



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

Renfrewshire Coucil



STANDARDS AND QUALITY REPORT

June 2024

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 338 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 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 management team is supported by one Principal Teacher who has curricular responsibilities: whole school responsibilities for various events and activities and a teaching commitment. In the ELCC we have two 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 2024-2025 there will be 14 classes. Pupil support staff include one full-time and one part time classroom assistant and four 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

**SUCCESSES AND ACHIEVEMENTS**

* In February 2024 HMIE visited the school. We received very positive feedback on all aspects of Leadership, ensuring wellbeing, equality and inclusion , Learning, teaching and assessment and attainment.
* The school has successfully set up four committee groups that meet monthly. This ensures that all children engage in school improvement and have a voice.
* The school’s talented singing club performed at Paisley Abbey. We also had a successful whole school sing -along and P1 Nativity which was sold out.
* P7 took part in the Make £5 Grow initiative and a cake bake sale and successfully made over £500 for their residential trip. They also had a successful Burns Supper event and residential experience.
* Pupil council raised £479.50 for Children with Cancer UK by holding a ‘wear your pyjamas to school day’.
* 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 digital equipment.
* 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.
* We have been awarded Jade Level Accreditation through the RNRA accreditation process.

**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 and Teaching Strategy Group. The Head Teacher’s involvement in local authority improvement groups is influencing leadership of change beyond the school.
* Almost all staff willingly take opportunities to lead school improvement activity. They undertake roles which are linked to improvement priorities or staff interest. These are identified through annual professional review and development processes. This enables staff to play an increased role in working together to influence school improvement.
* Children across the school enjoy a variety of responsibilities, for example as part of the pupil council, Eco and children’s rights steering groups. Children at every stage have leadership opportunities as members of school improvement groups that focus on areas such as literacy and digital learning. Most children feel their views are listened to and are confident to share their ideas with staff. Older children have the opportunity to become house captains. Staff help children to work towards a range of accredited awards in relation to digital technology, reading and social enterprise. These experiences are contributing to raising children’s aspirations and achievement and the profile of the school within the local community.
* The Early Learning Childhood Officer has completed a Post Graduate Certificate in Digital Pedagogy and has received a distinction. She has shared her learning with staff and embedded this in her practice. The ELCO is also an Education Scotland Critical Friend Coach, for the Educator Leadership Programme. This involves supporting Early Years Officers, Teachers and Community Learning and Development Officers to improve their practice and develop leadership skills through practitioner enquiry. The feedback has been very positive regarding her support. She was selected to be a Guest Editor of a national educational journal, which featured selected practitioner enquiries from the above programme, and also artwork from school pupils from Williamsburgh Primary School.

**Teacher Professionalism**

* All Staff undertake ongoing professional learning, including visits to other schools to learn from good practice in areas such as play, digital learning and mathematics. They share readily their learning with each other and support colleagues to implement change and improvements. This includes, for example, developing approaches to the teaching of writing. Their commitment to professional learning and effective leadership of change is resulting in improved outcomes for all children.
* Almost all teachers link their development plans effectively to the General Teaching Council for Scotland standards and the school improvement plan.
* Senior leaders effectively prioritise time for teachers to collaborate meaningfully with moderation activities including joint planning and visiting other schools to observe practice. Teachers have regular opportunities to work collegiately to improve practice. This includes reviewing children’s writing with cluster colleagues. This is helping to ensure teachers’ judgements of children’s progress and achievement is accurate and supports consistent standards and expectations across the school.
* All teaching staff have all received training on the GIRFEC Relaunch and Policy Overview and Staged Intervention Framework Introduction.
* Staff have received training on “Talk for Writing” and this has resulted in the approach being utilised across the school to increase motivation, confidence and engagement in writing.
* Optional Training has also been provided by the Senior Management Team such as Staged Intervention drop-in Sessions, EpiPen Training and Differentiation.

