



## **Establishment Context**

### **Mauchline Primary School and Early Childhood Centre**

Mauchline Primary School and Early Childhood Centre (ECC) is a non-denominational, co-educational establishment. The establishment opened as a Secondary School in 1889 and was refurbished in 1932. Over the years its designation changed to primary and pre-5 education. In 2007, EAC and HOCHTIEF joined in a Public/Private Partnership (PPP), to fund a remodelling and extension of the establishment.

The current school role is 274 and the ECC is registered with the Care Inspectorate to cater for a maximum of 40 children aged 3-5, with term-time sessions of 8.45am to 2.45pm. The most recent data indicates that 21% of our pupils reside within Quintile 1 (SIMD 1-2) with the majority (47%) of pupils residing within Quintile 3, however, there is an element of 'hidden-poverty' with Mauchline due to the number of families residing in private lets. We also have 20% of pupils in receipt of free school meals.

Mauchline Primary School and ECC is situated in the village of Mauchline. Mauchline is a historic village situated in East Ayrshire. A significant area of Mauchline is designated as a conservation area, preserving the much appreciated character for the future. Facilities in Mauchline compliment village life with access to local woodland areas, playing fields, local shops and businesses, fire station, doctor's surgery and the Burns House Museum. The population of Mauchline has declined slightly from 2001 and is roughly 4,000, however, there are a number of housing developments currently within the village. The largest population reduction is reported in the number of children, reduced by around 24% and in working age adults. The number of people of pensionable age has increased by just over 13% over the same period.

Many people in Mauchline now commute for work to Kilmarnock, Ayr and into the Central Belt. However up until fairly recently Mauchline used to be a significant centre for employment, however, with only Kays of Scotland, the Curling Stone Factory (the UK's only remaining manufacturer and supplier of curling stones) still in operation and a reduction in the workforce through agriculture there is a genuine lack of local employment opportunities. Mauchline is famously known for its links with Scotland's National Poet, Robert Burns, who lived in the outskirts of Mauchline at Mossgiel Farm in 1784. Mossgiel Farm is currently a working farm which produces organic milk and is the main supplier to all education establishments within East Ayrshire.

### **Factors Affecting Progress**

The current Head Teacher has now been in post since January 2022, however, the senior leadership team has been affected between January and June this session due to staff taking up new promoted posts in the authority, maternity leave and absence.

## **Key Strengths and Achievements Session 2022-23**

We have been delighted to invite our parents/carers and wider community back into the school and ECC this session now that restrictions have been lifted. We held a number of events to share our learning with families, including our church services, our Nativity and Christmas Sing-Along, and our Harvest assembly.

We were able to start up a number of extra-curricular activities again and we have our own Mauchline football team – who recently took part in the ‘Bill Shankly’ football festival, representing our school; our Primary 6s took part in the Euroquiz competition and came third place in East Ayrshire; and our Primary 7 debate team won the first ever ‘Barony Blether’. Our pupils also had the opportunity to participate in our annual Burns competition, working in partnership with Mauchline Burns Club, and some of our winners recited their poems at the Mauchline Holy Fair.

Senior leaders, working with staff, have continued to focus on attainment in literacy and numeracy, ensuring appropriate supports were in place; utilising the EAST support teacher, classroom assistants and Pupil Equity Fund (PEF) funded staff. Attainment data and assessment information was used effectively to identify groups or individuals requiring specific support.

Staff continued to contribute, through a range of important coordinator and leadership roles, to aspects of the curriculum and wider life of the school:

- The Health and Wellbeing Coordinator and Acting Principal Teacher (PEF) led the school in improvements in Health and Wellbeing. Children and staff were well supported; staff were trained in Nurture, Trauma Informed Practice, Regulation and Restorative Practice, to continue our work towards ensuring the health and wellbeing of the pupils.
- The HWB Committee and staff organised Health Week, Anti-Bullying Week and Children’s Mental Health Week.
- A successful transition programme between our ECC, the local private ECC, Burns Bairns, and Primary 1 was established between the Senior Lead in the ECC and Primary 1 teachers.
- Primary 6 pupils participated in training to become Wellbeing Champions and Anti-Bullying Ambassadors as well as buddies for our new Primary 1s.
- Our excellent Parent Council worked in partnership with the school to organise and hold our Hallowe’en Disco, Christmas Fayre, and Sports Day and run our book fayre; further supporting the school to purchase new library books.

We were also able to hold our annual ‘Celebration of Achievement’ ceremony, our ECC Graduation ceremony and our P7 leavers performed their ‘Leaver’s Assembly’ to parents and carers.

### **Identified Priorities Sessions 2023-24**

- To continue to develop our play-based pedagogy across the early level curriculum, with the aim of at least 80-90% of children attaining early level in reading, writing and numeracy in Primary 1.
- To review planning, learning, teaching and assessment in writing, ensuring a more consistent, inclusive and robust approach, with the aim of at least 80-90% of children attaining at P1, P4 and P7.
- To track and monitor the attainment gap by comparing Q1 attainment data and Q5 attainment data at every stage, to identify targeted supports required and improve attainment levels in literacy and numeracy for all.
- To continue to support the health and wellbeing of all children by further developing and enhancing staff's knowledge and understanding of wellbeing and embedding our approaches.
- To further support and develop our approaches to planning, learning, teaching and assessment (PLTA) in health and wellbeing.
- To provide all learners with the opportunity to develop skills for learning, life and work, with a particular focus on digital technology and interdisciplinary learning contexts, in order to raise attainment, ambition and opportunities for all.

## **Establishment Vision, Values and Aims**

### **Our School Vision, Values and Aims**

Our Head Teacher, Mrs Davidson, was appointed in January 2022. Between April and June 2023, the Head Teacher consulted all stakeholders to create a new shared vision, set of values and aims for our Primary and ECC.

#### **Our School Vision:**

Our vision for Mauchline Primary School and Early Childhood Centre is to create a learning community where every child is inspired, supported and motivated to work hard and try to achieve the very best they can, now and in the future.

#### **Our Values:**

- Respect
- Honesty
- Friendship
- Determination

#### **Our Aims:**

- We aspire to provide a safe, welcoming and nurturing learning community where everyone is included and respected.
- We aspire to motivate and inspire our pupils to be ambitious learners who are determined to succeed.
- We aspire to provide a curriculum which is stimulating and designed to promote challenge and enjoyment.



