HOUSTON PRIMARY SCHOOL & EL&CC

STANDARDS AND QUALITY REPORT

June 2025

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026. 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 age 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 2025/26 is approx. 516 and 84 in the EL&CC. 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 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 very dedicated staff, and are supported by committed parents, carers and wider community volunteers who together strive to provide a warm, caring nurturing 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 School 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

- Staff devised new Talk for Writing (T4W) planners across the school, including our Early Learning and Childcare Class (EL&CC), ensuring progression in skills and techniques, whilst also providing learners with experience of different genres and purposes for writing. The approach has supported high levels of attainment in writing.
- 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 5 nurture principles and training on CIRCLE resource to support inclusion and collaborative working. We have worked with parents and other agencies to support families, using NVR to support anxiety.
- We are immensely proud of our Gold Reading School accreditation by the Scottish Book Trust. An annual calendar of events, organised by our Literacy Leaders team, promote reading for enjoyment. This has led to increased engagement in reading, positive attitudes around reading for pleasure, and access to quality texts. The report highlighted strong practice in building a successful reading community through local partnerships and a range of initiatives including daily quiet reading time, Buddy Reading and author visits.
- As part of our Eco-School initiative, we are working towards our 10th Green Flag and took part in projects which afforded learners hands-on outdoor experiences which deepened their understanding of the natural world and the importance of conservation.
- Staff training in 'Fire Lighting and Outdoor Cooking' has provided staff with confidence and skills to plan and deliver quality outdoor learning experiences, diversifying learning, whilst also developing valuable skills like teamwork, problem solving, risk assessment and creativity.
- High levels of attendance and positive feedback from family engagement events: Stay and Play, Open Afternoons, Technology Challenge, Pupil Progress Meetings, learning workshops.

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

Raising attainment in Literacy with a priority focus on Writing

SMT carried out Quality Assurance visits, observing all teaching and most EL&CC staff, deliver the Talk for Writing approach. Key strengths in delivery were identified, leading to quality outcomes for learners.

- Following comprehensive training in Talk for Writing, staff worked collaboratively to plan and deliver units of learning. Qualitative feedback from staff and pupil focus groups was positive, in terms of teaching and learning approaches implemented, as well as the improved quality of children's verbal storytelling and writing skills.
- The majority of EL&CC staff have now completed Early Years Talk for Writing training, driving forward improvements in pedagogical approaches and leading to marked improvements in children's story telling skills. Furthermore, our recent implementation of Drawing Club, following staff training, has led to documented improvements in children's mark-making and early writing skills in the EL&CC and P1.
- Attainment Tracking meetings provide a clear account of children's progress whilst also allowing us to plan targeted interventions required for individuals. Most children identified for targeted intervention groups have demonstrated an improvement. At P1, P4 and P7, 71% of targeted pupils achieved appropriate level in reading and 76% achieved appropriate level in Writing.
- After our second full year of implementing Talk for Writing, we have seen a further average increase in attainment of just over 2% in Writing, 2% in Reading and 1% in Talking and Listening (evident across almost all stages of the school).

Raising attainment in Maths with a priority focus on Numeracy

- Our new Maths Zone affords all learners from P3-5 opportunity to access quality resources and deepen their understanding of numeracy and mathematics concepts through playful and 'hands on' experiences. New Renfrewshire Maths planners and assessments have been implemented, following practical workshops for staff, leading to improved implementation of pedagogical approaches for learners.
- Attainment Tracking and Monitoring meetings provide a clear account of children's progress whilst also allowing us to identify supports and interventions required for individuals. Most children identified for targeted intervention groups have shown improvement in performance in maths.
- In Primary 7, staff work with Gryffe High Maths Dept. to deliver lessons and share methodologies which aids the transition.
- In Maths, teacher judgement, supported by assessment data, demonstrates an overall improvement in attainment across almost all of the school, due to long term investment in training and teaching resources. Quality assurance visits (Nov '24) reflect high quality learning and teaching, as does recent pupil achievement data (June 2025).

Develop high quality learning and teaching through the development of Outdoor Learning opportunities

- Following completion of work landscaping outdoor learning zones, almost all teaching and support staff, participated in Fire Lighting and Cooking training which has led to increased time learning outdoors, as well as developing valuable life skills for lifelong learning.

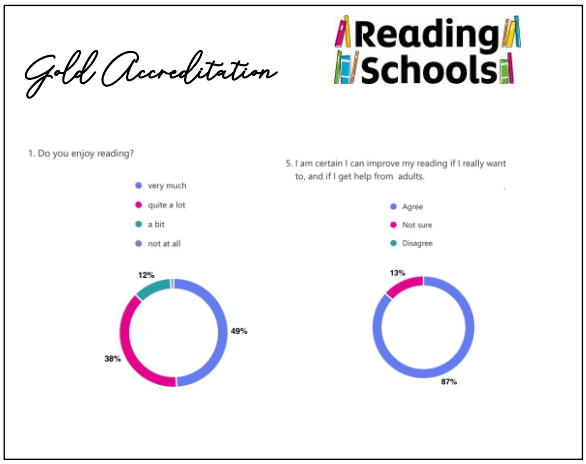
Improvement in children's and young people's Health and Wellbeing

- DHT and CT completed NVR Level 2 training, allowing school staff to better support families in coping with challenging behaviours. Two members of staff have engaged in CIRCLE leadership training and two have attended 'Renfrewshire's Inclusive Classroom Environment'(RICE) training. All support staff completed de-escalation training to support children expressing dysregulated emotions, in school. Embedding these approaches has created an environment where children are supported with their behaviour and are included and supported in classrooms.
- Bi-annual use of GMWP survey provides data about how pupils are feeling. This is tracked, providing a clear account of children's progress whilst also allowing us to identify supports and interventions required for individuals. In our EL&CC, at the Early level, 71% of preschoolers demonstrated consistency in expressing their needs, feelings and concerns to others, 86% can share with others, 79% can co-operatively play with others.
- Our School Council, in collaboration with the Culture Club, funded and organised a Colour Run, 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.
- Our Young Leaders of Learning (YLL) positively developed their leadership skills through collaborative work with peers from Ralston Primary.

