



## Williamsburgh Primary School & Williamsburgh 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.

Vhairi Cochrane  
Head Teacher

## OUR SCHOOL

Williamsburgh Primary School is a large, town centre school with a current roll of 341 and 64 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 refugee children.

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 one Principal Teachers who has 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 13 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 2023-2024 there will be 14 classes. 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 refugee children.

## OUR VISION, VALUES AND AIMS

### Our Vision

Learning today for a successful tomorrow

### Our Values

Achieving, Respectful and Kind



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



### Aims

- We aim to nurture our diverse community
- We aim to provide a safe learning environment where we are all valued and encouraged to achieve our best
- We aim to create strong, lasting partnerships

## SUCSESSES AND ACHIEVEMENTS

- The school was accredited with Bronze: Rights Committed status as part of our Rights Respecting Schools journey.
- The school has achieved accreditation for our first Eco Flag in 10 years!
- In June we will receive an award for our social enterprise group, *Just Sew*. We have been invited to attend the event in Edinburgh where the Cabinet Secretary for Education and Skills, Jenny Gilruth MSP is the VIP guest this year.
- The school has successfully set up four committee groups that meet monthly. This ensures that all children are involved in school improvement and have a voice.
- The school's talented singing club were filmed and were on STV News at Christmas. We also had a successful whole school Sing a Long and P1 nativity which was sold out.
- P6 successfully completed Bikeability training (Level 1 and 2).
- 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 and our new Daily Mile track.
- P7 took part in the "Make £5 grow initiative and a cake bake sale and successfully made £263 for their residential trip.
- The Pupil Council ran a successful enterprise Fairtrade stall in collaboration with the Rainbow Turtle organisation and raised £360 to support Fairtrade. The Pupil Council ran a collection to support Renfrewshire Foodbank at Christmas time and also visited its distribution centre in Paisley to see how our school's donations were helping the local community.
- P7 children have successfully been massage mentors to the children in the lower school as part of gaining our Eco Green Flag.
- Fruity Friday has been introduced by our Eco committee and children are now bringing in healthy snacks on a Friday.
- We had a successful P1 Nativity "The Snowman" and a whole school Christmas Sing A Long evening.
- 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.
- We have successfully set up a Paisley East Community Group. Working together we recently produced our first community newsletter for parents which was aimed at signposting supports within the community.
- The school teamed-up with St Mirren in February to deliver coaching sessions to our pupils and we were also visited by two players, Tony Watt and Thierry Small, at a special assembly.

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

### School Leadership

- The Head Teacher has continued this session as Authority Lead for “Improving our Classrooms” across Renfrewshire and in collaboration with West Partnership. The Head Teacher is also on Renfrewshire’s Assessment and Moderation Strategy Group as well as the Learning, Teaching and Assessment Strategy Group.
- The school’s Principal teacher was successful this session in securing a Depute Head post at another authority.
- 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:
  - use of data informed targeted intervention
  - improved attainment and achievement on the targeted group
- 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.
- Two teachers were 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.
- Primary 6 pupils have been trained to become Sport Leaders to enable them to support younger children in the playground.
- The majority of staff have formed a working party for Talk for Writing. This is led by the Principal Teacher. This has resulted in 5 classes piloting this approach.

### 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.
  - Most teachers received training from the Modelling and Coaching Numeracy Officer on Renfrewshire’s new maths planners. As a result, almost all teachers will implement the new planners in August 2023.
  - 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
    - Effective Questioning
    - Metacognition
- This 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

- We have successfully continued with our online platforms (Seesaw in our ELCC and we have just introduced this in P1-3) for parents and children to engage with and showcase learning.
- We have arranged a range of Family Learning events for parents – First Aid, Sign-share, coffee mornings, Homework club for P3, Sewing2Gether All Nations for refugee parents, Allergy awareness, Relationships Sexual Health and Parenthood , Numeracy support. The feedback from each event was positive.
- 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. Most parent/carers attended this event.
- We held Parents’ Night sessions in September 2022 and May 2023 which enabled parents and carers the opportunity to discuss their child’s learning with the class teacher. Most parents attended both sessions.
- 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

School attainment has improved this session providing evidence that our Priority in Writing have been successful in delivering positive outcomes. We have a culture of setting high expectations and being ambitious for all who are part of our community and this fully informs our new plan for 23/24.

- Through self-evaluation, we identified the need to increase attainment in Literacy across the school. Through the work of the Principal teacher and working groups we were able to upskill all our teaching staff in the area of Talk for 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.
- We have had success in raising attainment and achievement for almost all children.
- Overall, the quality of learning, teaching and assessment is evaluated (via a triangulation of evidence) as good with very good aspects evident.

