



## Bridge of Weir Primary School and ELCC



# STANDARDS AND QUALITY REPORT

## June 2023

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.

Susan Bell

Head Teacher

## OUR SCHOOL

Bridge of Weir Primary School and Early Learning Childcare Centre (ELCC) is a non-denominational school and pre-5 class which serves the village of Bridge of Weir. The current school building opened in 1970 and houses a gym hall and lunch hall. The school accommodates 15 individual classrooms which are large and bright, and 3 general purpose rooms.

The school building was renovated in 2004 to provide an ELCC which has a bright and welcoming environment. This provides excellent opportunities for collaboration between ELCC and Primary 1 staff and maximises opportunities for transition to Primary 1.

There are excellent school grounds with tarmac playgrounds, extensive grass areas including a full-size football pitch, mature trees, grassed areas, activity trails, a poly-tunnel, allotments for gardening, an outdoor classroom in our fabulous, Secret Forest and logged seating areas across the playgrounds.

The playground continues to be developed with the support of our local community and Parent Council and provides curricular extension for learning outdoors, sports, play and promoting health and wellbeing.

Bridge of Weir Primary has a roll of 446 and an Early Learning Class with a capacity for 48, 3–5-year-olds and 10 2-year-olds.

This session there are 16 classes in the school making use of 1 of our general-purpose rooms for classrooms.

Our school and ELCC provide a safe, happy, and friendly environment where we treat each other with kindness and respect. We are confident in our approaches to learning and teaching, and we work with all stakeholders to achieve the very best for our learners.

Our Parent Council are extremely supportive of the school and our School Council and other pupil groups work hard to make Bridge of Weir Primary and ELCC an excellent place to learn. Both Parent and School Councils are active in shaping the curriculum to meet the needs of our learners.

We have an exciting and engaging curriculum and offer high quality science, technology, engineering, and maths (STEM) across the school. Our learners report high levels of engagement and enjoyment of school. Our STEM and enhanced music opportunities would indicate that we are really a STEAM school as the Arts are given equal value in our learning opportunities. We promote a variety of sports and have a broad curriculum on offer with support from our Active Schools or ONEREN co-ordinator.

We have strong links with our associated Secondary School - Gryffe High School. Our Primary 7 learners enjoy lessons over their Primary 7 year with Gryffe High School staff for Maths and English and this will be extended next session to include Spanish.

The staff team work very well together to provide the best experiences for learners. The senior leadership team comprises a Head Teacher with overall responsibility, two Depute Head Teachers, two Principal Teachers and 2 Early Learning and Childcare Deputes. There are 26 teachers, one Senior Early Learning and Childcare Officer, 11 Early Learning and Childcare Officers, 3 Early Learning and Childcare Support Workers, 4 classroom

assistants and 3 additional support needs assistants. We are supported by 2 peripatetic music instructors, one peripatetic teacher, one home link worker and a bereavement counsellor. The environmental services team comprises of 3 Senior Facilities Operatives, catering, and cleaning staff.



Our very successful football teams in their new strips sponsored by Cochran and Dickie.

## OUR VISION, VALUES AND AIMS

### Our Vision

Our school and ELCC vision of, 'Working Together for Equity, Equality and Excellence,' is very important to us as we strive to get it just right for every child and family in their time with us. We are always looking for ways to improve and fine tune our support to our families.

### Our Values

Our school values of honesty, fairness, responsibility, support, (kindness and compassion) co-operation, acceptance of difference, respect, friendliness, and inclusion, reflect this vision and this is evident in our daily interactions.

### Our ELCC Values

- We are gentle
- We look after property
- We work hard
- We listen
- We are kind and helpful
- We are honest

### Our Aims

Our school aims to provide an environment which allows all of us to feel safe and happy, to belong - we focus on enabling our learners to be **successful learners, effective contributors, confident individuals, and responsible citizens** by:

Encouraging learners to adopt **active** and healthy lifestyles which support strong mental health and **nurture** understanding and awareness of good emotional wellbeing for themselves and others.

Experiencing **challenge** and **success** which enables learners to develop well informed views, make **responsible** choices and come to good decisions.

**Achieving** the highest possible levels of **attainment** across the curriculum and provide focused support in literacy, numeracy and health and wellbeing.

Developing **skills** across the curriculum for learning, skills for life and skills for work.

Developing **knowledge** and **understanding** of our school curriculum, our community, our society, our world and our place and responsibility within them including **sustainability** and United Nations Conventions on the Rights of the Child (**UNCRC**)

## Our ELCC Aims

Work together in **partnership** with parents and carers to improve learning and care.