Other School and EL&CC developments

- EL&CC Deputes have now all completed the Strategic Leadership programme, leading to self-reflection and changes in their pedagogical leadership styles. This has led to all EL&CC staff identifying and taking on an additional leadership role.
- Following moderation of Talking and Thinking Floorbooks last session, staff worked collegiately to produce guidelines for Learning Walls, to capture children's voices and document their learning journey through responsive planning and self-evaluation. Furthermore, staff in our EL&CC evaluated and adapted approaches for 'planning in the moment'.
- Several family and community members supported a variety of events (e.g. running our lunchtime Book Shop, Health Week activities, Gardening Club, Fairtrade event, Developing the Young Workforce, Sports Day, school excursions, swimming lessons, EL&CC Fun Days, sewing, Bikeability, extra-curricular clubs, litter picking) enhancing many children's learning and wider achievements.
- EL&CC staff embedded focussed observations of children each week, ensuring a view of each child's significant learning experiences, progress and achievements; evidence gathered through observations and learning stories is equitable and reflects personal interests.

Attainment Data June 2025	P1	P4	P7
Listening & Talking	100%	98%	99%
Reading	94%	95%	96%
Writing	94%	94%	94%
Numeracy	97%	97%	89%



KEY STRENGTHS OF THE SCHOOL

- ★ A positive and nurturing school and EL&CC ethos which reflects our values.
- ★ 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 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 (Maths, STEM, ICT, Outdoor Learning, Spelling, Reading and Writing).
- ★ High levels of attendance (96.6%) and attainment throughout our school and EL&CC with almost all children meeting (or exceeding) national educational levels.
- ★ Families and the local community are very supportive and work in partnership with the school and EL&CC to promote and enrich the social and educational opportunities of our children. We also work closely with other schools in our cluster to strengthen learning and wellbeing.
- ★ Success in extra-curricular activities: School Football, Squash, Tennis, Cross Country, Running, Basketball and Skiing.

PUPIL EQUITY FUNDING

- Careful tracking and monitoring of pupil progress, together with inhouse/SNSA/GL assessment data, and teacher observations, is used to identify required interventions for specific individuals/groups. PEF funding 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.
- Targeted intervention groups supported by a 0.2fte Teacher and 0.4fte Classroom Assistant (P3-7), focussing on improving reading comprehension skills, saw an average increase of 12.6 months over a 10 month period in the children's Reading Ages.
- In writing, targeted groups of children were supported in developing their phonic/spelling skills, as well as composing grammatically correct sentences with suitable punctuation. At P1, 56% of the group achieved Early Level, at P4 92% of the group achieved First level and at P7 80% of the group achieved Second level.
- 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 small gains for most children were made in the first year of using this resource.
- Uniforms, school trips, Christmas gifts and tickets for school and community events were discretely provided to identified families.

Feedback from Pupils on the Impact of Talk for Writing

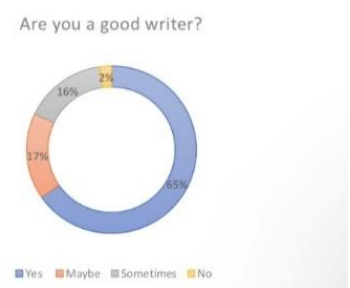
Pupil Focus Groups

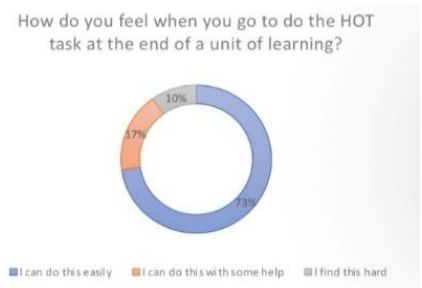
In all stages, the children agreed that T4W had helped them improve their writing skills.

Almost all agreed that with each unit, they learn new techniques and skills to make their writing better.

Almost all children think that Story Maps and model texts help them learn how to structure their ideas in the texts they create.

Most children agreed that sharing ideas during the *Innovation* stage is very useful for inspiring their writing.





OUR NEXT STEPS – PRIORITIES FOR 2025-26

We believe that we have made very good progress during session 2024-25 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 a consultation with all stakeholders, our Digital Leaders team will work to improve our digital infrastructure and upskill staff and prepare children for the demands of a 21st-century workplace.
- ★ Work collaboratively to moderate planning and children's writing, in relation to the Talk for Writing approach implemented across our school and EL&CC.
- ★ Following investment in staff training, facilitate opportunities for staff to plan regular opportunities for outdoor learning, to ensure children develop natural curiosity, as well as creative and problem-solving skills through cross-curricular and interdisciplinary learning experiences.
- ★ Enhance early years transition programme by hosting more community-based experiences such as Bookbag, Buddy Reading, Playground Games, NYCOS Music sessions and planned seasonal events, in order to build fruitful partnerships with other nurseries and community groups.
- ★ Further develop approaches, in the Upper stages of the school, for facilitating Personal Learning Planning. 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 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 Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.