



Bridge of Weir Primary



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.

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. Our grounds provide curricular extension for learning outdoors, sports, play and promoting health and wellbeing. Next session we will be taking this further as we work with Learning Through Landscapes to develop the Outdoor Learning curriculum and diversity of play opportunities at break and lunch.

Bridge of Weir Primary has a roll of 446 and an Early Learning Class with a capacity for 60, 3–5-year-olds.

This session there are 16 classes in the school making use of one of our general-purpose rooms as a classroom.

Our school and ELCC provide a safe, happy and friendly environment where we promote positive relationships. We are confident in our approaches to learning and teaching, and we work with all stakeholders to achieve the very best for our children.

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 children report high levels of engagement in their lessons and enjoyment of their 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, English and Spanish.

The staff team work very well together to provide the best experiences for children. The senior leadership team comprises the Head Teacher with overall school responsibility, two Deputy Head Teachers, two Principal Teachers and 2 Early Learning and Childcare

Deputes. There are 27 teachers, one Senior Early Learning and Childcare Officer, 11 Early Learning and Childcare Officers, 2 Early Learning and Childcare Support Workers, 3 classroom assistants and 2 additional support needs assistants. We are supported by 2 peripatetic music instructors, one peripatetic teacher for English as an Additional Language (EAL), one home link worker and a bereavement counsellor. The environmental services team comprises of 3 Senior Facilities Operatives, catering, and cleaning staff.

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 (reviewed with parents/carers in September 2023)

- Encourage 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.
- Experience challenge and success which enables learners to develop well informed views, make responsible choices and come to good decisions.
- Achieve the highest possible levels of attainment across the curriculum and provide focused support in literacy, numeracy and health and wellbeing.
- Develop skills across the curriculum for learning, skills for life and skills for work.
- Develop 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 Child Friendly Aims (developed with the Principal Teacher and School Council January 2024)

- Let's make sure we do things that help our bodies and minds stay strong and happy! That means doing activities like playing outside, eating healthy foods, and talking about how we feel with our friends and family. We also want to understand how others feel and help them feel good too.
- It's important for us to try new things and do things that might be a little hard sometimes. When we try and we do our best, we can learn a lot and feel proud of ourselves. This helps us understand things better, make good choices, and decide what's right for us.

- We want to do really well in all the subjects we learn, like literacy, numeracy, and health and wellbeing. If we need help with any of our learning, we'll get extra help so we can do our best!
- We're going to learn lots of interesting things in school that will help us in different parts of our lives. Things such as, how to read, write and count, but also how to be good at working with others and solving problems. These are skills we'll use not just in school, but also when we grow up and have jobs.
- We're going to learn a variety of interesting things through our curriculum, but also about our local area and community, our country, and the whole world. We'll learn about how we fit into all of these places and how we can help take care of them, like making sure we don't waste too much and making sure everyone is treated fairly. We will be taught about the 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



Respectful



Safe



Rotary Club – our school quiz team for 2024

SUCCESSSES AND ACHIEVEMENTS

In our school and ELCC

- The ELCC hosted a buddy stay and play session for all new primary one children who are attending Bridge of Weir Primary School. This event was very successful with over 91% attendance and afforded the buddies the opportunity to meet, form connections and identify children they could support. Children from primary 6 were invited to attend stay and play sessions where they read stories, had snack, and built dens outside in the garden, bonding naturally with our children through play.



- The ELCC facilitated 63 joint woodwork projects between nursery and primary 2 children. Children's visions and ideas were planned, materials sourced, tools worked, and creations lovingly painted. The pride that our children had for their finished projects led to an exhibition that was attended by over 100 guests, celebrating imagination, creativity and our children developing skills for life.



- 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.
- Parent Council ran two Scholastic Book Fairs which provided new books for our classroom libraries and purchased Pie Corbett poetry spine books for every class to have read aloud by their teachers. This adds to the reading aloud programme of Pie Corbett reading spine books.
- In the ELCC, we received 100% registration this year for our Imagination Library, with new children being supported to register.
- Our book challenge saw our first child reaching the ultimate accolade of reading 400 books. Another 21 children reached their personal milestone in reading. All children received a reward when they reached a milestone being gifted certificates, trophies, badges, and photographs.