Provide a **safe, happy, inclusive**, and nurturing learning environment.

Ensure smooth and effective **transitions** for all children- home to nursery, nursery to school.

Provide a **responsive curriculum** for all our children which will have literacy, numeracy and HWB at its core, be well planned and evaluated, be broad, balanced and provide continuity and be effective, ensuring all children achieve their full potential.

## Our School and ELCC Rules, OK!

Our rules are very simple and use three key words which can apply in almost all circumstances.

Ready

Respectful

Safe

They are supported with a visual signal that all the children know and can be used in class and outside to remind each other of our expectations.



Ready



Safe



Respectful



## SUCCESSSES AND ACHIEVEMENTS

### In our school and ELCC

- Horticultural Society worked with ELCC to create a nature garden within our Rainbow Garden. Upon completion of the nature garden the children made invites and set up a tea party. They invited the horticultural society along to enjoy the opening of the nature garden. Almost all children were involved in the planning and implementation of the nature garden. We also participated in the local Horticultural society festival helping to promote sustainability, recycling and upcycling.

- School Captains ran a very successful Christmas Fayre and May Festival, with the support of our staff and Parent Council, raising thousands of pounds for school projects and charities.
- In our ELCC a new fence and new pergola further developed the garden to create an enabling outdoor environment. A local business supported the ELCC to build the pergola. All children have opportunity for free flowing indoor/outdoor play every day. All children have access to outdoor clothing and footwear and most children are now independent in accessing this and dressing themselves.
- In our school we further enhanced the school playgrounds with reflection circles from our Bobby Beech tree for outdoor learning.
- Dolly Parton Imagination Library-Gained 100% enrolment for engagement and participation from our children and families. ELCC received award for this.
- Parent Council ran two Scholastic Book Fairs which provided new books for our classroom libraries and purchased Pie Corbett reading spine books for every class to have read aloud by their teachers.
- Lending library challenges- Children and families enjoy accessing the lending library in the ELCC, so challenges were introduced to allow children to achieve even more. Children can receive a bronze, silver, or gold medal for reading 30, 60 and 100 books. Almost all children access the lending library and many children have achieved a medal for reading the books. Children can also request a challenge book.
- End of term tea party in the ELCC lead by the children. They made all the home baking including using some homegrown produce, set up their tea party and invited parents and families to enjoy their home baking and conversation.
- Primary 7 staged an excellent Valedictory for their families, performing a musical written by our very own Mr Duffy. The standard of performance in singing, acting and dancing was outstanding.
- Primary 5 and 6/5 ran a very successful, sponsored mini-mudder to raise funds for improving our school. They had already participated in a sustainability project to return brown trout to our local river and themed the mini-mudder on their learning from this.
- Seesaw stories. Staff were recorded reading their favourite stories for Book Week Scotland and uploaded to Seesaw for children and families. A few parents commented on how much they and their child enjoyed it.
- Primary 1 transition programme was enhanced with recorded stories from the HT and DHT to welcome our new children and to build relationships quickly with key staff. Feedback was highly complimentary.
- Travelling Ted- Children in the ELCC have taken Ted across the world and shared their journeys with us. Great parental engagement/home link whilst encouraging enhanced communication.
- In our ELCC STEM was enhanced through a Forest Schools project. A member of staff participated in STEM training over several weeks which was cascaded down to almost all staff. This concluded in a free trip to the Science Centre for all pre-school children to explore STEM further and STEM has become further embedded in our ELCC curriculum.
- In the school STEM Club was highly successful at their very first outing to the GreenPower, Green Goblins Electric Car competition. The STEM Club won in every category, slalom, drag, circuit and were the 2023 overall winners.



- The athletics club won through to the authority round of the indoor athletics competition representing Renfrewshire Council.
- The Rotary Club partnership continues to thrive with our General Knowledge Team winning the local schools round and then participating in the local authorities round finishing in a respectable joint 4<sup>th</sup> place.
- Individuals have won both local and wider authority writing competitions.
- Our football teams – boys and girls – were highly successful in all competitions.
- The ELCC continue to focus on sustainability with cooking and all children are given a baking /cooking opportunity daily and can take part if they wish. They are growing their own produce to use in baking and cooking. Daily bread and other home baking/cooking is used for snack and incorporated into the 2-week rolling snack menu, including accompanying allergen list to ensure all dietary and medical needs are met.
- Digital learning in the ELCC linked to baking and cooking using digital scales, programming the bread maker, and exploring recipes on the iPad. Children have also been using the night vision camera to keep an eye on the eggs and growing baby birds in our bird houses.
- Partnerships with the Horticultural society, Rotary Club, Bridge of Weir Leather, and our STEM sponsors continues to develop in the ELCC and school. We are using marketplaces and free sites for upcycles to our environment and exploring new ways to recycle.