<p><b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i></p>	<p>To have a continued and contextual focus on pedagogy to improve learning, teaching and assessment, and increase attainment outcomes, particularly in literacy and numeracy.</p>	<p><b>Rationale for improvement priority based on evidence</b></p> <p>Last session, PEF money was used to purchase the Accelerated Reader online resource and Star Reader assessments, as reading was highlighted as an area for improvement. Our P1 and P2s are on track with reading but the other stages have less than 80% on-track. Our tracking data in P1, P4 and P7 compares very similarly with our comparison school and we are performing better than EAC averages, however, reading continues to be an area where some stages require some further input and further use of reading supports purchased through PEF.</p> <p>Writing attainment levels from P3-7 are also lower than 80% in some stages but again compare similarly to our comparison school and are a little higher than EAC's average.</p> <p>Our numeracy tracking data is better and the majority of cohorts are attaining well.</p> <p>EAC's SAC team have produced a wealth of training materials to improve L&amp;T in literacy and numeracy, however, there is further training to complete and this now needs time to be embedded.</p>	
<p><b>NIF Priorities</b> Improvement in attainment, particularly in literacy and numeracy</p>	<p><b>NIF Driver</b> School improvement</p>	<p><b>HGIOS/ HGIOSELCC QI's for self-evaluation</b> 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.2</p>	
<p><b>Progress and Impact</b></p>	<p><b><u>School Progress Towards Priorities</u></b></p> <p>Staff professional learning for the beginning of the session focused on revisiting and completing relevant SAC numeracy and maths online learning to further develop consistent, high-quality approaches, reflecting the latest research and practice. This took the form of Teacher Learning Communities (TLCs) and staff discussed strategies and approaches, and evaluated impact. The SAC Numeracy Lead for East Ayrshire provided guidance and training to support teachers in providing challenge through differentiation, and use of effective questioning to develop higher-order thinking skills. Our lesson observations and learning conversations, as part of our robust quality assurance procedures, have focused on active approaches to learning and teaching in numeracy and maths. Feedback was provided to individual staff and the senior leadership team collated and reviewed observations and feedback to decide next steps. The most recent observations in numeracy and maths confirmed that teachers are much more confident with differentiating lessons to provide support for those who need it, and after further CLPL, almost all</p>		

are now providing more depth and challenge within numeracy and maths lessons. The training has had a positive impact on staff confidence and skills and this is reflected in our Numeracy attainment this session (see tables below).

We have developed a robust framework for assessment and ensured assessment is more integral to learning and teaching. Our assessment calendar has been updated and teachers are using a variety of standardised, summative and formative assessment in literacy, numeracy and maths and health and wellbeing. These can be used as and when required but at minimum, the following summative assessments have been planned in the calendar over the course of the year and include: SNSA, Accelerated Reader assessments, Sumdog diagnostics in numeracy and maths, EA writing assessment tools, QUEST, WRAT and Nesy Reading and Spelling (P4, 5 and ASN pupils). Staff feel more confident in the consistent approach to assessment across the year and are able to utilise this data effectively to support their teacher judgement during tracking and monitoring periods and also to support planning next steps in pupils' learning.

Meeting learner's needs is a key priority for all staff and during the session, EAC's school inspection team led a learning visit. The team visited every class and observed learning and teaching, they also spoke with the senior leadership team and evaluated the school's approaches to learning, teaching and assessment in literacy and numeracy. The feedback found some key strengths, including: "a very well organised and robust system to support pupils on the ASN log. Files are well maintained and provide a rich chronology of the pupils ASN journey; and the development of 'Communication Passports' puts the learner at the centre of their education and is a supportive visual for all staff". PEF funds have been used to provide some additional classroom assistant or teacher support for writing and reading at identified stages. This has had a positive impact on our attainment as a number of children who were slightly off track or at risk of not achieving their expected level are now back on track and achieving.

We have continued to find digital solutions to transform paper-based processes to improve efficiencies and improve and enhance communication and engagement with parents and children. Learning Journals have been used for our Primary 1 pupils this session. The teachers had some training in the use of Learning Journals and we agreed a consistent approach between the two classes. Almost all of the parents and carers engage with the learning journals and have found of them benefit to see their child's learning and progress this session. Primary 6 and 7 classes have consistently used the Glow blogs this session to profile their learning and track their targets, which they can share with their parents and carers. Primary 5 have only just begun uses the blogs but will continue using these into Primary 6.

Furthermore, we used some of the PEF to purchase new reading books. These were to enhance our current reading schemes and resources and provide higher quality teaching resources in the form of decodable books for younger children and those requiring additional support, as well as resources to support older pupils in the form of 'high-low' books, which provide high interest for lower ability readers to engage and motivate them in their learning. These are new this term and will hopefully have a positive impact on learner's reading moving into next session.

**School Attainment Data Session 2022-23**

	P1 % Achieved Early Level					
	EAC 21/22	EAC 22/23	SWEIC 21/22	National 21/22	Mauchline 21/22	Mauchline 22/23
Reading	80	80	77	79	88	80
Writing	78	76	75	77	85	78
Listening and Talking	89	88	85	86	95	93
Numeracy and Maths	85	86	82	84	85	90

This session, we focused on embedding more play within the Primary 1 classroom, as last session there was a separate 'playroom' set up and children were taken to the playroom with an Early Learning and Childcare Practitioner. PEF money has been spent to set-up the two Primary classrooms with more play-based equipment and resources. The P1 teaching staff have participated in the SWEIC regional improvement collaborative training to further enhance their knowledge- and have also visited other establishments to share best practice. The children have attained well and there is a good balance of teacher-led, teacher facilitated and child-led activities throughout the day. This worked particularly well at the transition point in August between the Early Years settings and into the Primary 1 setting.

Primary 1 reading has dipped slightly this session in comparison to session 2021/22, from 88% of children achieving Early level last session to 80% this session, however, this is in line with the EAC average and higher than the national average from session 21/22.

The writing has dropped just below 80% of Primary 1 pupils achieving early level, however, again this is in line with the EAC average and higher than the national average from session 21/22.

Our numeracy attainment has increased this session with 90% of our pupils achieving early level, which is above EAC, national and last session's attainment. Our play-based approach has had the most positive impact in numeracy and mathematics and the staff will self-evaluate their approaches to reflect and identify the good practice.

	P4 % Achieved First Level					
	EAC 21/22	EAC 22/23	SWEIC 21/22	National 21/22	Mauchline 21/22	Mauchline 22/23
Reading	80	73	77	79	76	74
Writing	65	65	66	70	67	71
Listening and Talking	84	85	83	85	91	83
Numeracy and Maths	69	71	72	75	79	81

Primary 4 reading attainment has remained comparable and similar to 22/23 East Ayrshire attainment but lower than the national average. This stage has had continued classroom assistant and EAST (East Ayrshire Support Team) input for reading this session. From those children who were off track and not set to achieve first level, 20% were able to make very good progress and close the gap to achieve first level due to the support in place.

The writing attainment this session has also remained similar with a slight increase and this is higher than the East Ayrshire average and- similar to the national average. This stage has also had continued classroom assistant and EAST (East Ayrshire Support Team) input for writing this session. From those children who were off track and not set to achieve first level, 37% were able to make very good progress and close the gap to achieve first level due to the support in place.

Numeracy and maths attainment has been good across P4, with almost all children making good progress and 81% attaining first level, which is in line with last session's attainment and also higher than both the East Ayrshire and national average.

	P7 % Achieved Second Level					
	EAC 21/22	EAC 22/23	SWEIC 21/22	National 21/22	Mauchline 21/22	Mauchline 22/23
Reading	73	73	76	79	74	84
Writing	68	70	69	73	79	79
Listening and Talking	84	84	83	86	95	93
Numeracy and Maths	72	73	74	76	76	84

Our attainment levels in Primary 7 for reading, writing and numeracy have remained good with some increases in children attaining second level. Our attainment data is also considerably higher than the East Ayrshire average and higher than the national average. Due to the class structure this session, we were able to create two smaller Primary 7 classes with only 22 or less pupils in each class. This has had a significantly positive impact on the attainment for this stage and the teachers have worked in partnership to ensure a consistent approach to teaching and learning across Primary 7.