- Primary 7 staged an excellent Valedictory for their families, performing songs from Matilda led by Mr Duffy and Miss Pieczara. The standard of performance using singing, dance and drama was outstanding.
- Primary 5 and 6/5 ran a very successful, sponsored obstacle course set around the Olympics to raise funds for improving our school grounds.
- In the school, STEM Club was highly successful at their very second outing to the GreenPower, Green Goblins Electric Car competition. The STEM Club were, once again, the 2024 overall winners. We also attended another race, this time against other Renfrewshire Schools and finished in second place. A very creditable performance.
- The Rotary Club partnership continues to thrive with our General Knowledge Team taking second place in a local school's competition.
- Individuals have won both local and wider authority writing competitions run with, The Rotary Club.
- We have worked closely with the Bridge of Weir Gala co-ordinator to support our local community with children winning art competitions and dressing up for this year's theme of The Circus. The children made a splash in the Paisley Express.
- Our football teams – boys and girls – were highly successful in all competitions and took the Liliass Day Boy's Football trophy and the first ever Liliass Day Girl's trophy. We thank Mr Barrett for 25 years of providing football opportunities for Bridge of Weir children and wish him well in his retirement.
- 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 delighted to be making stronger links with Morar Care Home and planning a series of intergenerational activities of mutual benefit over next session.
- We are using marketplaces and free sites for upcycles to our environment and exploring new ways to recycle.



Children celebrating Diwali took a friend to Morar Care Home and made some new friends too.



Our choir sang at Paisley Abbey and Braehead.



Learning new skills in sewing.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Reading

Bridge of Weir Primary and ELCC place a very high priority on reading and in the support, care, and attention we give to encouraging reading for pleasure.

We 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 continue to refine and improve this programme to work well for all learners participating in the programme.



Proudly displayed in our Hall of Fame

We begin our reading journey in 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 or more 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 and from donations. This session, with funds raised, we introduced Pie Corbett's reading aloud spine across the school and ELCC. The children's annual reading survey has shown how much they value their teachers and ELCOs reading aloud to them. We also work closely with a local business; The Ginger Cat Bookshop and they have brought many authors to visit our school.

Thanks to the support of parent volunteers, we will be able to have our own school lending library in P1-3 for reading for enjoyment books and make greater use of the local library.

Next session, thanks to the support of all our families, Parent Council and School fundraising, we will be replacing our reading programme from Primary 1 - 5. For our Primary 1 and 2 classes we will be introducing a fiction and non-fiction, phonics-based, reading programme to quickly build the skills of decoding and confidence in being a reader. In Primary 3, 4 and 5 we will replace the reading programme to include more modern fiction and non-fiction reading materials which are linked to our Renaissance Reading Programme. Primary 4 teachers piloted the new reading materials with links to their classroom libraries and we have had excellent results with reading attainment and reading engagement in their classes and we wish to roll this success out across the school.

Our continued and relentless focus on maintaining our high standards of attainment and in further raising attainment for all is clearly shown in the following statistics that show the progress of our learners.

	Listening and Talking				Reading			
	2021	2022	2023	2024	2021	2022	2023	2024
P1	93%	86%	88%	94%	82%	86%	89%	90%
P4	91%	82%	89%	99%	91%	91%	84%	94%
P7	100%	94%	96%	99%	95%	83%	91%	91%

	Writing				Numeracy			
	2021	2022	2023	2024	2021	2022	2023	2024
P1	80%	86%	83%	92%	93%	91%	86%	92%
P4	73%	80%	85%	91%	85%	82%	83%	91%
P7	88%	80%	88%	87%	88%	88%	92%	93%

We have also introduced a new spelling, grammar, and punctuation programme across the whole school which has been challenging to our learners. We are encouraged with the results as improvements have been made to spelling, grammar and punctuation standards across the 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 and other opportunities for writing. We are going into our third year of staff training in this pedagogical approach, and we have consolidated this with 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. However, this session those who were Primary 1 in session 2021 are now Primary 4 in session 2024. We can see that attainment in writing has risen from 80% to 91%. Primary 4 in 2021 are now Primary 7 in 2024, again, attainment in writing has risen from 73% to 84%. The statistics are early but encouraging results as they have now had 2 full years of our new approach. In almost all stages of the school attainment was raised in writing with further attention to be given to additional support and the use of technology for some children.