Our wonderful choir entertaining the residents of Morar Living, a care home in Bridge of Weir. Our bookworms also visited to read to the residents and thoroughly enjoyed this opportunity to share a love of stories across the generations.

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

### Reading

Bridge of Weir Primary and ELCC place a very high priority on reading and have worked closely with staff, parents/carers and learners to create a culture of reading. We have achieved the GOLD reading award in the Schools Reading Challenge and have continued to champion and promote reading for enjoyment across the school and ELCC. For many years we have been using the Renaissance Reading Programme to track and monitor our learner's progress. We have now introduced the Reading Challenge within our nursery through the ELCC's own project and the authority wide Dolly Parton's Imagination Library. The ELCC had many children read (with their parents/carers) over 30, 50 or 100 books. With the support of our Parent Council, we have introduced class libraries which are regularly refreshed and updated from funds raised through our Scholastic Book Fair. This

session we will be introducing Pie Corbett's reading aloud spine across the school and ELCC. Our continued focus is clearly shown in the following statistics that show the progress of our learners in reading.

**Reading Stats June 2023 according to Tracking of Renaissance STAR Reading Assessments**

**PRIMARY 7**

**PROGRESS**

Class	Average Class Reading Age	Average progress in months (in 10 months)
Whole of P7	12.08	11.3 months

**PERCENTAGE OF P7 RENAISSANCE LEVELS**

Class	Urgent Intervention	Intervention	On Watch	At Benchmark	Above Benchmark
Whole of P7	0%	1%	27%	46%	26%

**PRIMARY 6**

**PROGRESS**

Class	Average Class Reading Age	Average progress in months (in 10 months)
Whole of P6	11.03	13 months

**PERCENTAGE OF P6 RENAISSANCE LEVELS**

Class	Urgent Intervention	Intervention	On Watch	At Benchmark	Above Benchmark
Whole of P6	2%	1%	35%	49%	13%

**PRIMARY 5**

**PROGRESS**

Class	Average Class Reading Age	Average progress in months (in 10 months)
Whole of P5	10.07	12.3 months

**PERCENTAGE OF P5 RENAISSANCE LEVELS**

Class	Urgent Intervention	Intervention	On Watch	At Benchmark	Above Benchmark
Whole of P5	3%	2%	36%	34%	25%

**PRIMARY 4**

**PROGRESS**

Class	Average Class Reading Age	Average progress in months (in 10 months)
Whole of P4	9.03	15.7 months

**PERCENTAGE OF P4 RENAISSANCE LEVELS**

Class	Urgent Intervention	Intervention	On Watch	At Benchmark	Above Benchmark
Whole of P4	9%	5%	26%	40%	20%

**Attainment: Achievement of a CfE Level Return- % Achieved Expected Level**

Bridge of Weir	Listening & Talking	Reading	Writing	Numeracy
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Primary School												
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
P1	93%	86%	88%	82%	86%	89%	80%	86%	83%	93%	91%	86%
P4	91%	82%	89%	91%	91%	84%	73%	80%	85%	85%	82%	83%
P7	100%	94%	96%	95%	83%	91%	88%	80%	88%	88%	88%	92%

This session we will also be introducing a new reading programme to Primary 1 and Primary 4 which will further improve reading skills at Primary 1 and will give a boost to the introduction of Renaissance Reading at Primary 4. We are also introducing a new spelling, grammar, and punctuation programme across the whole school.

### Writing

Our school improvement priorities for several years have focused on raising attainment in writing. The statistics at the end of each curriculum for excellence level in P1, P4 and P7 show that we are maintaining or improving our attainment and we continue to focus on raising this attainment level through our Talk for Writing programme which is showing promising results. We are going into our second year of staff training in this pedagogical approach and we will introduce this to our early years' curriculum encompassing the ELCC and Primary 1. Of course, each year being measured is a different cohort of learners, so we are looking for consistent and improved attainment over several years to be able to evidence success. In almost all stages of the school, attainment was raised in writing with further attention to be given to targeted learners in this year's school improvement plan.