### **Early Childhood Centre Progress Towards Priorities**

The ECC have been continuing their work towards the communication friendly accreditation award. The ECC learning environment has been fully adapted indoors and outdoors in order to provide opportunities for meaningful learning experiences to support the work. The adaptation of the learning environment provides opportunities for the children to engage in high quality loose-parts play opportunities across the indoor playroom and also the outdoor area. The learning environment has also been fully adapted and tailored to children's individual needs, to be inclusive to all, providing visual aids, Makaton sign language and visual timetables of the day. Signage of the handwashing routine is child friendly and displayed at children's level. Visual timetables of the routine of the ECC is displayed at children's level.

Displays overall throughout the whole ECC are used effectively to promote children's voices, display their work and staff encourage children to take ownership of displays. Staff engage with children using adult interaction styles and consistently

	<p>using 'Learning Language' and 'Loving It' techniques to support children's communication throughout the learning environment. Most children have improved concentration and demonstrate increased engagement in learning experiences across the playroom. 'Target children' has seen to be a success: targeted small groups are carried out weekly by the communication champion, assessing and tracking children's development in relation to communication and language. The positive impact evident as 100% of children have made progress in their language development. Increased engagement has been successful during targeted groups and it is evident that children's confidence is progressing in relation to participating in the learning experiences.</p> <p>Senior management and staff have made successful links and worked in partnership with Speech and Language to gain support and input to improve the overall progress of children's language and communication within the ECC and at home.</p> <p>Increased parental engagement within the ECC where parents have the opportunity to participate in the life of the setting with planned stay and play sessions and planned events in the ECC. At least 50% of parents have participated in parental engagement opportunities within the ECC and have provided views and ideas of further parental engagement experiences the ECC could offer. ECC have continued to implement 'You Said We Did' as parental views are fundamental in the ECC.</p> <p>All stakeholders have been involved in agreeing and developing a consistent and effective approach to profiling learning and sharing targets and progress with parents and carers. Parents/carers have been involved in target setting and reviewing their child's progress with regards to their child's personal plans and this has been completed termly. Personal plans and targets have been shared on online learning journals where some parents have contributed to their targets at home. Clear observations of children's learning in relation to their targets and achieving targets is evident on online learning journal. Feedback from parents who completed quality assurance questionnaire included that they feel the personal plans are manageable, well defined, the targets are outlined and evident of progress with regards to literacy and numeracy.</p>
<p><b>Next Steps</b></p>	<p><b><u>School Priorities</u></b></p> <ul style="list-style-type: none"> <li>• Plan opportunities for families to become familiar with approaches to learning and teaching in numeracy through online workshops, audio presentations, website, app and 'Sharing our Learning' events. We had aimed to manage this in session 22-23 however we did not achieve this. Feedback from the pupils this session included the suggestion to share more strategies in numeracy and maths with their parents/carers as they felt families can sometimes find aspects of the homework challenging as they learned it differently.</li> <li>• Review the position paper for the whole school approach to writing as quality assurance procedures have been used to identify that there is a lack of consistency, expectations and shared standards in teaching and learning of writing. This was also identified during our local authority learning visit.</li> </ul>

- Ensure pupils have regular opportunities to take their literacy and numeracy learning outdoors. Feedback from pupils included the positive impact they felt taking activities outdoors had on their learning but they would like much more of this. Again, there is a lack of consistency in outdoor learning across the school, with only a few stages taking learning outdoors regularly each week. Professional learning will be planned for staff as part of the collegiate calendar and in-service days and the LOST team will be approached to support this.
- Continue to use our robust quality assurance procedures to ensure pupils experience appropriate pace and challenge in their learning.
- Attainment in numeracy and maths is good and staff have more confidence and knowledge. However, through discussions with children during class visits and also during assemblies, and also some comments from staff, link to many children's resilience and fixed mindset when it comes to maths. To tackle this, staff will participate in a book study, 'The Elephant in the Classroom: Helping Children Learn and Love Maths', as this was highlighted as an excellent resource by the SAC Numeracy and Maths lead for the authority and a case study from another school showed the positive impact.
- Review and condense the current EAC literacy and numeracy planners to ensure there is less repetition in the curriculum. Review approaches to teaching and learning of phonics.
- Utilise PEF to appoint an additional classroom assistant to support with reading and writing in identified stages and to appoint an Early Years Practitioner to support with early level literacy and further enhance our approaches to play.

#### **Early Childhood Centre Priorities**

- Continue to embed Communication Friendly and Inclusive strategies and achieve Communication Friendly Accreditation. Communication Champions will take the lead for this and gather all evidence required.
- New N4 profile to be devised in consultation with all stakeholders that provides important and valid information on the child's progress to the parents/carers.
- Further parental engagement opportunities - fully embed this within the life of the setting - Stay & Play sessions, parental workshops, book bug sessions and PEEP, for example. Involving other agencies with parental engagement opportunities. Parental volunteers to support within ECC - Woodland Wednesday, to facilitate community walks and support with the lending library.

<p><b>Improvement Priority</b></p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>To ensure our HWB curriculum provides depth and removes unnecessary repetition. To further support our children, staff and families to improve physical and mental wellbeing.</p>	<p><b>Rationale for improvement priority based on evidence</b></p> <p>Through consultation with our stakeholders, it was identified that children and families have seen an impact on their mental health. Children commented that they would like to learn more about what affects mental health and strategies to improve it. The school currently uses wellbeing webs to monitor children’s wellbeing using SHANARRI as a measure but whole school data is not used from this.</p>
<p><b>NIF Priorities</b></p> <p>Improvement in children and young people’s health and wellbeing</p>	<p><b>NIF Driver</b></p> <p>Teacher Professionalism</p>	<p><b>HGIOS/ HGIOSELCC QI’s for self-evaluation</b></p> <p>1.1, 1.2, 1.3, 2.1, 2.2, 2.7, 3.1</p>
<p><b>Progress and Impact</b></p>	<p><b><u>School Progress Towards Priorities</u></b></p> <p>We are improving outcomes for our children as a result of our extensive approaches to ensuring their wellbeing. Almost all staff and children have a clear understanding of wellbeing and staff feel supported and well-placed to support learners. Almost all staff promote a climate where our children are safe, healthy, achieving, nurtured, active, respected, responsible and included. Staff and children know, understand and use the wellbeing indicators as an integral feature of school life. Almost all staff and partners are sensitive and responsive to the wellbeing of each individual child. To ensure wellbeing is being promoted across the whole school community, ‘The Whole School Approach to Wellbeing’ has been used this session as a self-evaluation tool to inform planning and next steps for school improvement in this area.</p> <p>Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. Individual supports are planned and children have a right and the opportunity to have a say in decisions which may affect them.</p> <p>The curriculum provides children with well-planned and progressive opportunities to explore diversity and most children are knowledgeable about equalities and feel able to challenge discrimination. However, there are a number of East Ayrshire Health</p>	

and Wellbeing progression planners and their curriculum is currently over-crowded and repetitive. Outdoor spaces are beginning to be used more effectively to promote wellbeing.

