HOUSTON PRIMARY SCHOOL & EL&CC

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 2024-2025. I hope that you find it helpful and informative.

Jennifer Murray - Head Teacher

OUR SCHOOL and EL&CC

Houston Primary and EL&CC 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) then Primary 1-7 (aged 5-12). The school is semi open plan with two or three classes at each primary stage. The EL&CC is in a separate, purpose-built building within the school grounds. The school roll for session 2024/25 is approx. 500 and 78 in the EL&CC. Over 88% of our pupils reside in the catchment area.

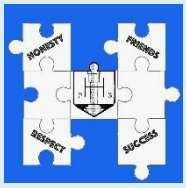
The school has a valued reputation for its high levels of attainment and achievement, and together with its dynamic participation in the local community, it remains highly regarded by parents, carers and wider community members. The school is very well supported by an active School Council. Houston Primary and EL&CC benefit from a dedicated staff, and 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 advantage of the wide and varied learning opportunities and activities on offer.

OUR VISION, VALUES AND AIMS

Our AIM is.

'Nurturing the Hearts and Minds of the Future'

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 today. This is best achieved when we work together with all stakeholders to ensure the highest quality of education is achieved for all our children. Our VALUES are;



FRIENDSHIP *HONESTY* *RESPECT* *SUCCESS*

SUCCESSES AND ACHIEVEMENTS – Lots of good things going on! I have tweaked typos throughout so use this version for any changes you make ☺

- Staff implemented new Renfrewshire Numeracy and Mathematics planners and assessments, ensuring progression in approaches across the school, including our Early Learning and Childcare Class (EL&CC), as well as supporting our high levels of attainment.
- Further development of Renfrewshire's Nurturing Relationships Approach (RNRA) has enhanced our school ethos, ensuring wellbeing is key to learning. We are working towards level 3 Amethyst accreditation, following completion of 4 nurture principles and Non-Violent Resistance (NVR) part 2. Staff, supported by our Educational Psychologist, have worked in partnership with parents and other agencies to support families, providing training on the use of NVR to support anxiety.
- We are immensely proud of our well used School Library, Book Clubs, and the calendar of events, planned and supported by our Literacy Leaders team, that promote reading for enjoyment across the school and wider community. This has led to increased engagement in reading quality texts and complements the implementation of the Talk for Writing approach.
- As part of our Eco-School initiative, we are working towards our 9th Green Flag and took part in the LEAF and Pocket Garden projects which afforded learners hands-on outdoor experiences which deepened understanding of the natural world and the importance of conservation.
- EL&CC awarded 'Food for Thought' award from Education Scotland in recognition for planting, harvesting, and using produce in snack, cooking, and baking. This followed investment in new raised beds, a greenhouse, new utensils, and equipment.
- Staff training in outdoor learning, in conjunction with the landscaping of our outdoor zones, led to increased time outdoors and quality learning experiences for all.
- High levels of attendance and positive feedback from family engagement events including Stay and Play, Open Afternoons, Christmas Show, Easter Parade, Technology Challenge, Pupil Progress Meetings, Chocolicious FairTrade Café, Pop-Up Breakfast and School Council/ELCC Parents' Committee events.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL and EL&CC?

School Leadership

- Following consultation with parents and learners last session, our Literacy Leaders and Digital Leaders teams worked in partnership to create Reading Thinglinks for each stage (EL&CC to P7). Content included presentations on teaching approaches and tips for supporting the development of reading skills, as well as interactive links to Accelerated Reading, book recommendation lists, ebooks and games.
- DHT and CT completed NVR Level 2 training, allowing school staff better support families in coping with challenging behaviours. Additionally, all support staff completed de-escalation training to support children expressing dysregulated emotions, in school.
- DHT and two members of staff have engaged in CIRCLE leadership training and two members of staff have engaged in RICE training with a view to ensure all children are included and supported in the classroom setting.
- All teaching staff participated in Quality Assurance visits, observing a colleague's Talk for Writing lesson, identifying key strengths in implementation of the approach, as well as highlighting areas for further staff development. In consultation with staff from Bridge of Weir Primary, staff also met to moderate planning and share aspects of best practice ensuring consistency in cluster delivery.
- All staff participated in training delivered by Care Scotland, resulting in better understanding and support for our care experienced children, in terms of their wellbeing and learning. We have signed up to 'The Promise'.
- EL&CC Deputes completed Strategic Leadership programme, leading to self-reflection and changes in their pedagogical leadership styles.

