Facebook page, email and Twitter accounts allow us to ensure communication with parents and to provide information to allow them to support their child’s learning.

School Improvement

- Through self-evaluation, we identified the need to increase attainment in Literacy across the school. Through the work of the Principal teacher, Literacy champions and Attainment teacher (PEF funded) we were able to upskill all our teaching staff in the area of assessing writing.
- We have worked collegiately to self-evaluate leadership, learning, teaching, assessment, children’s wellbeing and attainment and achievement. This has helped to showcase our strengths and highlight our areas for improvement.
- Staff capacity has developed significantly with digital technologies that as a result this has now been recognised nationally.

Performance Information

- A Principal Teacher has been given the remit to analyse the performance data across the school. The Senior Management Team regularly meet to interrogate data and identify interventions required to support our most vulnerable learners.
- The Senior Management Team track pupils learning on a termly basis to ensure that support is being directed towards our most vulnerable learners.
- Planned tracking meetings, well being reviews and reflective learning conversations facilitate opportunities for members of the senior leadership team to meet regularly with teaching staff to discuss children’s progress and wellbeing. We continue to develop these learning conversations to ensure there is a greater focus on supporting the most vulnerable and disadvantaged children.
- In our ELCC Staff have engaged with How Good Is Our Early Learning Centre, Realising the Ambition to ensure they are working to a high standard and following local and national guidance.

Assessment of Children’s Progress

- Most children in P1 are on track and have achieved Early Level in Reading, Writing, Talking & Listening and Numeracy.
- Most children in P7 are on track and have achieved Second Level in Reading and Talking & Listening. The majority of P7 have achieved Second Level in Writing and Numeracy.
- Most children in P4 are on track and have achieved First Level in Reading and Talking & Listening. The majority of children are on track and achieved first level in Writing and Numeracy.
- In P1 there is evidence that the poverty related attainment gap in Numeracy, Writing and Listening & Talking has been closed. This is from the impact of our play pedagogy approach and support from our attainment teacher and Early Childhood Officer.
- In our ELCC observations of children’s learning are successfully recorded within floorbooks, journals and seesaw. Progress can be seen generally across literacy, numeracy and health and wellbeing.

PUPIL EQUITY FUNDING

The school effectively consulted with children, staff, parents and partners in decision-making around Pupil Equity Funding.

- The school has continued to identify (through self-evaluation) the need for a school-based counsellor to support pupils following the disruption and impact of Covid 19 on mental well being. "Rookie Minds" provides one to one counselling and play therapy. This has improved the resilience, mental health and confidence of most pupils they work with. The counsellor has supported children with a variety of issues including bereavement, trauma, loss and bullying.
- The Raising Attainment support teachers have provided targeted support for pupils across all stages (SIMD 1&2 and beyond). They have worked in tandem with the class teachers to continue that support throughout the periods of remote learning. Some one-to-one interventions were included for identified pupils. Almost all children have made progress in identified areas.
- We continued to increase our Additional Support Needs assistant allocation to provide even more flexible support in particular to care experienced children.
- The Early Learning and Childcare Officer is an integral part of the P1 team and as such has been involved in implementing the play pedagogy and digital learning across P1 to 2 with a focus on attainment and wellbeing. She has provided support to individual pupils, conducted focus groups to close gaps in learning across P1 and 2 and has run 5 'Open areas' during Covid restrictions to enable each class to continue free flow play and learning.

She has delivered staff digital training on the use of QR codes, internet safety and apps to heighten the standards of staff service delivery, sustainable and safe approaches and improve children's outcomes (attainment, wellbeing and digital literacy) within our school, across Renfrewshire Authority, nationally (at the Royal Society of Edinburgh Conference and Education Scotland) and internationally (the research centre for Transformative Change: Educational and Life Transitions-TCELT). Her action research has provided insight into staff evaluations of this QR code strategy and impact on children's outcomes, which has been extremely positive.

Mrs Mackay has liaised with the Respect me charity, resulting in our P1 animation she made with children being included in their social media feature about kindness. She also liaised with the community to provide our school and pupils with resources to support their learning. During Maths week Scotland she collaborated with staff, children and liaised with the Met Office to deliver daily forecasts. These forecasts won a Maths Week Scotland Attainment Team Spot prize. Mrs Mackay works closely with the P1 teachers and Deputy Head Teacher to produce online content, interactive resources and in person support for the transition from ELCC to P1.

Mrs Mackay has since become a Renfrewshire Digital champion, an international transitions researcher, and was selected by the University of Dundee to complete their Leadership plus award, due to the success and standard of her work. She has published articles regarding the above digital strategy with Digital Learning Scotland, The Centre for Transformative Change and is collaborating with our Deputy Head Teacher to write a transitions article for the Times Educational Supplement (TES), on request. Her work has contributed towards our school receiving a Digital School's Award and Mentorship status, and being shortlisted for a TES 'Best use of technology' award. She has just completed her BA Childhood Practice, which has enhanced her practice with regards to celebrating diversity, strategies to enhance equity and children's outcomes.

[Using QR Codes #DigiLearnRen | Digital Learning Renfrewshire \(glowscotland.org.uk\)](https://blogs.glowscotland.org.uk/re/digilearnren/2021/11/30/669/)

<https://blogs.glowscotland.org.uk/re/digilearnren/2021/11/30/669/>

<https://www.dundee.ac.uk/tcelt/news/2021/articles/tcelt-intrs-transitions-community-compass-series-september.php>

<https://learningspaces.dundee.ac.uk/esw-tcelt/2021/11/12/blog-36-using-qr-codes-during-the-covid-19-pandemic-to-catalyse-positive-transition-experiences-for-nursery-school-children-and-their-families/>

[https://blogs.glowscotland.org.uk/glowblogs/digilearn/2021/07/21/using-qr-codes-effectively-within-williamsburgh-primary-school-aileen-](https://blogs.glowscotland.org.uk/glowblogs/digilearn/2021/07/21/using-qr-codes-effectively-within-williamsburgh-primary-school-aileen-mckay/)

[mckay/https://blogs.glowscotland.org.uk/glowblogs/digilearn/2021/09/07/using-qr-codes-and-thinglink-for-homework-and-resources-early-years/](https://blogs.glowscotland.org.uk/glowblogs/digilearn/2021/09/07/using-qr-codes-and-thinglink-for-homework-and-resources-early-years/)

KEY STRENGTHS OF THE SCHOOL

- Happy, articulate and kind children
- Highly effective relationships with parents, families, partners and children, which allows a trusting partnership.
- 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.
- The innovative digital practice of the school.

Almost all parents/carers who completed our survey in May 2022 stated that:

- Their child enjoys learning at school
- They feel their child is safe at school
- Their child is making good progress
- They feel comfortable approaching the school with questions, suggestions and/or a problem
- They are kept informed about the work of the Parent Council via newsletters and social media
- The school encourages children to treat each other with respect
- They know what the school values are
- The school regularly lets them know how their child is doing
- They feel able to talk to their child's teacher or other school staff about their child
- They feel that staff know their child as an individual and that he/she is well supported in school
- The information the school gives parents is clear
- They are satisfied with the quality of teaching
- They think the school is well led.

OUR NEXT STEPS – PRIORITIES FOR 2022-23

- Continue to explore the nurture principles through Renfrewshire's Nurturing Relationships Approach.
- Continue to Develop an approach to teaching, assessing and moderating writing that is relevant to our community.
- Embark on the accreditation journey to become a Rights Respecting School
- To provide opportunities for engaging families in learning.

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!

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www.williamsburghprimaryschool.co.uk

Twitter: @WBurghPrimary

Facebook: @WBurghP

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