Numeracy

In numeracy we have consolidated the new Renfrewshire Maths Planners and SEAL (Stages of Early Arithmetical Learning) which are now embedded within the teaching programme. Our

SEAL programme is well established in the ELCC and Primary 1-4. SEAL summative assessments have been introduced for tracking progress and certificates have been introduced to recognise the work that the children have completed. We use our early years tracker to look at prior levels of numeracy attainment in our ELCC and we were able to start at a higher level in the numeracy programme in Primary 1 due to SEAL being an ELCC improvement priority.

We have introduced Prodigy Maths in P4-7 and this online programme has been well received by the children. They enjoy the format of the programme and the built in support. Almost all learners make very good use of the programme in school and at home to build confidence and engagement in maths. Similarly, the children in P1-3 make very good use of Mathseeds to extend their numeracy work at home. Both programmes provide choice for children to extend and challenge their own learning.

Health and Wellbeing

The school and ELCC have embedded Emotions Works, which develops children's emotional literacy and RNRA into our pedagogy. The Emotions Works programme is revisited annually and used for resolving conflicts and solving problems. We are committed to developing nurturing relationships and were awarded the Renfrewshire's Nurturing Relationships Award (RNRA) at Jade Level. All staff are trained and using the approaches recommended to support children. Renfrewshire Inclusive Communication Environments strategies and approaches are used in daily practice in the ELCC and school. We are now applying for our RNRA, Ruby award, to recognise our work in, nurture is important for the development of wellbeing.

In the ELCC staff use UNCRC, the Resilience Alphabet and Health and Social Care Standards to self-evaluate very good progress. 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.

Glasgow Motivation and Wellbeing Profile (GMWP)

GMWP data across the school shows very high levels of satisfaction from our children, however, where there are lower scores the teachers and support staff use this information to discuss any concerns with the children to plan together ways to improve their experience of school and their social environment.

Using the GMWP, the children are asked a series of questions to self-assess their motivation and wellbeing at school.

Affiliation - I like this school. I have friends in this school. People in school can help me if I get upset. I belong to this school/I feel important in this school.

Our aim was to raise our level of 86.7% to over 90% - we achieved **98.5%**

Agency - I work hard in this school. I am proud of the work I do in school/my work is good. Teachers tell me what I am good at. I will keep trying even if the work is hard.

Our aim was to raise our level of 88.1% to over 90% - we achieved **98.2%**

Autonomy - I am good at working with others. I can wait until it is my turn. I follow the school rules. I stay calm even if I don't get what I want. I like being chosen to do things in school.

I can stand up for myself in school. People listen to me in school. I would complain if I felt picked on by anyone in school.

Our aim was to raise our level of 83.8% to over 90% - we achieved **95.9%**

Healthy and Safe - Other pupils look out for me in school/make sure I am feeling ok. Adults look out for me in school/make sure I am feeling ok. I feel safe in school. I feel good about myself in school.

Our aim was to raise the level of 85.9% to over 90% - **96.7%**

The children's responses show very clearly that they hold the school in high regard and feel that they are experiencing an environment that supports their motivation and wellbeing. However, we are not complacent, and we will continue to develop our school to support the diversity and needs of all children.

GMWP data and discussions in classes showed that the children wanted more opportunities to be listened to and helped to resolve their own difficulties. To support children and help to build resilience, we have continued with our Cog Chat and Fix It Folder approaches to resolving concerns. This approach will form a core part of our 'Citizenship Policy,' sometimes referred to as Positive Relationships or Behaviour policies, which will be sent to parents/carers in August 2024. Our policy has been developed with our teaching staff and children and reflects the work that we have completed in teacher's professional development, parent focus groups, and within our classrooms.