Staff Professionalism

- All staff (EL&CC to P7) participated in the moderation of Talking and Thinking Floorbooks. They identified good practice and highlighted aspects of the process which they will improve upon, in order to provide children with high levels of engagement in, and ownership of, their learning journey. Furthermore, staff in our EL&CC evaluated and adapted approaches for 'planning in the moment'.
- Following completion of work landscaping outdoor learning zones, almost all teaching and support staff, participated in training which has led to increased time outdoors learning, as well as quality outdoor learning experiences which have been well received by our learners.
- Following comprehensive training in Talk for Writing last session, covering both fiction and non-fiction, staff worked collaboratively to plan and deliver units of learning. Qualitative feedback from staff and pupil focus groups has been very positive, in terms of the teaching and learning approaches implemented, as well as the improved quality of children's writing.
- Four EL&CC staff attended Talk for Writing in the Early Years training, developing effective pedagogical approaches for developing children's story telling skills through play. Furthermore, led by the Early Years Access teacher, staff produced home learning activities for families to complement the books gifted to children each month through Dolly Parton's Imagination Library (100% registration in EL&CC).
- Our new Maths Zone affords all learners from P3-7 opportunity to access quality resources and deepen their understanding of numeracy and mathematics concepts through playful and 'hands on' experiences. Additionally, new Renfrewshire Maths planners and assessments have been implemented, following practical workshops for staff, leading to improved pedagogical approaches for learners.

Parental Engagement

- Our School Council, in collaboration with the Culture Club, funded and organised a Colour Run, in order to raise awareness and celebrate diversity, inclusion, individuality and equality across our community. Progressing work on Equity and Equality, staff completed gender awareness training, evaluating and adapting practice to ensure respect for all.
- A number of family and community members supported a variety of events (e.g., running our Book Fairs and lunchtime Book Shop, Health Week activities, Gardening Club, Fairtrade event, Developing the Young Workforce, Sports Day, author visits, school excursions, swimming lessons, EL&CC Fun Days, sewing, Bikeability, extra-curricular clubs) enhancing many children's learning and wider achievements.
- High levels of attendance and positive feedback from families, following an Annual Calendar of events aimed at communicating and celebrating children's learning experiences across different curricular areas included: Stay and Play sessions, Open Afternoons showcasing Numeracy, Literacy and Interdisciplinary teaching and learning approaches, concerts and Learner Progress Meetings.
- Anxiety workshops helped provide useful strategies for parents/carers in supporting children's mental wellbeing.

Assessment of Children's Progress

- ICT was instrumental in the assessment and analysis of children's progress, as well as staff judgement. There was also opportunity for staff to moderate children's progress in learning through the evaluation of writing and Floorbooks, strengthening judgements further.
- All teaching staff worked on our Whole School Tracker, analysing data, planning strategic interventions, and then monitoring the impact on individuals/groups of children. Improvements in phonics and reading are evident.
- Teaching staff are confident about making judgements on individuals progress through Curriculum for Excellence (CfE) levels as they regularly engage with the benchmarks through the planning and assessment of children's learning.
- EL&CC staff implemented new focus observation groups, in order to gather a broader view of each child's learning experiences, progress and achievements. This ensures evidence gathered, through observations and learning stories is equitable and reflects personal interests.

School and EL&CC Improvement

- Our Literacy Leaders raised the profile of reading for pleasure, in the school and wider community, through a host of well received events including Buddy Reading across all stages (including local Baby and Toddlers and Dementia groups) and two highly successful Book Fairs.
- Staff across our EL&CC and school engage regularly in the self-evaluation process using How Good is Our School/EL&CC (HGIOS 4), identifying our strengths and key areas for improvement.
- Literacy Champions collaborated with colleagues to develop a progressive Reading Spine, ensuring children throughout the school enjoy quality, age-appropriate children's literature. Many of these books complement our Talk for Writing programme, making learning more meaningful and relevant to children's learning.
- Embedding Renfrewshire Nurturing Relationships Approac has created an environment where children are supported with their behaviour, and the importance of adult presence and relationships to aid de-escalation is key.

Performance Information

- Data gathered from the GMWP tool in Feb '24 indicated that almost all pupils scored high, rating 8 or above. The GMWP questionnaires completed by pupils in P3-7, demonstrate that children consider there are more opportunities for pupil voice, when reflecting upon their wellbeing. They also feel nurtured and included, with an average high rating of 89%. Furthermore, almost all pupils agree that they are active and achieving well, with an average high score of 90%. A high scoring average of 85% pupils agreed that they feel respected and responsible at school, whilst an average of 86% feel healthy and safe. Those scoring 4 or less are identified and relative supports are put in place such as Nurture Group or Seasons for Growth.
- Wellbeing meetings and Attainment/Tracking meetings (where summative assessment data is used to support staff judgements) provides a clear account of children's progress, allowing us to identify supports and interventions required to achieve individual targets.
- In Maths and Literacy, teacher judgement, supported by assessment data, demonstrates an improvement in attainment across the school due to long term investment in training and teaching resources over the past few years. Quality assurance visits reflect high quality learning and teaching as does recent pupil achievement data (June 2024).
- After our first full year of implementing Talk for Writing, an increase of around 2% in Writing, and Talking and Listening, attainment is evident across almost all stages of the school.

