

Establishment Context

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 roll 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 Head Teacher was supporting another school in the summer term and an Acting Head Teacher was in post during this time. There was also significant absence with some of the leadership team across the session. Pupil Equity Fund (PEF) money was mostly allocated to fund additional staffing, including an Early Learning and Childcare Practitioner (ELCP) to support in Primary 1; classroom assistant hours; and an Acting Principal Teacher. All of these posts were significantly impacted due to either absence or other factors, therefore, have not had the impact that was planned.

Key Strengths and Achievements Session 2023-24

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 have held multiple, well-attended, extra-curricular activities at lunch and after school for the children. 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. Our P7 pupils have all participated in, and

received certificates for, the John Muir Award. Our clerical assistant supported a number of our P7 pupils every week to visit the local care home, Ellisland Court. Our Captains and Vice Captains collaborated with the local community to help host two Community Coffee Mornings in the Church Hall. The whole school took part in a sponsored Danceathon to raise funds (£3597) for two ECC children with Leukaemia. We all 'wore it green' in May for Mental Health Awareness Week.

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 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 run our book fayre; further supporting the school to purchase new library books.
- The Eco and Outdoor Committee, along with support from the whole school, have achieved their first Green Flag and highly commended Bronze Award with special recognition as part of the EAC Clean Green Award.
- The Inclusive Committee helped promote Dyslexia Awareness Week which includes 'No Pens Wednesday', participated in the planning of the Inclusive Assemblies: Diabetes Awareness, Growth Mindset, World Down Syndrome Day, Neurodiversity Awareness around Autism and ADHD, Deaf Awareness Week and World Asthma Day. A new display was created in the second half of the school year to promote inclusion within the school and the Committee members designed the layout and content.
- 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 2024-25

- To actively support, promote and enact leadership at all levels.
- All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.
- Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context.
- All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.
- For our young people to feel supported by people who know them well, and feel included.
- To ensure excellent achievement and attainment at all levels.

Establishment Vision, Values and Aims

Our School Vision, Values and Aims (updated June 2023)

Our School Vision:

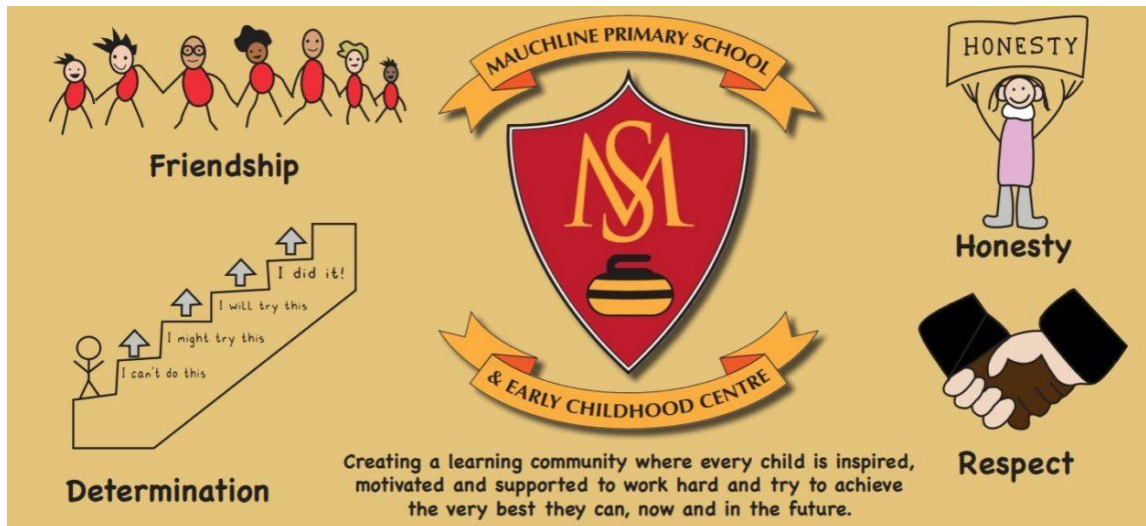
Our vision for Mauchline Primary School and Early Childhood Centre is to create a learning community where every child is inspired, supported and motivated to work hard and try to achieve the very best they can, now and in the future.

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.