**Parental Engagement**

* Almost all parents/carers agree that the school has a very positive and nurturing ethos where trusting relationships are well established between staff, children and their families. Parents/carers speak positively about the effective arrangements in place to support children when they join the school. Parents/carers enjoy activities where they can learn together with their child. This includes opportunities such as open evenings, homework clubs and a family first aid course.
* Parents/carers receive information about what their child is learning in a variety of ways. For example, teachers share termly newsletters which provide information about their child’s learning in key curricular areas. Examples of children’s learning are shared through online platforms.
* Parents/carers appreciate the regular communication they receive through newsletters, social media and online platforms. They value the up-to-date information about their child’s learning and successes.
* The Parent Council represent parents/carers effectively at regular meetings with the headteacher and senior leaders. The Parent Council supports the school well with fundraising activities and school events, such as evening discos and the annual summer fayre. .
* 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.
* The school’s Facebook page and Group Call 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 has 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 24/25.

* Through self-evaluation, we identified the need to increase attainment in Literacy across the school. Through the work of the Principal teacher, SAC funding and Attainment teacher (PEF funded) we were able to achieve Silver Reading School status, upgrade the range of books in our school library and its environment, increase motivation and engagement in writing through Talk for Writing, and provide targeted support for pupils in Literacy.
* We have worked collegiately to self-evaluate leadership, learning, teaching, assessment, children’s wellbeing, attainment and achievement. This has helped to showcase our strengths and highlight our areas for improvement. School improvement information is collected using various formats of the How Good Is Our School?4 (HGIOS?4) framework and all stakeholders are involved in this process through questionnaires, feedback forms and discussions. By working in this way, we ensure all members of our school community have regular opportunities to engage and influence school improvement. The information gathered is used to support self-evaluation and improvement planning.
* Our School Improvement Plan references the feedback given by pupils, families and staff within our rationale for change. Single page overviews of our School Improvement Plan, our Pupil Equity Fund (PEF) strategy and 6 National Improvement Framework (NIF) approaches are discussed with the Parent Council at the Annual General Meeting each year.

**Performance Information**

* All stakeholders are fully involved in the school’s improvement planning process. The Head Teacher regularly seeks feedback from children, staff, parents/carers and partners to evaluate the school’s strengths and areas for development. This is done through using questionnaires, focus groups and online polls. Senior leaders listen carefully to everyone’s views and use ideas suggested.
* Improvement planning is focused on improving outcomes for children and includes clear measures for success and baseline information. There is a robust rationale for change. Senior leaders involve all stakeholders to evaluate progress across the school year. The headteacher and senior leaders have created a very strong ethos of teamwork. All staff are encouraged and empowered to embrace leadership opportunities in the school.
* Attainment across Literacy, Numeracy and Maths and Health and Wellbeing is tracked termly by all teachers. The progress of all pupils with vulnerable and protected characteristics is prioritised to ensure equity. Very good use is made of establishment and local authority attainment data trend analysis, and this is shared termly with all teachers. By working in this way, we demonstrate a continued focus on promoting positive outcomes across vulnerable groups and for all pupils. This analysis underpins professional dialogue relating to the equitable use of Pupil Equity Fund spend, the allocation of resources and the development of the School Improvement Plan.
* The health and wellbeing of our older pupils is tracked using the Glasgow Mental Wellbeing Profile.
* 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**

Overall children’s attainment in literacy and English and numeracy and mathematics is good. A few children make very good progress.

* At early level, most children are achieving CfE national levels in writing and numeracy. Almost all children are achieving CfE national levels in listening and talking. The majority are achieving CFE national levels in reading.
* At first level, most children are achieving CfE national levels in listening and talking, reading, writing and numeracy.
* At second level, most children are achieving CfE national levels in listening and talking and reading. The majority are achieving CfE national levels in writing and numeracy.
* Across the school a minority of children would benefit from further challenge in their learning. This would ensure all children make the best possible progress in literacy and numeracy.
* Most children who require support with learning, including children with English as an additional language, make good progress from prior levels of attainment or towards their own targets.

**PUPIL EQUITY FUNDING**

All stakeholders are consulted annually through a questionnaire with regards to how we are going to allocate our PEF funding. Our PEF allocation is used to support the raising attainment strategy for literacy and health and wellbeing for targeted groups of children. Identified cohorts of children are tracked and monitored. Interventions are reviewed termly to identify progress of individual children and plan further support. Interventions have resulted in a positive impact on children’s progress in learning. Senior leaders can evidence that interventions are accelerating the progress of children targeted by this funding.