We have made very good progress in the ELCC incorporating strategies from Talk for Writing and Pie Corbett Reading Spine within everyday experiences. Our Early Years Teacher has supported initial implementation and staff have all attended training to help children become storytellers using traditional tales, stories, props, and drama. Through using provocations to invite engagement and learning our children developed their imagination and storytelling skills, making up their own characters, storylines, and storybooks which they were very proud of.

The ELCC have worked in collaboration with our local High School and facilitated peer reading with young people from 4th year. Our children thoroughly enjoyed participating in this experience and would ask when "Rory with his story" was next coming to nursery.

The ELCC, were successful in securing funding from the Glasgow Flight Path Fund to develop sensory pots in our nursery grounds. This was following consultation with the local Horticultural Society, our families, and the local care home, promoting community engagement and involvement.

The ELCC have built a good supportive relationship with our local library. They have supported our children through stories and activities that promote language and the love of reading. Staff have visited us at nursery and donated books to help boost our lending library.

The ELCC had a very successful Care Inspectorate visit this year where inspectors graded our nursery provision under the new standards and criteria as a level 5 which equalled a very good rating across all areas. The areas of inspection covered were 'how good is our care, play and learning', 'how good is our setting', 'how good is our leadership' and 'how good is our staff team'. We have a very nurturing, conscientious, hardworking staff team and these inspection grades were well deserved. Among its key messages, the report said that "children experienced kind and compassionate care with respectful and responsive interactions from staff" and that "holistic opportunities to develop language, literacy and numeracy skills were

strongly evident throughout the early years class" It also stated that staff had carefully considered the layout of the playrooms and created spacious zones that invited children into high-quality play and learning spaces. A collaborative ethos and strong leadership supported



Very successful discos, well attended



Winning House – Skye and the Captains.



Christmas Pantomime



Sports Day 2024 – huge attendances from our families.

Equity and Equality

Bridge of Weir Primary and ELCC works hard to live up to the school vision of Equity and Equality and each year we challenge ourselves to make this a focus of our work. In past years we have worked to educate our school community to support The Equality Act through educating our children on anti-bullying, anti-racism, LGBTQ rights, Children’s Rights, Human Rights, disabilities in an age and stage appropriate way. This session we were proud to add lessons to educate on care experienced children. As care experienced children can statistically be the lowest performing group in education and that they leave school earlier than their non-care-experienced peers. Staff felt that the next steps were to ensure that they were

trained and up to date on supporting looked after and care experienced learners and that children were educated on how they could help. It is our job as educators to ensure that care experienced children feel welcome and included within our school. To achieve this, we have completed training inputs on The Promise, we have a nominated Promise Keeper and staff have completed training on and carried out Who Cares? Scotland lessons.

Feedback from learners was positive. Learners said that they enjoyed the lessons and found them interesting. Some felt that the vocabulary used was tricky to understand and remember. Learners believed that they now have a better understanding of different homes and places that children live. Learners agreed that it is *okay to be different* (a school value) and that it doesn't matter who you live with as long as you have people who take care of you. They felt strongly that no one should be treated differently, no matter where they live or who they live with.



Classroom display showing our Emotion Works cogs, UNCRC and care experience lesson notes.

PUPIL EQUITY FUNDING (PEF)

Identification of PEF priorities was completed through analysis, with school staff, of our school profile, school data, GMWP data and the experiences highlighted by our pupils, barriers to learning and identification of needs from our pupils, 'have your say,' meetings, and results of GIRFEC surveys to families which included input from pupils.

Our allocation of PEF funding was used to retain two additional support needs assistants who had been highly trained by the school to support across literacy, numeracy and health and wellbeing. The staff were trained to support children who need regular and planned breaks from the classroom environment to learn and to provide regulation strategies to children who are learning to manage their motivation and wellbeing. We created an area called the Pit Stop to support children quickly, effectively and to reduce interruptions to the flow of learning in the classroom while also getting children ready to return to the classrooms to learn with their peers.

Our school data is scrutinised to identify our attainment gaps, the school staff work collaboratively to reduce the gaps and identify universal and individual approaches to support all children. We have also implemented focused approaches, such as the Pit Stop, outlined above, reading, and writing support which have impacted positively on academic progress. PEF funding was used to target small groups, support individuals and release key teaching staff to oversee the implementation of programmes. Evaluation of these programmes in reading and writing have evidenced the success that they have been. We will continue with this next session.