Improvement Priority	<p><i>To continue to develop our playbased 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.</i></p> <p><i>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.</i></p>	Rationale for improvement priority based on evidence <p><i>The introduction of a more play-based curriculum in Primary 1 in session 22/23 has been positive. The attainment of the children this year has remained similar to last session's cohort, with 78% attaining early level writing, 80% attaining early level reading and 90% attaining early level numeracy. We want to continue to build on this good practice.</i></p> <p><i>Our writing attainment at P1, P4 and P7 is the lowest of the curricular areas, with 78% attaining early level in P1; 71% attaining first level in P4; and 79% attaining second level at P7. There is not a consistent approach to writing across the school, which was evident through the use of quality assurance procedures.</i></p> <p><i>East Ayrshire's attainment challenge team have developed new resources to support writing and staff would benefit from utilising the training and resources.</i></p>
NIF Priorities Improvement in attainment, particularly in literacy and numeracy	NIF Driver School improvement	HGIOS/ HGIOSELCC QI's for self-evaluation 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.2
Progress and Impact	<p>The school writing position paper was reviewed and updated, utilising East Ayrshire attainment challenge (SAC) team's writing audit and self-evaluation tools to identify strengths and areas of writing to develop. All staff now follow this consistently and all areas of writing are being assessed in alignment with Mauchline's writing overview. All staff completed professional learning in respect of East Ayrshire attainment challenge team's approaches to teaching writing - SAC DUG (Delivering Understandable Grammar) and SAC COW (Creating Outstanding Writing). All teachers are following these planners and programmes of study, ensuring a consistent and robust approach to planning, learning, teaching and assessment of writing.</p> <p>The majority of pupils have regular opportunities to take some of their literacy and numeracy learning outdoors. We had planned for the new Acting Principal Teacher to plan and provide professional learning to the staff in relation to taking numeracy and maths lessons outdoors, involving staff from EAC's outdoor learning team, LOST. Unfortunately, due to significant absence, this did not take place. Further resources are also required to enable teachers to utilise the outdoor spaces more readily.</p>	

We have robust quality assurance procedures and this session, these were focused on improving attainment in writing. Lesson observations, learning walks, learner conversations and jotter audits all focused on writing. The quality of learning, teaching and assessment in writing has improved and is far more consistent across the school, which has had a positive impact on the writing attainment, as shown in the attainment data below.

The staff had previously participated in a book study which focused on trauma-informed practice, This was so well-received and impactful that we decided to use another book study this session. Another school in the authority had used the book study, 'The Elephant in the Classroom: Helping Children Learn and Love Maths', and this was also recommended by EAC's numeracy lead. Due to staff absence and the Head Teacher moving to a different school in the summer term temporarily to support them, the book study was only started. Staff provided some feedback and felt that only some aspects were relevant to primary teaching and most was secondary based. Unfortunately, the book study did not have a significant impact on practice.

One staff member participated in EAC's 'Leaders of Learning' programme and planned staff collegiate sessions to review approaches to differentiation, assessment and effective use of data. Some high-quality discussions took place and staff were confident that our current plans and approaches to assessment were appropriate and led to robust teacher judgement. The staff also participated in a variety of planning, learning, teaching, assessment and moderation events as part of the Robert Burns Academy education group. Staff focused on planning and further work will continue into next session.

Attainment in Writing

Our target was: "***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.***"

Attainment data for writing at the end of this session:

Primary 1 writing – 86% achieved early level
Primary 4 writing – 81% achieved first level
Primary 7 writing – 81% achieved second level

The actions this session have led to an improvement in the consistency and quality of approaches in learning, teaching and assessment of writing and we have achieved are target goal for attainment in writing.

Attainment Data in Literacy and Numeracy Over Time

Primary 1

Primary 1 Reading				Primary 1 Writing				Primary 1 L&T				Primary 1 Numeracy			
20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24
84	88	83	86	76	85	78	88	90	95	93	93	84	85	90	88

EAC average P1 cohort data for the end of session 23/24:

- 82% P1 children on track for reading
- 81% P1 children on track for writing
- 91% P1 children on track for L&T
- 87% P1 children on track for numeracy

Overall attainment in Primary 1 this session is very good, with significant improvements in writing, and levels being maintained in other areas of literacy and numeracy. Attainment in Primary 1 at Mauchline is also higher than EAC's average.

Primary 4

P4 Reading				P4 Writing				P4 L&T				P4 Numeracy			
20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24
73	76	71	88	69	67	71	81	82	91	83	98	69	79	81	85

EAC average P4 cohort data for the end of session 23/24:

- 74% P4 children on track for reading
- 69% P4 children on track for writing
- 88% P4 children on track for L&T
- 74% P4 children on track for numeracy

Overall attainment in Primary 4 this session is very good, with improvements in literacy and numeracy, most significantly in reading. Attainment in Primary 4 at Mauchline is also significantly higher than EAC's average.

Primary 7

P7 Reading				P7 Writing				P7 L&T				P7 Numeracy			
20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24
75	74	84	81	68	79	79	81	73	95	93	97	68	76	84	87

EAC average P7 cohort data for the end of session 23/24:

- 74% P7 children on track for reading
- 69% P7 children on track for writing
- 87% P7 children on track for L&T
- 74% P7 children on track for numeracy

Overall attainment in Primary 7 this session is very good, with levels being maintained. Attainment in Primary 7 at Mauchline is also significantly higher than EAC's average.

Additionally, most children who are off-track in literacy and numeracy, or who have individual learning pathways, are making progress at their own level and accessing support, which is closely monitored during tracking and monitoring meetings by SLT and appropriate supports put in place.

