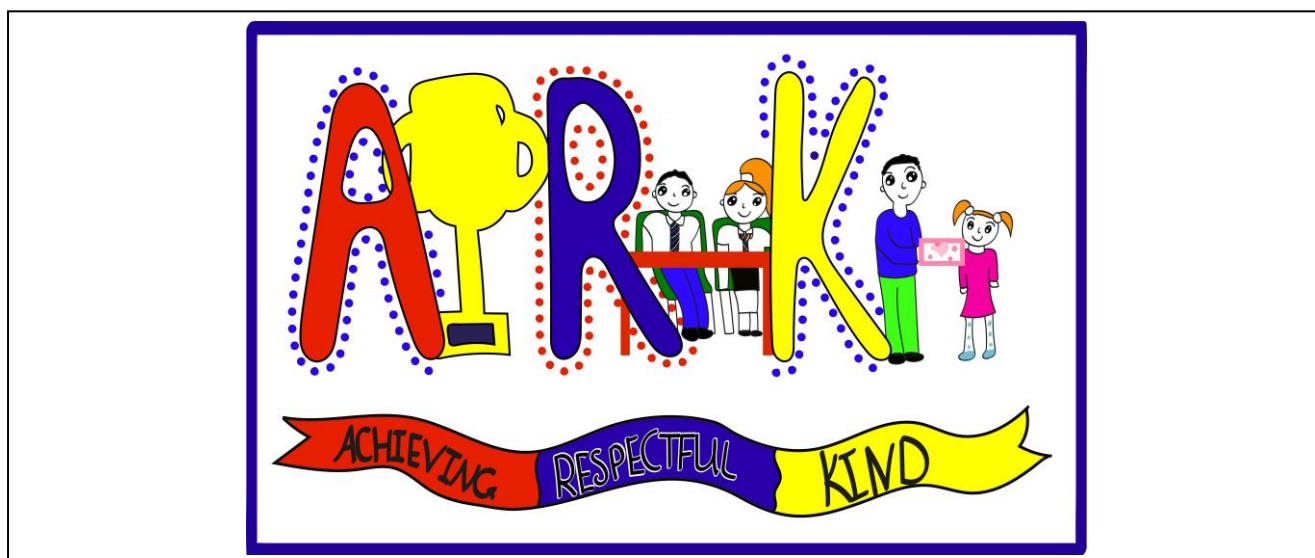




## WILLIAMSBURGH PRIMARY EARLY LEARNING & CHILDCARE CLASS



## STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the establishment'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 of Williamsburgh ELCC

## Our Early Learning & Childcare Class

- Williamsburgh ELCC is located within the East End of Paisley. The current registered capacity is 64 with an overall through number of 80 children. We are an extended day/extended year establishment.
- We serve a socially diverse catchment with 42% of our children residing in SIMD 1 and 2.
- We have 19% of our children who are bilingual.
- We have 8% of our children who have refugee status.
- The senior management team consists of a Head Teacher, Depute Head Teacher, 2 Depute Heads of Class, 1 Senior Early Learning and Childcare Officer.
- Our team consists of 10 Early Learning and Childcare Officers, 3 Early Learning and Childcare Support Workers, 1 Senior Clerical Assistant and 2 Facilities Operatives. Alongside this, we also have support from the Early Years Teaching Team.
- At present, we have an Acting Depute Head in post, a temporary ELCO in post and two temporary Early Years Support Worker. We currently have a 0.5 ELCO vacancy and an Early Years Support Worker vacancy.

## OUR VISION, VALUES AND AIMS

### **Williamsburgh Primary School & ELCC**

**Vision** – Learning today for a successful tomorrow

**Values** – Achieving, Respectful, Kind

### **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 relationships

## SUCSESSES AND ACHIEVEMENTS

- Effective use of QR codes to develop independence in learning.
- Significant development of skills relating to design and sewing which have been led by the children's interest and desire, and linked to skills for life.
- Staff are reflective in their practice, and this supports our child led pedagogy.
- Continuous development of our environment which supports our child-led ethos.
- Children's confidence and engagement is high. Continuous provision is evident, and children confidently use ICT resources to access and share their learning.
- Support is provided for individual families. Families are welcomed into our establishment and the staff team work closely with to support and signpost to relevant services. SMT adopt a flexible approach to the offer of placements in order to tailor this to individual needs.
- Partnership with local businesses – weekly donations from Booker Cash and Carry, Links with Friends of Barshaw and Donations from B&Q.
- Children and staff have been awarded RSPB Eco Badges in recognition of their involvement with projects to enhance the outdoor environment.
- The ELCC was successful in gaining a grant of £500 from Dobbies Garden Centre. This was used to develop a garden area outdoors with the support of parents and children.
- Distributed leadership is evident within our establishment, with all staff taking forward identified improvement initiatives such as, Froebel Principles and Gifts – how does our garden grow? Friends of Barshaw, Sewing and Woodwork, Dolly Parton Imagination Library, STEM and Digital Leadership, Literacy Champion, Cultural Champion and Champion of Children's Rights.