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. Next session we will be using an approach called, 'Circle Framework.' The Circle Framework will provide support to identify and address the physical and social environments and build on our structures and routines for classes and individual children to support their learning.

We expect the gap will be further reduced this session and we will continue to use our PEF funding for universal and targeted support.

Our targets were:

- To reduce attainment gaps within reading which we met or exceeded in almost all stages of the school with Primary 4 raising attainment from 80% to 94%. For targeted pupils across Primary 2 and 3 almost all improved their reading attainment.
- To reduce attainment gaps in numeracy within Primary 1 - 4. We met or exceeded our targets in all stages. Of note are the improvements made to SEAL to provide a progressive and coherent programme from the ELCC to Primary 4.
- To raise attainment in writing across all stages of the school. Attainment of writing exceeded our expectations across Primary 1 to Primary 4 which reflects the implementation of the Talk for Writing Programme.
- To reduce the attainment gap in numeracy focusing on SEAL in Primary 1 – 4 with a focus on the teaching and learning cycle. We have met or exceeded our targets in all stages.
- To provide an alternative curriculum for children not yet ready to engage in sustained, formal classroom learning. Feedback from our children and their families show 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 experience of life skills such as cooking, road safety, friendships, co-operation and co and self-regulation strategies. The skills for life.
- 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 and children in P1-3 made good use of the Fix it Folder to support their emotional literacy and understanding. 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 further analysed to look at individual children and their progress.

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

- Time for cog chats and resolution of conflicts for all children.
- Additional phonics support on a 1:1 basis.
- Additional reading support for targeted groups in P2 and P3.
- Additional SEAL support for targeted groups in P2 – 4.
- Additional support in the social environment of the playground and developing friendships.
- Additional support for children with social communication difficulties – small group.
- Additional time to understand and listen to the needs of our children – developing action plans.
- Additional support to develop emotional literacy and self-regulation – small group.
- Additional support to families to support their child's needs at school and home – NVR parent/carer group, GP drop-in support group with childcare provided.

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 have attained accreditation for Renfrewshire's Inclusive Communication Environment. We have successfully completed our RNRA nurture principle on All Behaviour is Communication with additional staff trained in NVR practices which has resulted in accreditation at Jade Level. We are in the process of applying for our accreditation at Ruby level for the work completed on the nurture principle – nurture is important for the development of wellbeing.

KEY STRENGTHS OF THE SCHOOL

- Welcoming school where children feel safe, included, and respected. This is evidenced on our GMWP data.
- 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. Caring and committed staff who work collaboratively for the success of the school.
- Very good use of PEF to raise attainment in reading, spelling and writing and narrow the school attainment gaps. Initiatives led by staff and children to make improvements.
- Very good attainment levels in literacy, numeracy and health and wellbeing.
- 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, Care Experience (The Promise), UNCRRC.
- 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.
- 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 were the 2024 Green Power Champions.



- 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 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.
- In our School and ELCC very good collaboration on children's progress recorded, tracked, reviewed, and updated each term by teachers/key workers, alongside a manager. Health and wellbeing, literacy and numeracy reviewed and recorded, focusing on strengths and clearly identifying next steps in learning and provision. Updates are individual to each child, and this is also an opportunity to discuss and record other areas of particular interest. SIMD, attendance, and additional support needs are added to the updates to help identify and negate obstacles to learning and progress.
- ELCC staff, Education Psychologist, Health Professionals, and the Early Years Teacher attended a monthly Locality Inclusion Support Network (LISN) group where we shared strategies and plans to support our most vulnerable children. Our inclusive approach ensured experiences and areas were adapted and resources provided to help meet children's needs. All children with Additional Support Needs have a staged intervention, ensuring children's needs are planned for, implemented, and reviewed regularly whilst also ensuring information is shared timeously between agencies. This is also replicated in the school with teaching staff attending LISN meetings and implementation of thorough staged intervention for children. Enhanced transition is available across all stages of the school and for children coming into Primary 1 and leaving for Secondary.
- Very good pupil leadership opportunities through established groups who directly influence and impact on the activities and opportunities available within the school. The groups self-evaluate and conduct surveys. Literacy Legends support reading and influence the implementation of the TfW programme, P7 and P1 buddies have regular events throughout the year, Digital Leaders support digital learning across the school. School Council lead on school initiatives and consult on curriculum matters and School Captains lead on sports, competition and entertainment.