PEF money was used towards the creation of a 'Wellbeing Room' this session. The Wellbeing Room and wellbeing teacher have been introduced as a support for children's wellbeing. Pupils who receive this support, where identified through holistic assessment (GMWP, Boxall, 'Bear Card' assessment toolkit, Tracking and Monitoring meetings, teacher referrals and parental referrals) are timetabled for blocks of support throughout the week. Each child had their own individual target plan stating the reasons for the intervention, resilience toolkit scores, aims and support activities. Learning in the Wellbeing Room was explored through a variety of ways, including: mindfulness activities; Lego play; social stories; drama; growth mindset activities; reinforcing PAtHs lessons; and sensory play. The children had a lot of personalisation and choice relating to their learning and the activities.

The wellbeing room was initially led by the PEF appointed wellbeing teacher (0.6 FTE) who worked Wednesday to Friday. Due to absence, the PEF funded classroom assistant was appointed to the wellbeing room Monday to Friday, allowing for additional pupils to access the provision. Lunchtime sessions have also been included to support some targeted children who find the playground overstimulating.

To measure the impact of the intervention, the Resilience Toolkit 'Bear Cards' were used at the start and again at the end of the child's intervention. This assessment is used to identify the under-resourced areas of a child's psychological resilience and generate a personalised resilience action plan. This information was used alongside the other assessments previously noted to create a personalised support plan. This data from the assessment cards is shown below:

	I have		I am		I can	
	Pre	Post	Pre	Post	Pre	Post
Total score	265	287	220	258	202	263

Almost all children made improvements in their scores in all three areas, with the overall results showing a positive impact on the children's resilience, which has had a positive impact on their attainment and achievement within the school and their readiness to learn.

The children's views were also sought in relation to their time accessing the Wellbeing Room. 77% of the children said 'Fantastic' when asked how much they enjoyed their time in the Wellbeing Room and 15% said 'Really Good'. The children

commented about some of the things they learned from their sessions accessing the resource and the impact it had on their learning:

*"How to change from being in a bad mood to a good mood."*

*"Change a fixed mindset into a growth mindset."*

*"What's a big problem and what's a small problem."*

*"I can calm down easier and focus better on my work."*

*"When I go back to class I am calmer."*

Staff CLPL has been provided by the Acting Principal Teacher of Health and Wellbeing, The Exchange counsellors, Head Teacher and Educational Psychologist in relations to Children's Mental Health, Whole School Nurture Approach, ACES, regulation, shame, restorative approaches and the importance of wellbeing when it comes to attainment and tackling barriers to learning. The majority of ECC and teaching staff have also now participated in the NME (Neuro-sequential Model in Education) book study, 'The Boy Who Was Raised as a Dog', led by the Educational Psychologist, to further enhance their knowledge and understanding of the impact of trauma. This has led to a review of our Relationships Policy with all stakeholders. Views have been sought and gathered and an initial draft of the new position paper complete, however, the PEF funded Acting Principal Teacher for Health and Wellbeing is now on maternity leave and the final draft will be completed next session and embedded across the school and ECC.

Staff wellbeing was also a priority this session and training was provided to focus on resources and ideas to support staff wellbeing; utilising resources from Education Scotland and the NHS tool. The staff were able to self-evaluate their own targets to promote their physical and mental wellbeing and some suggestions were actioned in the school, including: weekly spaces for staff to chat and meet up; focus during in-service days; a staff wellbeing notice board in the staff room; and time to develop as a professional community.

The Health and Wellbeing curriculum is tracked termly as part of our rigorous approaches to tracking and monitoring. Staff are confident in tracking children's progress through the curriculum in HWB.

All staff have now been trained to use the Glasgow Motivation and Wellbeing Profile to support a whole school focus on wellbeing and to assist with whole school, class and individual supports. The teachers used the surveys with their pupils at two points throughout the session to provide data in relation to the children's views of their own wellbeing and how the school supports their wellbeing. This was tracked by the teachers for the individuals within their class and the teachers then discussed

answers with any individual who was highlighted from the results. The discussion focused on why they gave that score and then creating an action plan to provide support and also for the child to support themselves. Overall, the whole school scored highly during the initial completion in each area: Affiliation, Agency, Autonomy and Health and Safety. The survey was completed again in March and three classes had a decrease in some scores and these issues have been discussed with the teacher and HT has evaluated. However, the rest of the class saw further improvements for already high scores. The overall results show an increase of 2.5% in Affiliation and the rest have remained roughly the same. The individual data was used effectively during tracking and monitoring meetings between SLT and the class teacher to discuss any concerns about wellbeing and also to plan any possible supports.

The School Counselling Service has been used successfully to support a number of pupils with individual needs. We record the session dates on the EAC Tracking and Monitoring and also in the child's pastoral notes. The teachers are provided with feedback from the Exchange Counsellors following the sessions. Parental sessions were arranged by the Acting PT to inform parents and carers about the work from The Exchange counselling service and the lead of the programme led a session in school and also attended both parents' evenings to provide further information.

As a Silver Rights Respecting School and Early Childhood Centre, we have further promoted and realised children's rights and the values of respect, dignities, and non-discrimination, by embedding UNCRC in all practices. The classes focus on the right of the month and teach this explicitly, whilst also teaching about rights through other areas of the curriculum. All classes and the ECC have their own class charters which are devised with the children at the start of each session and referred to or updated throughout the year. The children have been more involved in strategic decision making through pupil surveys, pupil voice at assemblies and also through participation in committees. The children are able to articulate how their rights are being met and also if they ever feel their right may not be being met. We are continuing towards our journey to achieving Gold.

The Massage in Schools Programme has been reintroduced to Primary 1-7. A class teacher volunteered to lead the implementation of the programme across the school; participating in leader training and then leading staff and class training across the school. All teachers and pupils from P1 to P7 have been trained in all Massage in Schools strokes. The benefits of taking part in massage in schools is well documented and includes reducing stress levels, supporting the development of empathy and respect towards others, supports positive behaviour and social skills in children.

HWB Champion training has been provided for our Primary 6 and Primary 7 pupils. Pupil wellbeing champions are timetabled to assist in the playground. A Calm area has been established in the playground, which allows children from all stages to find a quiet space to regulate their emotions. P7 Wellbeing Champions monitor and support in this area. Posters reminding the children about PAThS strategies to help them when they feel uncomfortable feelings are displayed in the calm area and all staff