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR CENTRE/NURSERY?

### Leadership

- Two members of staff have completed their BA Degree.
- Four members of staff have undertaken Practitioner Enquiry projects based on the needs of our service. Two members of staff have been invited to present their Practitioner Enquiry Project at a forthcoming conference.
- Leadership of Child Protection undertaken by member of SMT.
- DHT is now trained as a Promise Ambassador.
- All staff lead on a specific area within the establishment.
- Our Equity and Excellence Lead is currently in post as Acting Depute of Class within our establishment.
- Our Depute Head was successful in securing an Acting Head of Centre in another establishment.

### Workforce Professionalism

- Establishment training specific to improvement methodologies has been delivered to the staff team, with the impact of this evident in their practice. This included training on quality observations, enabling environments, learning journals and supporting children with English as an additional language.
- Staff involvement in the development of our ASN trackers has led to participation in an authority led working party.
- Staff actively engage in their personal professional development relating to our improvement plan as well as their interest.

### Parental Engagement

- We have successfully built upon parental engagement opportunities for our families, providing Dolly's imagination Library, Seesaw, PEEP sessions, Sign Share, Stay & Play, Shared Learning meetings, Fair Share and Garden Project.
- We have successfully continued to share children's learning with parents on Seesaw. 98% of parents/carers engage on this platform (May23), demonstrating that they value the learning taking place through comment/messages.
- During this session, almost all parents have had the opportunity to provide feedback and express their views relating to their child's learning and relating generally to the service provided.
- Parents/carers supported and engaged with the staff team to undertake an extremely successful Christmas outing for all families.

### Assessment of Children's Progress

- Observations of children's learning are successfully recorded within floorbooks and Seesaw.
- Most children are making progress across all areas of the curriculum.
- For those children who are transitioning into Primary education, 72% of our children are achieving over 60% of outcomes in Literacy, 64% in Numeracy and 86% in Health and Wellbeing as indicated in our Progression Toolkit.

### Establishment Improvement

- Through self-evaluation, we identified the need to increase attainment in areas of Literacy and Numeracy. Practitioner Enquiry Projects were initiated in response to this.
- We have worked collegiately to self-evaluate leadership, learning, teaching, assessment, children's wellbeing and attainment and achievement. This has enabled us to showcase our strengths during our recent authority review which took place in March 2023.

### Performance Information

- The Senior Management Team track children's learning on a termly basis to ensure that support is being directed towards our most vulnerable learners.
- Planned tracking meetings, wellbeing meetings and reflective learning conversations facilitate opportunities for the SMT to meet regularly with staff to discuss children's progress and wellbeing. We continue to develop these learning conversations to ensure there is a focus on supporting the most vulnerable and disadvantaged children.

## KEY STRENGTHS

- ★ Happy children who are engaged in their learning.
- ★ Highly effective relationships with parents, families, partners and children, which allows a trusting partnership.
- ★ A nurturing, welcoming, inclusive and supportive ethos which impacts positively on children's wellbeing.
- ★ A staff team who work hard and are reflective in their practice to effectively support the children.
- ★ **All parents/carers** who completed our survey in April 2023 agreed or strongly agreed that:
  - Staff treat my child fairly and with respect*
  - The setting helps my child to feel confident*
  - Staff really know my child as an individual*
  - The learning experiences my child has at the setting are at the right level for them*
  - My child's learning and development is well supported by the staff in the setting*
  - My child is encouraged to be healthy and to be physically active*
  - I feel comfortable approaching the setting with questions, suggestions and/or a problem*
  - The setting is well led and managed*
  - The setting encourages children to treat others kindly and with respect*

## OUR NEXT STEPS – PRIORITIES FOR 2023-24

We believe that 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.

- ★ To promote equality and diversity through our approaches and to seek to improve our inclusion for all, especially those who may face barriers to their involvement, in order to raise attainment.
- ★ To build strong, lasting links to our local community to enhance the learning experiences offered to our children in order to raise attainment.

Full details of the establishment's improvement priorities and actions are detailed on the establishment improvement plan.

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Website  
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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 establishment. You can do this by speaking to staff, participating in parent/carer meetings, responding to questionnaires/surveys and by completing evaluations at events.