- 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.



Trip to see the Sirens Netball Team play.



School
Talent
Show
2024

- Very good staff commitment to undertake an outdoor residential trip and run after school clubs such as bikeability, netball, football, athletics, arts and crafts, gardening, sewing, homework, and choir.



- Very good development of our Health and Wellbeing curriculum with support staff leading the delivery of Cog Chats/Fix It Folder as part of our Emotion Works programme to resolve conflicts and help children to solve their problems.
- 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.
- Life Skills groups to support children who need extra time to develop their social skills and recognition of their efforts to do so with bronze, silver, and gold awards.
- 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.
- This session's nurture principle focuses on 'Nurture is important for the development of wellbeing,' has supported children through appropriate and well directed praise which focuses on the process and not always the product of their work. We aim to build resilience by providing opportunities to achieve small successes in tasks throughout the school.
- Very good use of parental communication (Seesaw) with all children registered in the ELCC. Engagement with this platform went extremely well. Each child has their own learning journal and staff are posted at least one picture and observation per week for each child. Staff are accessing Seesaw daily and parents have regularly posted comments, sharing learning from home. Messages are being posted regularly to keep families up to date with key information such as parent's meetings, school holidays, menu and dietary information and transition dates.
- In the ELCC a very good sharing wall for families and staff is in place to share their news from home. The displayed pictures show the children's life out of the ELCC. News included topics such as births in the family, engagements, sporting achievements, cultural celebrations and key moments such as Head Teacher Awards. The display is situated in the corridor and helps the children to reflect on their own experiences, asking about other's achievements and prompted discussion and congratulations between families.
- Strong parental involvement has been very good in the ELCC through Stay and Play sessions, Bookbug sessions, the Wee Blether Café and Imagination Library. In the school at formal and informal events and our first Ceilidh was so well attended that next session we will have to extend it over a couple of days. Our Christmas concerts and Nativity had full audiences all celebrating the performing skills of our children.



Practising for our Ceilidh in the playground!



- In the ELCC, the children were excited to take Adventure Ted on their holiday adventures, showing us different countries around our world. Our parents and

children have shared their travels via Seesaw, with pictures being printed and put on display on our sharing wall. Our displayed map of the world pinpoints the different places our families have visited this year from France, Turkey and Spain to Norwich.



- Very good consultation with Being Me in the ELCC, this was a very good method of self-evaluation, gathering contributions, views and opinions from all stakeholders including parents, families, children, staff and other professionals. We used guidance documents such as How Good is our Early Learning and Childcare, United Nations Convention on Rights of the Child, Health & Social Care Standards, and the Resilience Alphabet to guide targeted questions, ensuring we gathered data for self-analysis and help identify gaps in provision.
- Very good consultation in the school with many families providing their thoughts, ideas and opinions on how to develop our school curriculum for Social Studies and Outdoor Learning. The school staff incorporated many of the ideas into our progressive programmes. Families also reviewed the school values and aims and expressed satisfaction with the school's direction. Families suggested a set of child friendly aims which has been completed.

All support staff have:

- Completed training from Educational Psychology about the nurture principle, Nurture is important for the development of Wellbeing. Staff have supported children to build resilience by achieving small successes in tasks throughout the school.
- Completed training and used the concept of 'Big Deal Little Deal' to provide a consistent approach to conflict resolution across the school and particularly in the playground.
- Embraced our outdoor learning approach by encouraging each other and pupils to enjoy their time and learning outdoors.

All teaching staff have:

- Completed training from Educational Psychology about the nurture principle, All Behaviour is Communication and Nurture is important for the development of wellbeing to meet the needs of all learners.
- 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.
- Completed a moderation exercise to share the standards in writing and provide consistent and accurate teacher judgement.
- Used Seesaw to improve communication and information sharing with parents about the learning and teaching taking place in our school.
- Successfully use the data from the Glasgow Motivation and Wellbeing Profile to support their learners and families.