	<p>have been trained in these approaches to support children. The impact has been very positive and children report that there are less fall-outs in the playground and they are more able to solve conflicts between themselves.</p> <p>During our authority school learning visit, feedback included:</p> <p><i>“Senior leaders and staff have created a safe and nurturing environment in which children learn.”</i>  <i>“Positive relationships between pupils and staff are evident consistently throughout the school.”</i></p> <p><b><u>Early Childhood Centre Progress Towards Priorities</u></b></p> <p>ECC staff have participated in trauma informed practice training with the Educational Psychologist to embed this knowledge within the ECC. ECC have fully embedded child friendly opportunities for children to understand and make reference to their emotions through the colour monster. Feedback from quality assurance questionnaire “Colour monster is working well for emotional expression”. ECC have utilised budget by purchasing resources to support children’s health and wellbeing and emotional regulation and calm spaces have been devised to ensure the health and wellbeing of all children. The ECC continue to embed children’s rights, using child friendly language in relation to children’s rights and providing learning experiences in relation to this and ensuring the environment is inclusive to all. In relation to consulting with children with regards to rights “I have learned I have the right to take part, I have the right to privacy”. The ECC continue to work in partnership with multi-agencies to ensure the best outcomes for all within the service. Feedback from the parental quality assurance questionnaire “The staff totally adopt the GIRFEC approach and make sure all children are nurtured and looked after”.</p>
<p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>• We will continue our journey towards the Gold Rights Respecting Schools Award. HWB/UNCRC to be a focus for classroom observations next session to ensure robust evidence is embedded in classroom practice.</li> <li>• Our reviewed and updated Positive Relationships Policy will be finalised and shared with all stakeholders’ staff to ensure a consistent approach, with the creation of a child friendly version to share with the children.</li> <li>• Progression planners and overviews have still to be reviewed. HWB will be looked at first and areas already covered through focus weeks and whole school approaches will be highlighted so staff are clear about areas which need to be covered within the class. Staff will work together to review the planners and agree our approach, whilst condensing the planners and removing any repetition from the curriculum, ensuring appropriate breadth, depth and challenge.</li> <li>• Next session our PEF funded Wellbeing room will continue. Targeted pupils will be reviewed and the structure and staffing of the room will be considered to ensure maximum effectiveness. Feedback from current children and parents</li> </ul>

will be sought as part of the review process. Staff's views will also be taken into account as to the impact that the sessions had on the children's wellbeing within the classroom.

- Continue to ensure parents and carers have access to the services available, utilising the Heart model and variety of services within East Ayrshire.
- Ensure any new staff undertake the HWB training that has been on offer this session and refresh knowledge and understanding during in-service days.

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	To track and monitor progress effectively to identify targeted supports required and improve attainment levels in literacy and numeracy for all.	<b>Rationale for improvement priority based on evidence</b> Using our attainment data, a gap between attainment levels in reading, writing and numeracy has been identified between children residing in SIMD 1-2 and SIMD 3-9.
<b>NIF Priorities</b> Closing the attainment gap between the most and least disadvantaged children	<b>NIF Driver</b> Assessment of children's progress	<b>HGIOS/ HGIOSELCC QI's for self-evaluation</b> 1.1, 1.2, 1.3, 1.5, 2.4, 2.5, 2.7, 3.2
<b>Progress and Impact</b>	<p><b><u>School Progress Towards Priorities</u></b></p> <p>The staff are skilled and able to regularly analyse the assessment data from a number of sources, including: children's reading ages via the Star Reader assessments; numeracy and maths abilities using the Sumdog diagnostic assessment; and the GMWP to track wellbeing. The staff are able to analyse the data to plan next steps and also to support their teacher judgement during tracking and monitoring meetings with SLT as well as measure progress.</p> <p>As part of our rigorous quality assurance procedures, at the start of each session, the SLT observe in every class and complete a checklist to ensure we continue to be an inclusive school and meet the needs of our learners. We have found, through observations and speaking to the children that further work would be of benefit to ensure we continue to meet the needs of our dyslexic pupils through the use of technology. Due to a lack of devices, this has not always been possible but EAC will be updating our IT resources and we will receive more Chromebooks for use by the children – enabling us to plan for children with identified needs to access a Chromebook daily where this is appropriate. Further training for staff would also be beneficial to enable them to utilise more of the functions of the IT equipment and software to meet the children's needs more effectively.</p> <p>All stakeholders were involved in reviewing the previous homework position paper and the views were used to update the paper. This has now been shared with all stakeholders and will be fully embedded next session. Due to staffing constraints, we were unable to offer a homework club where this is a barrier to any children, however, we were able to run a lunchtime club in the Wellbeing Room to allow identified children to access a calm and quiet area during lunch where they are not over-stimulated and have the opportunity to rest and regulate.</p>	

Head Teacher has met with HT of Nether Robertland Primary School to review our (Teacher Judgement Survey) TJS data, as well as share our Quality Assurance calendars and ways we analyse TJS and assessment data. This school was identified as it is the only EAC school that is part of our SWEIC Family of Schools. However, when reviewing SIMD data, their school has no children who reside in SIMD 1-2, therefore we compared data for SIMD 3-10 pupils.

We have continued to 'poverty proof' our school and sought the views of all stakeholders via surveys and also gathered parent/carer's views during the first parents' evening. We have a clothes stall at the main entrance where parents/carers can access school clothing and also donate any clothing. We are now able to refer families to the Financial Inclusion Team within our Education Group and the advisors were invited along to our parents' evening to meet parents/carers and signpost them to supports. The Parent Council have contributed money raised through fundraising events towards the cost of school trips to reduce the burden on families.

The pupil's attainment has been carefully tracked using robust tracking and monitoring procedures. The SLT (Senior Leadership Team) liaising with the class teachers, were able to identify children requiring additional support to get them back on track or reduce the poverty related attainment gap. From the tracking and monitoring data, the HT was able to analyse and highlight the individuals who reside in Quintile 1 (SIMD 1-2) and who were off-track in their learning. We have 21% of our pupils residing in Quintile 1 (SIMD 1-2) and of this 21%, 55% of the children are off-track in their learning with 45% of the children who reside in Q1 being on-track with their learning. The SLT used this information to plan for appropriate supports, such as EAST input, PEF funded classroom assistant input and access to the PEF funded Wellbeing Room if there was a need identified. Further supports such as Seasons for Growth and school counselling services were utilised where this would be of benefit. The SLT met after each round of tracking and monitoring meetings to discuss individual pupil needs and review support timetables. This has ensured that resources and staffing and used proportionately and to meet the needs of the pupils as best as possible.

The overall attainment for P1, P4 and P7 this session is good to very good, however, looking at the data below, which specifically compares the attainment of children who reside in Quintile 1 (SIMD 1-2) and those who reside in Quintile 5 (SIMD 9-10) it is clear that there continues to be a gap in P4 and P7. This will continue to be monitored and tracked, following cohorts.

PEF money was utilised to support a range of interventions, including the creation of the Wellbeing Room and appropriate staffing (as detailed in the HWB section above). Resources were also purchased through PEF money for universal supports, including some resources to enhance learning outdoors and resources to support play-based learning in Primary One, which has been a success this session.

**Primary 1**

	P1 % Achieved Early Level – Comparison of Q1 and Q5				
	EAC Q1	EAC Q5	Mauchline Q1	Mauchline Q5	Gap
Reading	73	91	100	67	-33
Writing	70	89	100	67	-33
Listening and Talking	85	92	100	78	-22
Numeracy and Maths	83	92	100	78	-22

No gap identified in Primary One, with children residing in Q1 outperforming the children residing in Q5. The children residing in Q1 in Mauchline also attained significantly higher than the EAC average.