### Numeracy

In numeracy we have introduced the new Renfrewshire Maths Planners and SEAL (Stages of Early Arithmetical Learning) which are now embedded within the teaching programme. We used PEF (Pupil Equity Fund), as per our school improvement priority, to provide additional support from our numeracy champions, to provide ongoing classroom support to teachers, training on SEAL to support staff, introduction of SEAL in our ELCC and we raised attainment in numeracy in all our year groups from prior levels of attainment. This session we will be using our early years tracker to look at prior levels of numeracy attainment in our ELCC, but we note that we will already be starting the numeracy programme in Primary 1 further on from the previous cohort's year due to SEAL being an ELCC priority too.

Numeracy attainment levels in August 2022 compared to June 2023

Class	August 2022	June 2023
Primary 2	80%	84%
Primary 3	84%	88%
Primary 4	79%	83%
Primary 5	83%	95%
Primary 6	86%	94%



Health and Wellbeing

The school and ELCC have been embedding Emotions Works, and Renfrewshire Nurturing Relationships Approach (RNRA) to support the development of emotional vocabulary and self-regulation strategies into our pedagogy. All staff are trained and using the approaches developed through Renfrewshire Inclusive Communications Environment (RICE) to support all learners, but the strategies used are particularly supportive of the school's neuro diverse population. Approaches, such as visual timetables, now and then boards, short, clear instructions, are being used in daily practice in the ELCC and school.

In the ELCC they use UNCRC, the Resilience Alphabet and Health and Social Care Standards as part of our self-evaluation. They choose rights, resilience alphabet letter and H&SC standard as a monthly focus for staff practice and self-evaluation, ensuring they are upholding children's rights and care standards. All children are now accessing outdoors daily at some point.

Glasgow Motivation and Wellbeing Profiles (GMWP) questionnaires are used across the school to ascertain how learners feel about their school, their learning, and their opportunities. Data across the school shows very high levels of satisfaction from our learners but teachers and support staff use this information to further target and support learners in the classroom and outside in the playground.

Getting It Right For Every Child (GIRFEC) aims to ensure that across all the wellbeing indicators we are meeting the needs of our children. A focus on the indicator for Inclusion in the ELCC has resulted in the creation of a new tracker for 2-year-olds. This was informed using the Up, Up and Away document and Realising the Ambition document. We are now working on updating our 3–5-year-old tracker to ensure we include progression for children with additional support needs. We have created our own SHANARRI guidance document to support staff in assessing and recording wellbeing in line with GIRFEC. All staff are using these documents. For our leavers this year, we considered diversity and representation by choosing a book for each child that was individual and personalised to them. We are also using inclusive arts and crafts materials, pencils, paints, and dolls that represent the diverse community we live in.

ELCC management delivered staff training sessions on pedagogy, rich observations, and the importance of play. Almost all staff took part. Almost all staff have improved their knowledge of pedagogy, rich observation and the importance of play and apply this in their practice.

Almost all ELCC staff have completed moving and handling training.

Majority of ELCC staff have had Epilepsy training.

All staff have had training in the use of an Epi-pen and supporting children with allergies.

Key staff have had training in supporting Diabetes.

Key ELCC staff have visited specialised ASN centres to observe practice which was shared with almost all staff and has raised staff confidence to support children's additional support needs.



School Council members visiting St Vincent's Hospice to present our cheque for fundraising. St Vincent's Hospice provide incredible support to our school and we are very grateful to them.

## PUPIL EQUITY FUNDING

The decision process for our use of PEF was completed through analysis with staff, of our school profile, school data, barriers to learning and results of GIRFEC surveys to parents and pupils and GMWP data.

We decided to use our allocation of PEF funding to retain one additional support needs assistant who had been highly trained by the school and to recruit one more additional support needs assistant to train and develop to support the school across literacy, numeracy and health and wellbeing.

Our school data and self-evaluation showed that there was evidence of an increased poverty related attainment gap since the pandemic whereas prior to this the school had successfully narrowed the attainment gap.

GIRFEC parent and pupil surveys showed that families placed literacy, numeracy, and nurture high on their agenda with friendships being given a particular focus.

GMWP data showed that the children wanted more opportunities to be listened to and helped to resolve difficulties.

School data showed very clearly where gaps were and how those gaps could be addressed.

PEF funding would be used to target small groups, support individuals and release key teaching staff from supporting individuals to supporting targeted classes and groups.