Successful Footballers and Skiers 2024

KEY STRENGTHS OF THE SCHOOL

- ★ A positive and nurturing school and EL&CC ethos which reflects our values (FRIENDSHIP, RESPECT, HONESTY and SUCCESS) and Renfrewshire's Nurturing Relationships Approach.
- ★ High levels of engagement and achievement in learning, across all areas of the curriculum. Daily access to indoor and outdoor learning in EL&CC.
- ★ Motivated and ambitious staff who are committed to improving the health and wellbeing needs, as well as the academic achievements of all our learners through equitable high quality learning experiences which motivate, engage and inspire individuals to progress.
- ★ As a result of an on-going commitment to raising the attainment of all children, staff have undertaken training and demonstrate increased knowledge and confidence of effective pedagogical approaches for teaching Numeracy and Maths, STEM, ICT, Outdoor Learning, Spelling, Reading and Writing.
- ★ High levels of attendance (95%) and attainment throughout our school and EL&CC with almost all children meeting (or exceeding) national educational levels and engaging appropriately with learning.
- ★ Families and the local community are supportive and work in partnership with the school and EL&CC to promote and enrich the social and educational opportunities of our children. This includes promoting sporting opportunities, intergenerational gardening, sewing, dancing, choir, ceramics, baking and reading and clubs, as well as working closely with other schools in our cluster to strengthen learning and wellbeing.
- ★ Success in extra-curricular activities: Particularly in School Football, Squash, Tennis, Cross Country, Road Race and Skiing.

PUPIL EQUITY FUNDING

- Consultation about PEF plans and spending takes place with pupils – through focus groups and assemblies, and parents through School Council.
- Careful tracking and monitoring of pupil progress, together with inhouse/NSA/GL Assessment data, together with teacher observations, is used to identify required interventions for specific individuals/groups. PEF was used to continue the subscription for IDL – literacy and numeracy. Tracking performance data for individuals using this intervention suggests an overall gain in reading age by 6-9 months and spelling age by 6-9 months also.
- Similar data, as described above, was used to identify individuals/groups who would benefit from IDL – Numeracy. Tracking performance data, together with teacher observations, formative and summative assessment for individuals suggests incremental gains for most children were made in the first year of using this resource and this will continue to be monitored.
- Wellbeing audits, staff observations and a range of assessment data has been used to target identified groups, offering challenge and additional support in literacy and basic numeracy where appropriate. This has supported a number of children to get back on track whilst others have achieved ahead of expected national timescales.
- Investment in outdoor learning materials for our Centre Courtyard and Outdoor Learning Zones, as advocated by the Pupil Council, enhanced the wellbeing of children, whilst also providing a safe space for children experiencing dysregulated emotions.

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 move forward.

- ★ Embed Renfrewshire's Nurturing Relationships Approaches (RNRA) by engaging in further training in NVR and CIRCLE, in order to support behaviour and inclusion in the classroom/EL&CC setting.
- ★ Following consultation with all stakeholders, and work led by our Literacy Leaders team to promote reading engagement within our school and local community, we will apply for the Reading Schools Award.
- ★ Continue to work collaboratively to implement the Talk for Writing approach across our school and EL&CC looking more closely at progressive planning across the EL&CC and School.
- ★ Continue to embed Mindstretchers Talking and Thinking Floorbook approach, to provide children with ownership of learning through involvement in the planning, documentation, and evaluation process.
- ★ Provide staff training in Fire Lighting & Safety to complement our Outdoor Learning programme, further facilitating opportunities for children to develop their natural curiosity, as well as creative and problem-solving skills through cross-curricular learning experiences.
- ★ Develop approaches, in the Upper stages of the school, for facilitating Personal Profiles. This will involve young people, their teacher(s) and parents/carers, in identifying and later evaluating: the focus for leaning in key areas of the curriculum, gathering evidence of achievements and discussing what progress will look like.

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. A 'user friendly' version of our School Improvement Plan is also available on our 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 school. You can do this by speaking to staff, participating in School Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.