**Primary 4**

	P4 % Achieved First Level – Comparison of Q1 and Q5				
	EAC Q1	EAC Q5	Mauchline Q1	Mauchline Q5	Gap
Reading	65	86	60	83	23
Writing	57	78	60	83	23
Listening and Talking	79	92	90	100	10
Numeracy and Maths	61	85	90	100	10

There is a gap in reading and writing in Primary 4 with only a slight gap in listening and talking and numeracy and maths. However, the children residing in Q1 in Mauchline have attained significantly higher in listening and talking and numeracy and maths, in comparison with the average across East Ayrshire.

### **Primary 7**

	P7 % Achieved Second Level – Comparison of Q1 and Q5				
	EAC Q1	EAC Q5	Mauchline Q1	Mauchline Q5	Gap
Reading	63	83	67	89	22
Writing	63	78	56	89	33
Listening and Talking	80	92	89	89	0
Numeracy and Maths	67	86	67	100	33

There is a significant gap in writing and numeracy in Primary 7, with a moderate gap in reading. However, the attainment of children residing in Q1 is very similar to the East Ayrshire attainment, with slightly less in writing.

Closing the poverty related attainment gap continues to be a focus nationally, locally and within our own setting at identified stages and in identified curricular areas. Work will continue to be completed with a focus on reducing the gap and data will be compared at the end of next session.

Feedback from our local authority learning visit included:

*It is “clear that the SLT know the school context and analyse data effectively to best deliver planned support and improvement.”*

### **Early Childhood Centre Progress Towards Priorities**

The ECC have adapted the learning environment to ensure it is inclusive to all. ECC have continued to support families within the centre by looking at poverty proofing and the cost of the school day. The ECC continue to provide the children with suitable clothing for outdoor learning, enabling children to access outdoor learning in all weathers. ECC also work alongside the catering staff with meals for families to take home when this is on offer. We have utilised our budget to purchase literacy and numeracy resources to extend opportunities outdoors to work towards closing the poverty related attainment gap. Feedback from our parental engagement quality assurance questionnaire “The nursery has a clothes rail from time to time to allow families to have access to free clothes which is great”.

<b>Next Steps</b>	<ul style="list-style-type: none"><li>• To allow for a more accurate comparison of attainment data with a similar school, the BGE online Benchmarking Tool will be utilised. Beith Primary School in North Ayrshire has been identified as a comparative school.</li><li>• Use PEF money to recruit an Early Years Practitioner to support within the Early Childhood Centre and in Primary 1 to support the early level, support with transition, focus on further developing literacy and numeracy learning opportunities outdoors and to support the Primary teachers to provide specific interventions to those who reside in Q1 and are at risk of not achieving.</li><li>• Continued focus on rigorous and accurate assessment and analysis of relevant data to inform planning and interventions.</li></ul>
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<p><b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i></p>	<p>To provide all learners with the opportunity to develop skills for learning, life and work, with a particular focus on digital technology and interdisciplinary learning contexts, in order to raise attainment, ambition and opportunities for all.</p>	<p><b>Rationale for improvement priority based on evidence</b></p> <p>Self-evaluation with all stakeholders has identified a need to focus on creating wider links with our community to learn about career opportunities as well as further developing digital skills and learning opportunities, such as coding.</p>
<p><b>NIF Priorities</b></p> <p>Improvement in employability skills and sustained, positive school leaver destinations</p>	<p><b>NIF Driver</b></p> <p>School improvement</p>	<p><b>HGIOS/ HGIOSELCC QI's for self-evaluation</b></p> <p>1.1, 1.2, 2.2, 2.3, 2.5, 2.7, 3.1, 3.3</p>
<p><b>Progress and Impact</b></p>	<p><b><u>School Progress Towards Priorities</u></b></p> <p>Staff CLPL has been provided for further developing digital skills, and classes took part in computing science week. The pupil Digital Committee has been auditing our IT equipment and making a plan for further developing IT skills. Some children have access to a government provided Chromebook. These are accessed at home and also in school. Learners have access to software and applications such as Nessy, Sumdog, MyON, COGMED and Clicker 7 to support their learning, which is having a positive impact on their reading, writing and numeracy and maths. Learners have commented that they find these engaging and supportive.</p> <p>The majority of children are engaged in a wide range of learning opportunities which enable them to develop skills across the curriculum and are able to lead more aspects of their own learning, leading to increased levels of attainment. Almost all children are able to select and apply skills, with support, using digital platforms and extend these across their learning in all areas of the curriculum. We have increased focused professional dialogue and improved staff confidence in delivering digital skills in the class and the teaching and learning in IT has improved due to increased teacher professionalism and access to resources/strategies/training.</p> <p>Individual Glow blogs have been set up for all children in Primaries 5-7. The majority of pupils in Primary 5 have begun to use their blog to share learning targets, with all pupils in Primary 6 and Primary 7 uses their blogs regularly to update and track their progress towards targets. The pupils are able to share this with their parents/carers at home to involve them in their learning journey.</p>	

We have a limited number of devices in the school and used PEF funds to purchase 11 new iPads to enhance our provision. Many of the school's devices are desktop computers, which means that these can only be used when a class can access the school IT suite. East Ayrshire have confirmed that they will be updating our IT devices next session and we should be receiving many more Chromebooks, which will allow for pupils to have direct access to more devices in their own class to be used to support their learning across the curriculum. Our journey towards achieving the Digital Schools Award has been impacted by the lack of current devices and also with the IT lead moving on to a promoted post during the session. This will be a continued focus into next session.

All learners from Primary 4-7 and some children from Primary 2-3 have the opportunity to be part of a school committee. The children are able to choose which committee they would like to join and are able to contribute to school developments, plan activities and events, and have their views heard. Learners are also asked to participate in discussions and share their views during assemblies and through completion of class and individual surveys. Our senior learners have opportunities to take on responsibilities in the school such as playground and Primary 1 buddies, lunch helpers and House and Vice-Captains. This has ensured that children have their views heard and have a voice in decisions that affect them and there has been an improvement in leadership at all levels.

We had aimed to ensure interdisciplinary learning contexts take greater account of our unique locality, local businesses and children's interest, and enable pupils to learn skills across the curriculum. Additionally, we aimed to combine global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences. We have only touched upon this aim this session, however, have planned time during the August in-service days to action this through reviewing previous interdisciplinary planners and overviews, and update this to include SDE and the global goals. We did plan a whole school and ECC STEM (science, technology, engineering and maths) week where all children were able to apply skills across these areas. Parents and carers or other family members were invited to speak to their children about their careers in STEM and a class visited a local construction site to learn more about engineering and the types of roles within construction. This was a great success.

### **Early Childhood Centre Progress Towards Priorities**

N5 children within the ECC were involved in risky play opportunities with the outdoor champion in the local woodland environment to extend their learning experiences in the great outdoors and to improve their wellbeing and involvement whilst outdoors. Incorporating the Virtual Nature School programmes was a success and all children were confident enough to participate in risky play opportunities in the outdoor environment and overall an improvement sense of wellbeing for all involved. All staff are highly knowledgeable on providing risky play outdoors and are able to apply their knowledge to practice. ECC have begun implementing walks within the local community, utilising facilities within the local community to increase outcomes for all.