### **Performance Information**

- Senior leaders have created tracking systems to enable them to collate and analyse whole school information on children's progress more easily. Teachers use data very well to monitor and track children's progress.
- Senior leaders meet regularly with staff to identify and evaluate interventions to support children who are not achieving as expected. Data is shared with teachers in an accessible way and helpful prompts are provided to enable clear identification of interventions to improve outcomes for individual children. As a result, teachers and practitioners feel empowered and confident to interrogate data and information and use this information well to meet children's needs. This is a rigorous and robust system.
- 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.
- In P1 there is evidence that the poverty related attainment gap in Numeracy, Writing and Listening & Talking has been closed.
- 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.
- Almost all children in P4 are on track and have achieved First Level in Talking & Listening. Most children will achieve expected level in Reading and Numeracy and the majority for Writing.
- Teachers will continue to make judgements on the achievement of CfE levels, supported by a range of assessment evidence and moderation activities. .
- A good range of assessment evidence is used to plan learning and teaching. A formal assessment calendar ensures consistent approaches to use of standardised assessments, assessments of planned pieces of work, and classroom observations. Most staff use this variety of assessment information effectively to help them understand children's progress and intervene appropriately.

## **Pupil Equity Funding**

Quality assurance information from all stakeholders in our school community is used effectively to inform PEF spending. The views of our parents, partners and children are very important to us and we use a variety of methods to ensure everyone has their say, for example questionnaires, and event evaluations. Our findings are collated and analysed by the senior staff team. Results are shared with all stakeholders and used to inform interventions.

### Intervention 1:

The school has continued to identify (through self-evaluation) the need for a school-based counsellor to support pupils with their 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. 7 children have had one-to-one counselling August – March 2023, 32 children have attended drop in sessions. 100% of children attending stated that counselling helped them and 100% of parents/carers said they have seen a positive change in their child since attending counselling. Data gathered from pre and post strength and difficulties questionnaires indicate a positive impact in almost all children. Rookie Minds produces a termly impact report for the school and a final report for the session.

### Intervention 2:

The Early Learning and Childcare Officer is an integral part of the P1 team and as such has been involved in supporting play based pedagogy and closing the poverty related gap in numeracy and phonics/ literacy . Our strategy to close the poverty related attainment gap in Literacy (P1) is built around:

- developing digital literacy and play based pedagogy
- providing targeted intervention

Children residing in SIMD 1-3 had an average baseline result of 78% rising to 94% on the final assessment. These children's attainment has risen on average by 16%. Children residing in SIMD 4-10 had an average baseline result of 87% rising to 100% on the final assessment. These children's attainment has risen on average by 13%. As a year group, the average baseline result was 83% rising to 97% on the final assessment. As a year group children's attainment has risen by 15% for these 14 phonics sounds. There was a poverty attainment gap of 9% in the baseline result and 6% in the final assessment. The poverty attainment gap has therefore reduced by 3%.

During our recent authority review the evidence from our PEF interventions was identified and highlighted positively in our feedback.

## KEY STRENGTHS OF THE SCHOOL

- Across the school and ELCC, there is a very positive establishment ethos and a strong sense of collegiality, which is underpinned by respectful and caring relationships between children and staff.
- All staff encourage children to do the best that they can and provide opportunities to support this, such as sensory opportunities in all areas of the ELCC to support the needs of their children.
- Across the school and ELCC, staff maintain a strong focus on providing a nurturing and inclusive ethos, reflecting on children's individual needs when providing support.
- Almost all children enjoy learning and participate well in learning experiences.
- The headteacher provides strong strategic leadership, sets clear expectations and systematically leads change and school improvement. She encourages staff to look outwards and leads by example through taking on lead roles across the authority and beyond. The depute headteachers, principal teacher and depute heads of centre provide effective leadership which ensures consistent and clear direction. Staff contribute very well to leadership of the school's priorities for improvement through well-planned opportunities for leadership at all levels.

**Almost all** parents/carers who completed our survey in March 2024 stated that:

- Their child likes being at Williamsburgh
- Staff treat their child fairly and with respect
- They feel their child is safe at school
- Their child feels confident
- Their child is making good progress at school
- The school makes good use of digital technology to support their child's learning
- They are satisfied with the quality of teaching
- The school is well led/managed
- The school encourages children to treat each other with respect
- They would recommend the school to other parents
- Overall, they are satisfied with the school

## OUR NEXT STEPS – PRIORITIES FOR 2023-24

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

- Continue to develop our approach to teaching writing
- To continue to improve our Learning, Teaching and Assessment approaches
- To improve our children's health & wellbeing and attainment through effective single and multi-agency planning for our young people with ASN with Rights of the Child underpinning

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!

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

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