- Completed further training in Talk for Writing with a focus on non-fiction and have introduced a new grammar, punctuation, and spelling programme to complement this work and provide progression across the school.
- Our early years, ELCC and Primary 1 have implemented Talk for Writing.
- Participated in working parties to improve our curriculum for Social Studies and Outdoor Learning. New frameworks have been created which reflect the changes to Social Studies to include Fairtrade, Eco, sustainability, UNCRC, and in outdoor learning a focus on the skills of creativity, design, building, cooking, woodwork, as well as the social skills of working with others. We consulted with families and used many of their ideas and suggestions in our frameworks.
- Our ELCC staff developed and improved the staff Professional Review and Development process and completed a 6 monthly review and update for all staff. Training needs and interests were identified, and all needs were sourced, training booked and attended resulting in a positive impact on confident, trained and valued staff.
- In the ELCC, three staff members are working towards their BA in Childhood Practice with another member of staff on her second year of Froebel Training.
- Five staff, in the ELCC, have now completed their Forest School training. All staff had an identified role to lead and develop within the nursery. As a result, staff expressed they had more ownership of their professional development and furthered their confidence and knowledge of their role within the service.



Former pupil now author – Christopher Mackie returned to share his talent with us.



Developing our cooking and enterprise skills. Chutney for sale at the Christmas Fayre

OUR NEXT STEPS – PRIORITIES FOR 2024-25

We have made very good progress during session 2024-25 and both the school and ELCC will use the improvement priorities listed below to build on this progress.

- We will complete our writing programme, Talk for Writing with a focus on our whole school framework and progression, assessment and feedback to children and families. (School Improvement priority 4)
- Our support staff will undertake further training in using accessibility tools to support learners.
- We will begin our final nurture principle – The classroom offers a safe base - and undertake training in this with Educational Psychology and Circle Framework. We are committed to ensuring that our environment meets the wellbeing needs of our learners, staff, and families. We will apply for accreditation of RNRA's Amethyst level. (School improvement priority 3)
- We will extend the use of Seesaw as a communication tool across the ELCC and 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. (PEF and Parent Council)
- We will continue to target attainment gaps in reading with further support and training to our support staff, refinement of our teaching and learning approaches, the consolidation of Pie Corbett's reading spine in the school and ELCC and targeted reading resources and support staff from Primary 1 to Primary 5. (PEF)
- Our Literacy Legend's group of pupil representatives will develop understanding and materials to support their peers with dyslexia.
- The continuation in the ELCC of Dolly's Imagination Library and the early years reading challenge will be extended to Primary 2-3, the use of Jolly Phonics/Big Cat Collins Phonics and Letterland across the early years, ELCC to Primary 3. (PEF)
- We will continue the refresh of our curriculum focusing on Expressive Arts to ensure that we are meeting the interests of our learners. Skills development for all children.
- We will implement our new Social Studies and Outdoor learning frameworks. Skills development for all children.
- The school and ELCC will work together to continue to enhance the school environment indoors and outdoors to support outdoor learning and play. We will engage with Learning Through Landscapes and our teachers will focus on the outdoors for the implementation of our curriculum and support staff will focus on play and undertake training in the Play Revolution. This work is supported by a successful grant application for 30 hours of training and £1000 of materials. (School improvement priorities 1 and 2)
- 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.

- We will introduce the Young Leaders of Learning programme to increase our pupil voice and participation in developing our school. We will be working with another Renfrewshire school to share learning and teaching approaches.
- We will continue to support teachers with professional discussion groups to share and develop pedagogy to achieve consistency of learning and teaching across our school. We will use the skills and expertise of our talented staff and professional development materials from Education Scotland, Visible Learning, educational research, and well-regarded educationalists.
- Take steps towards gaining The Promise award.
- Member of staff to train on Education Scotland's - Building Racial Literacy Programme.

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.



Winning House – trip to the Burrell Collection and Pollok Park 2024

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us

Phone

0300 300 0148

Website

www.bowprimary.co.uk

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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.