	<p>The ECC have also embed leadership roles within the life of the setting to support improvement. Children’s voices and views have been incorporated successfully into planning and carrying out outdoor learning in the community which is evidenced on online learning journals. From the quality assurance feedback “I think it is great that the nursery is able to go walks in the community and to explore different environments this encourages them to take part in active learning”. Leadership roles have been fully embedded within the ECC- gardener, librarian and recycling officer- celebrate children’s achievements and is evidenced in our leadership floor book. ECC have also utilised parental skills to apply to the life of the setting. From the quality assurance questionnaire feedback “Hearing the nursery also bring visitors from the outside has given my child the opportunity to learn about something that I wouldn’t necessarily have access to”.</p>
<p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>• We have planned time during the August in-service days to action reviewing our interdisciplinary planners to combine global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.</li> <li>• The Rights Respecting Schools committee will also be involved in linking the global goals and rights based learning in the school curriculum and progression planners. Committee will also survey pupils and support more opportunities across the curriculum for pupils to take ownership and lead their own learning.</li> <li>• Pupils’ comments gathered through surveys and assemblies included wanting further leadership opportunities in the school, for example, Primary 7 pupils reading with the younger pupils (paired reading) and some of the senior pupils would like to run lunchtime clubs for younger pupils. The Primary 6 pupils participated in training with our Active Schools Coordinator each year to develop leadership skills and support with leading sport activities with ECC and Primary 1 pupils. This year, they led the ECC potted sports and we will provide further opportunities for this next session in collaboration with the Active Schools team.</li> </ul> <p>Provide further opportunities to link with the wider community, including:</p> <ul style="list-style-type: none"> <li>• Visiting the elderly residents as Ellisland Court to participate in intergenerational activities.</li> <li>• House captains supporting with community events, such as coffee morning at the church.</li> <li>• Inviting parents/carers and members of the local community or local businesses to participate in a whole school World of Work week, linking to the work completed this session for STEM.</li> <li>• Utilising outdoor areas, such as the local woods, to further build on the current provision within the ECC and extend this within the school.</li> </ul>

Pupil Equity Fund: Evaluation		
Approach/Intervention	Impact <i>Report on how you have improved outcomes for learners impacted by poverty</i>	What evidence do you have of positive impact? Outline the data that supports your findings.
<p><u>Additional classroom assistant hours</u></p> <p>Aims:</p> <ul style="list-style-type: none"> <li>➤ to support the transition from ECC to Primary 1 and raise attainment in literacy and numeracy</li> <li>➤ to provide support within P1 with new approaches to learning and teaching, incorporating more play</li> <li>➤ term 4 – support children within the Wellbeing Room</li> </ul>	<p><i>The additional classroom assistant hours were invaluable in providing additional support within the Primary 1 classes for the first half of the session. This was the first year that Primary 1 had been implementing more play-based pedagogy. The additional staffing supported small group interventions where required.</i></p> <p><i>In the last term, the additional classroom assistant hours were used to staff the new Wellbeing Room full-time. Due to staff absence, the room was not being utilised and the children were not receiving the planned support, so the plans were adapted in the last term. The children were able to access the room across the week during their timetabled time. The classroom assistant also worked in the wellbeing room at lunchtime every day to allow identified children to have a quiet and calm space to enjoy their break and to regulate themselves, ensuring they were ready to learn after lunch. This has reduced the number of incidents in the playground at lunchtime and had a positive impact on the children attending.</i></p>	<p>The children in Primary 1 residing in Quintile 1 (SIMD 1-2) were all on-track this session. 100% of these children achieved Early level for reading, writing, listening and talking and numeracy and maths.</p> <p>The children's views were sought about the impact of accessing the Wellbeing Room:</p> <p><i>"I can calm down easier and focus better on my work."</i></p> <p><i>"When I go back to class I am calmer."</i></p> <p><i>Full impact details above report.</i></p>
<p><u>Acting Principal Teacher – PT element only April 22-December 22</u></p> <p>Aims:</p> <ul style="list-style-type: none"> <li>➤ to support early intervention and tracking within the ECC, leading to more effective transition to P1</li> </ul>	<p><i>The Acting PT supported the Senior Lead in the ECC to track and monitor learning in the ECC, support with early intervention and with the creation of a transition programme.</i></p> <p><i>The Acting PT also led aspect of the improvement plan linked with promoting digital skills and led staff training. Staff CLPL has been provided for further developing digital skills, and classes took part in computing science week. The pupil</i></p>	<p><i>This led to an effective transition programme being in place to support the children who will be moving into Primary 1 next session.</i></p>

<p>➤ to enhance staff and pupil digital skills to ensure effective use of digital technology</p>	<p><i>Digital Committee, led by the Acting PT, has been auditing our IT. They also ensured that learners had access to software and applications such as Nessy, Sumdog, MyON, COGMED and Clicker 7 to support their learning, which is having a positive impact on their reading, writing and numeracy and maths.</i></p>	<p><i>Learners have commented that they find these engaging and supportive.</i></p>
<p><u>Acting Principal Teacher – PT element only August 22-June 23</u> Aims:</p> <ul style="list-style-type: none"> <li>➤ to lead the introduction of GMWP to assess pupil wellbeing and plan interventions</li> <li>➤ to lead staff professional learning in relations to HWB aspects of the improvement plan</li> <li>➤ to support staff with the planning, learning, teaching and assessment of HWB</li> <li>➤ to improve children’s wellbeing with a focus on mental health, and support HWB</li> </ul>	<p>All staff have now been trained by the Acting PT of HWB to use the Glasgow Motivation and Wellbeing Profile to support a whole school focus on wellbeing and to assist with whole school, class and individual supports. The teachers used the surveys with their pupils at two points throughout the session to provide data in relation to the children’s views of their own wellbeing and how the school supports their wellbeing. This was tracked by the teachers for the individuals within their class and the teachers then discussed answers with any individual who was highlighted from the results. The discussion focused on why they gave that score and then creating an action plan to provide support and also for the child to support themselves.</p> <p>Staff (teacher, ECC and CAs) CLPL has been provided by the Acting Principal Teacher of Health and Wellbeing, supported by addiotnal staff and agencies, in relations to Children’s Mental Health, Whole School Nurture Approach, ACES, regulation, shame, restorative approaches and the importance of wellbeing when it comes to attainment and tackling barriers to learning.</p> <p>This has led to a review of our Relationships Policy with all stakeholders. Views have been sought and gathered and an initial draft of the new position paper complete, however, the PEF funded Acting Principal Teacher for Health and Wellbeing is now on maternity leave and the final draft will be</p>	<p>Overall, the whole school scored highly during the initial completion in each area: Affiliation, Agency, Autonomy and Health and Safety. The survey was completed again in March and three classes had a decrease in some scores and these issues have been discussed with the teacher and HT has evaluated. However, the rest of the class saw further improvements for already high scores. The overall results show an increase of 2.5% in Affiliation and the rest have remained roughly the same. The individual data was used effectively during tracking and monitoring meetings between SLT and the class teacher to discuss any concerns about wellbeing and also to plan any possible supports.</p>