PEF funding has allowed us to support children in most need while we develop our overall inclusive practices which will improve our attainment now and in the future. After the interruptions to learning it was important to recognise that for some of our children the

interruptions had affected their emotional resilience and social learning and we needed staff to address that need immediately.

Our targets were:

- To reduce attainment gaps within reading – we met our targets for this in almost all stages of the school and exceeded our targets in some stages of the school due to the narrowing of the attainment gap for individuals.
- To reduce attainment gaps in numeracy. The success of the numeracy intervention is clearly shown above with increased attainment across all stages.
- To raise attainment in writing in the Primary 4 stage of the school with support staff regularly supporting in class and the DHT providing additional teaching of smaller groups. Attainment of writing in Primary 4 was raised from 75% to 85% which exceeded our expectations.
- To reduce the attainment gap in numeracy by giving additional time and support to SEAL, we met or exceeded our targets in all stages of the school.
- To provide an alternative curriculum for children not yet ready to engage in formal classroom learning. Feedback from our children and their families shows that we have addressed those needs and have made a difference to their overall confidence and participation in school. The time spent in class increased for each child. Support staff, teachers and families worked closely to provide very good life skills such as cooking, road safety, friendships, co-operation and providing co-regulation and self-regulation strategies.
- To provide time to support targeted children with social communication needs. Feedback shows that our learners in P4-7 found cog chats a useful way to resolve their difficulties and be understood by their peers. Support staff, teachers and families worked closely to communicate needs and identify and meet individual priorities.

The quantitative success of this is evidenced in our school attainment data and pupil profiles and the qualitative success of this is evidenced in the school data from the Glasgow Motivation and Wellbeing Profiling. Both sources of information can be used to drill down to individual children and their progress.

In summary, PEF funding has supported several initiatives within the school to reduce the attainment gap and to support the overall school vision of equity:

- Time for cog chats and resolution of conflicts
- Additional phonics support
- Additional reading support
- Additional SEAL support
- Additional support in the social environment of the playground and developing friendships.
- Additional support for children with social communication difficulties.
- Additional time to understand and listen to the needs of our children.

PEF funding has supported our ambition to provide and develop an inclusive and welcoming environment for all our children and families, particularly meeting the needs of children who need an enhanced environment for learning.

Our classroom practices ensure that the environment we create and the activities on offer are inclusive and equitable. We are very proud to be the first school in Renfrewshire to attain accreditation for Renfrewshire's Inclusive Communication Environment and we have

successfully completed our RNRA nurture principle on All Behaviour is Communication with additional staff trained in NVR practices.



Our School values.

### KEY STRENGTHS OF THE SCHOOL

- Friendly and welcoming school where children feel safe, included, and respected.
- Very good whole school focus on delivering our school vision of Equity, Equality and Excellence with school data used to identify, enhance, and target school resources and personnel.
- Very good use of PEF to raise attainment in targeted areas and narrow the poverty related attainment gap.
- Very good attainment levels in literacy, numeracy and health and wellbeing.
- Excellent STEM curriculum which is now embedded across the school and very successful events take place annually – Knex Challenge, Self-propelled car competition and Electric Car where the team won every event and were 2023 Green Power Champions.
- Very good leadership of learning and teaching across our school and ELCC with staff leading many aspects of our curriculum, STEM, Science, Maths, Reading, Writing, Art, Music, Cooking, Modern Foreign Languages, Inclusion, Play, Outdoor Learning, Digital, Sustainability, Health, and Wellbeing, UNCRC.
- Very good curriculum development with the ELCC. Children fully involved in planning their learning and leading the curriculum (Article 29- Goals of education); Personal Plans respect children's individual needs and backgrounds (Article 13 & 14- Freedom of expression, thought, belief and religion); strong support for the right to play for all children (Article 31-Leisure, play and culture) Encouragement for children to learn their rights through play and have a number of resources, books and stories that support UNCRC.
- Very good pupil leadership opportunities through established groups who directly influence and impact on the activities and opportunities available within the school undertaking self-evaluation. Book worms support reading and literacy, P7 and P1 buddies have regular events throughout the year, Digital Leaders support digital learning across the school, writing group support and influence the implementation of the TfW programme, Maths group run competitions and a successful family involvement project.
- Very good representation in sports activities with boys' and girls' football, squash festival, tennis festival, athletics competitions, cross country and for many of these medal winners and trophies.