Intervention 1:

The school has continued to identify (through self-evaluation) the need for a school-based counsellor to support pupils with their wellbeing. “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. To date eight children have attended service on a full-time basis.  91 children have used the drop in facility for this same period.  Where parents have responded, 100% have noticed a marked improvement in their child’s referral issue. Likewise, 100% of children who attended responded very positively . This number was also responses given by class teachers.

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 through focus groups. 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

At the end of Term 1 children residing in SIMD 1-2 Phonics attainment was 70%, rising to 94% at the end of Term 3 (improvement of 24%). At the end of Term 1 children residing in SIMD 3-10 Phonics attainment was 87%, rising to 91% at the end of Term 3 (improvement of 4%). There was a poverty attainment gap of 17% in Term 1, reducing to 0% in Term 3 (improvement of 17%). At the end of Term 1 children residing in SIMD 1-2 Tricky word attainment was 44%, rising to 70% Term 3 (improvement of 26%).  At the end of Term 1 children residing in SIMD 3-10 Tricky word attainment was 64%, rising to 75% Term 3 (improvement of 11%). There was a poverty attainment gap of 20% in Term 1, reducing to 5% in Term 3 (improvement of 15%). At the end of Term 1 children residing in SIMD 1-2 identification and sequence of numbers 1-5 was 86%, rising to 100% Term 3 (improvement of 14%). At the end of Term 1 children residing in SIMD 3-10 identification and sequence of numbers 1-5 was 95%, falling to 91% Term 3 (decline of 4%). There was a poverty attainment gap of 9% in Term 1, reducing to 0% in Term 3 (improvement of 9%). At the end of Term 1 children residing in SIMD 1-2 identification and sequence of numbers 6-10 was 68%, rising to 91% Term 3 (improvement of 23%). At the end of Term 1 children residing in SIMD 3-10 identification and sequence of numbers 6-10 was 85%, rising to 90% in Term 3 (improvement of 5%). There was a poverty attainment gap of 17% in Term 1, reducing to 0% in Term 3 (improvement of 17%).

At the end of Term 3 children residing in SIMD 1-2 identification and sequence of numbers 10-20 was 74%, and children residing in SIMD 3-10 identification and sequence of numbers 10-20 was 76%. There was a poverty attainment gap of 2% in Term 3. At the end of Term 3 children residing in SIMD 1-2 identification and sequence of numbers 20-30 was 67%.

**KEY STRENGTHS OF THE SCHOOL**

* The highly effective Head Teacher, who is providing very strong leadership and direction to the work of the school and nursery. She is supported well by the senior leadership team and is ambitious for all children in the school and nursery.
* The strong focus on promoting inclusion and diversity. This is building caring, positive and trusting relationships that are supporting children to feel included and valued in the school and nursery.
* Children who are happy, enthusiastic and confident. They enjoy learning in school and nursery. They show respect, care and kindness as they learn and play together. Children are very proud of their school and nursery.
* High quality approaches to learning teaching across the school and nursery. All staff work very well together as a team. They engage well with professional learning and reflect on their practice. Well-considered, engaging approaches to learning and teaching are impacting positively on children’s progress and achievement.
* All stakeholders are fully involved in the school’s improvement planning process. The headteacher regularly seeks feedback from children, staff, parents/carers and partners to evaluate the school’s strengths and areas for development. This is done through using questionnaires, focus groups and online polls. Senior leaders listen carefully to everyone’s views and use ideas suggested.
* Improvement planning is focused on improving outcomes for children and includes clear measures for success and baseline information. There is a robust rationale for change. Senior leaders involve all stakeholders to evaluate progress across the school year. The Head Teacher and senior leaders have created a very strong ethos of teamwork. All staff are encouraged and empowered to embrace leadership opportunities in the school.
* Staff speak positively about the quality and relevance of professional learning opportunities. All teachers engage very well in professional learning and development. They share readily their learning with each other and support colleagues to implement change and improvements. Staff’s engagement with a range of professional learning opportunities within the school and beyond is leading to improved approaches to learning and teaching across the school.

**OUR NEXT STEPS – PRIORITIES FOR 2024-25**

We have made very good progress during session 2023-24 and we will use the improvement priorities listed below to build on this progress moving forward:

* To continue to develop systems to track children’s wellbeing to further meet the wellbeing needs of all children.
* Continue to raise attainment in literacy and numeracy with a particular focus on numeracy.

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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**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.