	completed next session and embedded across the school and ECC.																					
<p><u>Wellbeing Room – resources and 0.6 FTE class teacher</u></p> <p>Aims:</p> <ul style="list-style-type: none"> <li>➤ to raise attainment of identified or vulnerable pupils by providing a suitable space and adult intervention for pupils to regulate their emotions and develop strategies to support them to be ready to learn</li> <li>➤ to plan individual and small group supports based on observations through initial play sessions and using data from GMWP, Boxall profiles, liaising with class teacher and Resilience Framework assessments</li> <li>➤ to maintain a well-resourced, high quality, sensory based environment</li> <li>➤ to liaise with pupils, teachers and parents to plan interventions</li> <li>➤ to liaise with DHT and HT to review interventions, timetable and identified pupils</li> <li>➤ to develop positive and supportive relationships (trusted adult) with pupils</li> </ul>	<p>PEF money was used towards the creation of a ‘Wellbeing Room’ this session. The Wellbeing Room and wellbeing teacher have been introduced as a support for children’s wellbeing. Pupils who receive this support, where identified through holistic assessment (GMWP, Boxall, ‘Bear Card’ assessment toolkit, Tracking and Monitoring meetings, teacher referrals and parental referrals) are timetabled for blocks of support throughout the week. Each child had their own individual target plan stating the reasons for the intervention, resilience toolkit scores, aims and support activities. Learning in the Wellbeing Room was explored through a variety of ways, including: mindfulness activities; Lego play; social stories; drama; growth mindset activities; reinforcing PAtHs lessons; and sensory play. The children had a lot of personalisation and choice relating to their learning and the activities.</p> <p>The wellbeing room was initially led by the PEF appointed wellbeing teacher (0.6 FTE) who worked Wednesday to Friday. The teacher invited parents/carers to meet her and see the room during the March parents’ evening.</p>	<p>To measure the impact of the intervention, the Resilience Toolkit ‘Bear Cards’ were used at the start and again at the end of the child’s intervention. This assessment is used to identify the under-resourced areas of a child’s psychological resilience and generate a personalised resilience action plan. This information was used alongside the other assessments previously noted to create a personalised support plan. This data from the assessment cards is shown below:</p> <table border="1" data-bbox="1429 767 2078 914"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">I have</th> <th colspan="2">I am</th> <th colspan="2">I can</th> </tr> <tr> <th>Pre</th> <th>Post</th> <th>Pre</th> <th>Post</th> <th>Pre</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td>Total score</td> <td>265</td> <td>287</td> <td>220</td> <td>258</td> <td>202</td> <td>263</td> </tr> </tbody> </table> <p>Almost all children made improvements in their scores in all three areas, with the overall results showing a positive impact on the children’s resilience, which has had a positive impact on their attainment and achievement within the school and their readiness to learn.</p> <p>The children’s views were also sought in relation to their time accessing the Wellbeing Room. 77% of the children said ‘Fantastic’ when asked how much they</p>		I have		I am		I can		Pre	Post	Pre	Post	Pre	Post	Total score	265	287	220	258	202	263
	I have			I am		I can																
	Pre	Post	Pre	Post	Pre	Post																
Total score	265	287	220	258	202	263																

		<p>enjoyed their time in the Wellbeing Room and 15% said 'Really Good'.</p> <p>The children commented about some of the things they learned from their sessions accessing the resource and the impact it had on their learning:</p> <p><i>"How to change from being in a bad mood to a good mood."</i></p> <p><i>"Change a fixed mindset into a growth mindset."</i></p> <p><i>"What's a big problem and what's a small problem."</i></p> <p><i>"I can calm down easier and focus better on my work."</i></p> <p><i>"When I go back to class I am calmer."</i></p>
<p><u>Numeracy and Literacy Resources</u></p> <p>Aims:</p> <ul style="list-style-type: none"> <li>➤ to enhance resources with P1 classrooms to support play</li> <li>➤ to enhance literacy, numeracy and HWB resources within the ECC</li> <li>➤ to enhance reading provision across the school</li> </ul>	<p><i>Resources were purchased to enhance literacy, numeracy and HWB provision in the Early level curriculum. This has supported the implementation of play-based pedagogy in Primary 1 and supported with transition from the early years.</i></p> <p><i>Through audits and surveys with all stakeholders, a need for some further core reading resources was highlighted. Some funds were used to purchase 'high-low' reading books, which provide high levels of interest for lower attaining readers. Further decodable books were purchased to enhance our provision for Primary 1-3. These are universal supports.</i></p>	<p>The children in Primary 1 residing in Quintile 1 (SIMD 1-2) were all on-track this session. 100% of these children achieved Early level for reading, writing, listening and talking and numeracy and maths.</p>
<p><u>Enhance IT equipment – iPads (11)</u></p> <p>Aims:</p> <ul style="list-style-type: none"> <li>➤ to enhance our IT as this is very limited with around 1 device per 4 children</li> </ul>	<p><i>A further 11 iPads were purchased so that every class had their own. It has been utilised by the teacher to support with sharing learning with parents/carers online as well as a learning support to identified pupils across the curriculum.</i></p>	

<b>Establishment Self Evaluation: How Good is Our Early Learning and Childcare? Quality Indicators</b>	
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Quality Indicator 1.3 Leadership of Change	<b>4</b>
Quality Indicator 2.3 Learning, Teaching and Assessment	<b>4</b>
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	<b>5</b>
Quality Indicator 3.2 Securing Children's Progress	<b>4</b>

<b>Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators</b>	
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Quality Indicator 1.3 Leadership of Change	<b>4</b>
Quality Indicator 2.3 Learning, Teaching and Assessment	<b>4</b>
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	<b>5</b>
Quality Indicator 3.2 Raising Attainment and Achievement	<b>4</b>

<b>Establishment Capacity for Improvement</b>
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The Senior Leadership Team has shown very good judgement in evaluating the school's strengths and development needs, and in giving clear priority to improving outcomes for children. The well-established routines, strategically planned self-evaluation activities and robust quality assurance procedures ensure that the school is continuing to improve. The quality assurance calendar supports the school in implementing a rigorous and collaborative approach to self-evaluation, based on HGIOS4 and HGIOELC. All staff contribute regularly to whole school and ECC self-evaluation and views are gathered to impact on next steps and future improvement planning. Senior leaders work closely with partners such as educational psychologists to build capacity in self-evaluation and research. All staff are clear about the school's strengths and areas for improvement. There is leadership at all levels and the school community feel empowered to lead developments and bring about positive changes. Many staff have successfully led the school to achieving awards and funding. Staff pilot new and innovative ideas for their continuous professional development and share these collegiately.

All stakeholders are involved in evaluating school performance and the impact of any changes. Parents contribute via focus groups (some online), through the parent council forum and also using a range of surveys. Pupils are involved through opportunities for them to provide their opinions, such as during assemblies, using online surveys, through their committees and leadership roles and using surveys, resulting in all stakeholders feeling their views are valued and acted upon. Staff have developed positive relationships with families and are aware of and sensitive to family socio-economic circumstances, challenges and barriers. Staff are committed to planning and providing family learning supports and opportunities.

The capacity for improvement in Mauchline Primary School and Early Childhood Centre is very good under the direction of the senior leadership team. The commitment and dedication of staff, support from parents and the contributions and hard work from the pupils, ensures there is capacity for continuous growth and development.