- Very good staff commitment to undertake an outdoor residential trip and run after school clubs such as bikeability, netball, football, athletics, arts and crafts, homework, and choir.
- Very good development of our Health and Wellbeing curriculum with support staff leading the delivery of Cog Chats as part of our Emotion Works programme to resolve conflicts.
- Very good support for additional support needs with almost all support staff trained in delivering additional programmes such as Reading Eggs, Stages of Early Arithmetical Learning, Hornets, Codecracker, 5 Minute Box for phonics and TfW to support the work of teachers.
- Very good Science leadership with a new Science Curriculum developed and implemented across the school.
- Very good numeracy and literacy champions taking forward school initiatives and providing ongoing staff training and curriculum refresh.
- Very good development of our work with Renfrewshire Nurturing Relationships Approaches being taken forward across our curriculum to the benefit of all and providing additional support to our families.

All support staff have:

- Completed training from Educational Psychology about the nurture principle, All Behaviour is Communication.
- Completed training and used the concept of 'Big Deal Little Deal' to provide a consistent approach to conflict resolution across the school.
- Embraced our outdoor learning approach by encouraging each other and pupils to enjoy their time and learning outdoors.

Some staff have completed classroom assistant support training in numeracy and literacy with the local authority.

All teaching staff have:

- Completed training from Educational Psychology about the nurture principle, All Behaviour is Communication
- Completed training in Talk for Writing and driven forward our writing curriculum through the Programme to support the school's ambition to narrow the gap in writing attainment. Very good progress has been made towards narrowing the gap and teacher confidence is high.
- Undertaken peer visits in Talk for Writing and completed a moderation exercise to share the standards in writing and provide consistent and accurate teacher judgement. A Talk for Writing wall was shared with parents/carers to show progression across the whole school.
- Completed initial training in the use of Seesaw to improve communication and information sharing with parents about the learning and teaching taking place in our school.
- All staff have successfully completed the nurture principle, All Behaviour is Communication and made excellent use of the Glasgow Motivation and Wellbeing Profile to support their learners and families.

Some teaching staff have completed Google Educator training.



## OUR NEXT STEPS – PRIORITIES FOR 2023-24

We have made very good progress during session 2022-23 and both the school and ELCC will use the improvement priorities listed below to build on this progress moving forward.

- We will undertake further training in Talk for Writing with a focus on non-fiction and will introduce a new grammar, punctuation, and spelling programme to complement this work and provide progression across the school. Our support staff will undertake further training in using accessibility tools to support learners and this will continue to be PEF funded. Our early years, ELCC and Primary 1 will implement Talk for Writing.
- We will begin our next nurture principle – Wellbeing - and undertake training in this with Educational Psychology. We are committed to ensuring that our environment meets the wellbeing needs of our learners, staff, and families. We will continue to fund our ambition using PEF.
- We will extend the use of Seesaw as a communication tool across the whole school, and we will use this tool to report on progress to parents/carers regularly through the folders facility. This will provide opportunity for teachers and learners to share work that shows progress, attainment, and achievement.
- We will continue to target our attainment gap in reading with further support and training to our support staff, refinement of our teaching and learning approaches, the introduction of Pie Corbett's reading spine in the school and ELCC and targeted reading resources to Primary 1 and Primary 4. The continuation in the ELCC of Dolly's Imagination Library and the early years reading challenge will be extended to Primary 1-3, the use of Jolly Phonics and Letterland across the early years, ELCC and Primary 1.
- We will begin a refresh of our curriculum to ensure that we are meeting the interests of our learners, that we have an engaging and creative curriculum in Social Sciences and that we are making the best use of our grounds and our community to enhance our curriculum in STEM.
- The school and ELCC will work together to create a series of milestones and challenges to engage our parents in their child's learning, using Seesaw to record and communicate achievements.
- The school and ELCC will work together to continue to enhance the school environment indoors and outdoors to support outdoor learning and play.
- The ELCC and Primary 1 will refresh Pedagogy and play as learning- Provocations and invitations for learning. Individual learning journals to track progress and achievements (ELCC only), learning walls for documenting learning, floor books for evaluating learning with children.

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.

<p><b>School Name</b> <b>Bridge of Weir Primary and ELCC</b></p> <p><b>School Address</b> <b>Warlock Road</b> <b>Bridge of Weir</b> <b>PA11 3QB</b></p> <p><b>Phone</b> <b>0300 300 0148</b></p> <p><b>Website</b> <b><a href="http://www.bowprimary.co.uk">www.bowprimary.co.uk</a></b></p> <p><b>Twitter</b> <b>@bowprimary</b></p>	<p style="text-align: center;"><b>HAVE YOUR SAY!</b></p> <p>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.</p>
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