



HOUSTON PRIMARY SCHOOL



STANDARDS AND QUALITY REPORT

June 2021

This report will inform you of our school's progress and achievements in the last session and informs you of our plans for 2021-22. I hope that you find it helpful and informative.

Jennifer Murray
Head Teacher

OUR SCHOOL

Houston Primary is a non-denominational school in Houston, Renfrewshire. The school offers education from aged 3 to 12 through our Early Learning and Childcare Class (aged 3-5) and Primary 1-7 (aged 5-12). The school is semi open plan with two or three classes at each primary stage. The ELCC is housed in a separate, new purpose built building within the school grounds, which opened in May 21. The school roll for session 2021/22 is approx. 510, and 78 in the ELCC. Over 90% of our pupils reside in the catchment area. The school has a valued reputation for its high levels of attainment and achievement, and together with its dynamic participation in the local community, it is highly regarded by parents, carers and wider community members. The school is very well supported by an active Parent Council.

The school is led by a highly effective management team and, with an extremely committed teaching and non-teaching staff. This was recognised by Education Scotland when they carried out an inspection in October 2016, and, more recently when the Care Inspectorate visited the ELCC in January 2020. They are supported by committed parents, carers and wider community volunteers who together strive to provide a warm, caring ethos in which children are happy and thrive while taking advantages of the wide and varied learning opportunities and activities on offer.

OUR VISION, VALUES AND AIMS

Our vision is to ensure that all children entrusted to our care are nurtured, valued, respected and supported to reach their full potential enabling them to have the skills and confidence to succeed in today's society. We believe it is important to work together with all stakeholders to ensure the highest quality of education for our pupils is achieved.

Our aims of Houston Primary & Early Learning and Childcare Class are:

- Provide children with the learning opportunities and experiences to become successful learners, confident individuals, responsible citizens and effective contributors, resulting in high standards of attainment and achievement.
- Provide a curriculum which is designed to promote challenge, enjoyment, breadth and depth, progression, relevance, coherence, personalisation and choice for all pupils based on National and Local Authority guidance.
- Foster high quality leadership at all levels ensuring a culture where all stakeholders feel able to exercise initiative and lead learning within effective teams.
- Promote close partnerships between home, school and our local community, ensuring that their unique contributions provide enriching experiences for all learners.
- Provide a welcoming ethos within the school which celebrates achievement and encourages creativity and innovation.
- Provide high quality resources to support a high standard of teaching and learning.

Our school values have recently been reviewed by pupils, parents and staff. Our values are;

FRIENDSHIP HONESTY RESPECT SUCCESS

SUCCESSES AND ACHIEVEMENTS

- Newly built Early Learning and Childcare facility opened May '21.
- RNRA Jade, Level 1 Award achieved for our commitment to developing nurturing relationships December 2020.
- Transfer of whole school/ELCC learning went online during lockdown 2, Jan – March 2021.
- Digital Schools Award achieved April 2021. Use of Google Classroom during lockdown has helped the staff and pupils upskill significantly in this area.
- P4 children continue to be in the top ranks of Sum Dog Competitions gaining 1st place and overall top student twice.
- Finalist of Eco School's, Pocket Garden Design Competition.
- 7th Eco Green Flag achieved June 2021 and work begins on our 8th.
- Citizenship work continues through support of charities i.e. NSPCC, Digit Day - £618 raised, St Vincent's, Christmas Jumper Day- £350 raised, Renfrewshire Foodbank & the Trussell Trust donations, Down's Syndrome. 'Lots of Socks' online donations. Fairtrade donation of 244 Easter eggs for Star Project Charity, Paisley. 'Give a Gift That Counts' Charity donations of toys, gifts and sweet donations. Primary 1 Danceathon raised £110 for Canine Partners.
- P6 children Think Food Project in conjunction with Glasgow Science Centre linked to Eco work and Sustainability.
- Intergenerational Gardening Club goes from strength to strength. Team members supported the planting of spring bulbs and planters. Children continue to support the Houston Community Council Bee Happy group.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

The impact of COVID-19 resulted in significant changes in working practices and routines. As such, our ability to complete all actions within our school improvement plan has been hindered. Some priorities and actions will be carried forward to academic session 21-22.

School & ELCC Leadership

- All members of Senior Leadership team are committed to continued professional development. Both DHTs have undertaken Stepping Back and one has also engaged in the Winning Scotland modules. The Head Teacher has continued to develop her leadership skills and capacity by engaging in professional development, including local authority learning set, Columba 1400 and West Partnership events. The Senior Early Learning and Childcare Officer completed the Learning Provocateurs training. Acting PT completed her Masters studies and other PT led staff in Digital Learning in the lead up to and throughout COVID 19 lockdown, and lead the team who presented the evidence of the Digital Leaders Award. ELCC Deputies engaged in Local Authority leadership training for staff new to the role.
- Numeracy Champion provided modelling and coaching support to further development and build confidence in the use of Beyond SEAL learning approaches at second level. SEAL Parent Guide leaflets produced for all stages.
- With the support of the Early Years Teaching Team, the ELCC staff took forward training and professional reading by collaboratively developing the ELCC learning environment, resulting in re-designed layouts and a greater variety of play materials available for children.
- Pupil's leadership of their own learning has increased through the continued focus on play in Primary 1 and the introduction of Floorbooks across the whole school. Pupils play active roles in Eco, Fairtrade and Enterprise committees.
- PT led STEM specific self evaluation work, and subsequent staff training, this included a focus on STEM enquiry and the various approaches that can be used.

Staff Professionalism

- All staff continue to undertake training in School Improvement priorities. A further six teachers trained in SEAL (Stages Early Arithmetic Learning) Maths approach and three staff participated in Winning Scotland professional learning modules.
- All teaching staff implemented the new RSHPE training as per the agreement reached collegiately to our whole school approach.
- Support Staff engaged in a series of professional learning during Lockdown. Weekly Video meetings provided opportunity to share and discuss learning on a variety of topics such as e-bug, autism, challenging behaviours, blood spillages and diabetes.
- All staff further engaged in Mindstretchers Talking & Thinking Floorbook Training (May '21). This approach promotes pupil voice, leadership of learning, together with a fresh approach to planning and documenting children's learning.
- All staff have positively embraced a rapid upskilling in Digital Learning required by lockdown. GLOW, the Google Suite and Teams has been used effectively throughout the period. Further training on more advanced skills and tools took place in October and the May In-Service, in an effort to continue to enhance staff competences and children's learning experiences.

Parental Engagement

- Parental engagement has continued to increase this year through Online Platforms and Social Media. Parent/Carers are very much part of the life of the virtual school and ELCC, and strong partnerships are forged to support children's learning and development. Due to COVID restrictions, physical parental engagement was less but we still managed to deliver Bikeability training for over 200 pupils. Parental support for our Fairtrade Art Project was very successful.
- Communication has continued to improve. The school social media presence extended to include Twitter this session. Together with our school website, Facebook and our school blogs, parent/carers are provided with a valuable means of keeping in touch and seeing what's going on at school and ELCC. A representative from 100% of our families are signed up to ParentPay meaning email communication is now the preferred option, ensuring everyone receives school communications.
- School Council Meetings continued online allowing parent/carers the opportunity to continue their interest and involvement in school business. This has included discussions and consultation about PEF (Pupil Equity Fund), and School Improvement Planning.
- Digital Learning platforms used during lockdown allowed pupils/parents and teachers to interact and continue to nurture a positive relationship despite the distance and separation. Many parent/carers found this a valuable support during home schooling.

Assessment of Children's Progress

- Teaching staff meet regularly to discuss the progress of children and to plan next steps. Greater use is now made of the whole school tracker, allowing overview of individual progress and cohorts to be viewed easily. Data continues to be added to the tracker to build the most comprehensive picture of individuals. Our focus on support and challenge ensures progress and improvement for all children. The implementation of standardised assessments, alongside ongoing assessments and moderation activities, continue to increase staff confidence in making professional judgements about children's progress.
- New approaches to, and a greater focus on, the documentation of children's progress in our ELCC using Floorbooks and 'My Special Book' has led to more focussed observations and target setting. The implementation of Floorbooks in school is at an earlier stage, but first impressions suggest staff and children have responded well to this new planning/learning approach.
- Health and Wellbeing Trackers were developed and used across the school this session. These are now digitalised for P4-7 and allow for easy access to the data. This captured the pupil voice in relation to their wellbeing and, together with the Class Teachers' views, informed termly tracking.
- Almost all children using IDL to support literacy and numeracy challenges have demonstrated improvement. (PEF)

School & ELCC Improvement

- A strong focus remains on the benefits of having a resilient and positive attitude to learning and life. Nurture Principles and Growth Mindset continue to be embedded through everyday classroom and playground interactions. Work/training continues with RNRA, 'Build Back Better' and the nurture principles.
- Changes to Numeracy pedagogy continue to be implemented across the school. Staff confidence is growing in using these new techniques and children are responding positively to them.
- Quality Assurance work, in partnership with our Education Manager, provided a valuable opportunity to evaluate leadership, learning, teaching, assessment, children's wellbeing, attainment and achievement. The Management Team engaged in quality dialogue about our strengths and identified areas for further improvement. Considering the impact of COVID 19, the school/ELCC will continue to implement Renfrewshire Council's 'Build Back Better' plan to ensure our children are safely supported in their mental wellbeing and academic recovery.

Performance Information

- Termly GIRFEC/attainment meetings are held where members of the Senior Management Team meet with each stage to discuss pupil progress using the wellbeing indicators as a structure for professional dialogue. Tracking procedures have been reviewed considering benchmarks and professional conversations, and a greater focus is placed on our most vulnerable and disadvantaged children, not solely Scottish Index Mass Deprivation (SIMD) 1-3.

KEY STRENGTHS OF THE SCHOOL & ELCC

- A warm, caring environment for children, staff, parent/carers and community members.
- Highly motivated and engaged children who demonstrate a willingness to learn.
- Great sense of team spirit and strong collegiality amongst all staff, which is essential for taking forward establishment improvements.
- Continued high levels of attainment in literacy and numeracy across early to second level.
- Strong and highly valued relationships between the school and its community, supporting children in their learning, wellbeing and overall development.
- Strong partnerships with parent/carers, community members and local businesses to maximise on opportunities to extend learning and develop the young workforce (DYW).
- RNRA training and approaches continue to support children and staff and contribute significantly to the overall ethos of the school.

OUR NEXT STEPS – PRIORITIES FOR 2021-22

We believe that we have made very good progress during session 2019-20 and will use the improvement priorities, listed below, to build on this progress this session.

- Develop a curriculum which is aligned with CfE in the COVID 19 recovery phase, while maintaining a strong focus on Literacy, Numeracy and HWB.
- Further embed Numeracy developments - (SEAL) Stages of Arithmetical Learning and CPAL (Concrete, Pictorial and Visual Learning).
- Review our approach to teaching Spelling and implement changes to our practice.
- Continue to develop our nurturing ethos through participation in the Renfrewshire Nurturing Relationships Approach (RNRA) together with the use of their 'Build Back Better' resources.
- Continue to embed consistency in sharing of learning intentions and success criteria, involving children in the construction of success criteria, when appropriate.
- Further develop the use of the Talking & Thinking Floorbooks approach.
- Pupil Voice – support pupil voice by reviewing the implementation and impact of the pupil friendly, wellbeing focused bi-annual survey.
- Digital Learning – review and build upon children and staff skills developed during periods of lockdown learning.
- Achieve Gold Sports Scotland Award, and 8th Green Flag.

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.

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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 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.