Early Childhood Centre (ECC)

The ECC have continued to embed the communication friendly and inclusive strategies in practice. The ECC learning environment has been adapted further indoors and outdoors in order to provide opportunities for meaningful learning experiences. The learning environment has also been adapted and tailored to children's individual needs, to be inclusive to all, providing visual aids and visual timetables of the day. Displays overall throughout the whole ECC are used effectively to promote children's voices and display their work, and staff encourage children to take ownership of displays. Staff engage with children using adult interaction styles and consistently using Learning Language and Loving It techniques to support children's communication throughout the learning environment. Target children has seen to be a success which is evident as through tracking children's progress, most 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.

The senior leadership team (SLT) has ensured that parental engagement is fully embedded within the life of the setting through stay and play sessions, learning together groups with champions within the ECC, parental workshops, Bookbug, PEEP sessions making links with the community practitioner, World Book Day and nursery rhyme week. SLT consulted with parents in relation to delivering parental engagement sessions and tailored these sessions around parents need, views and interests. All of which has increased the parental engagement uptake within the ECC and positive feedback has been noted. Feedback from parents in relation to our improvement plan includes:

"I feel the staff within the ECC do a great job in ensuring my child is meeting his targets within literacy and numeracy. Since starting in January, I have noticed a huge difference in his abilities and engagement, he appears to get a lot more enjoyments out of stories and loves to tell us how he can count. There are always opportunities for parents to attend different sessions which we love to do - when work commitments allow".

"I personally think my daughter loves the reading library and nursery rhymes".

"I'm happy with the results of my daughter's progress in learning with current things in place".

"I am really impressed with all the work you do as a team. Whenever we are in to pick up (child) or participate in activities, you can tell you are all a solid group. I think this really helps the learning environment. When I chat to family and friends about their children's nursery I always feel lucky that my child attends your nursery".

Displays throughout the whole ECC are child friendly, encouraging children to take ownership of their own work, incorporating children's voices and scribing for the displays. Signage of the handwashing routine is child-friendly and displayed at children's level. Visual timetables of the routine of the ECC are displayed at children's level. Visual timetable of routine to get ready for outdoors is displayed at children's level. Resources are labelled appropriately throughout the environment. PODD (Pragmatic Organisation Dynamic Display) boards are used for children with ASN. Ensuring our environment is inclusive to all, we have embedded SHANARRI achievement stickers within the ECC and children were consulted with regards to naming the SHANARRI characters. We have also embedded value stickers within the ECC, incorporating the ECC and school values with regards to children's achievements.

Home-link opportunities have been further extended - lending library, rhyme of the month, author of the month and our take home bear. Our ECC champions have also delivered home link opportunities with regards to engaging parents in their champion role.

Targeted small groups are carried out weekly by the communication champion, assessing and tracking children's development in relation to communication and language where almost all of the children have made progress in this area.

SLT has devised a yearly parental engagement overview calendar and parents have been consulted with this. At least 50% of parents have participated in parental engagement opportunities within the ECC and have provided views and ideas of further parental

	<p>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>Next Steps</p>	<ul style="list-style-type: none"> • School Improvement Groups/Working Parties to be created to include teaching staff, support staff and ECC staff. Staff to take ownership of action plans and lead improvements in relation to outdoor learning, STEM and health and wellbeing. • Work in partnership with the Robert Burns Academy Education Group to address improvement priorities and work collaboratively. • Staff will have access to high quality professional learning that supports their development to improve experiences and outcomes for children and young people, utilising EAC's comprehensive professional learning framework to support leadership development; collaborative enquiry; practitioner enquiry; and evidence-based practice and pedagogies, with a focus on STEM. • Further improve partnership working • Create the 'Mauchline Gold Standard Lesson' to ensure consistently high standard of teaching and learning. • Further enhance outdoor provision to ensure staff are consistently and effectively using outdoor areas to enhance learning. • Further parental volunteer opportunities to support and facilitate outdoor learning and utilising facilities within the community.

<p>Improvement Priority</p>	<p><i>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.</i></p> <p><i>To further support and develop our approaches to planning, learning, teaching and assessment (PLTA) in health and wellbeing to ensure high quality lessons.</i></p>	<p>Rationale for improvement priority based on evidence</p> <p><i>We have 15% of children displaying neuro divergence. The staff have developed a good understanding of supporting children's health and wellbeing through our focus on staff professional learning last session but we have identified through observations and staff views, that further learning would be beneficial regarding supporting the needs of children with diagnosed or suspected neuro divergence such as ASD and ADHD.</i></p> <p><i>Updated guidance has been introduced in relation to planning, learning, teaching and assessment and staff are required to familiarise themselves with this and ensure lessons are of high quality.</i></p>
<p>NIF Priorities</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver</p> <p>Teacher Professionalism</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p><i>1.1, 1.2, 1.3, 2.1, 2.2, 2.7, 3.1</i></p>
<p>Progress and Impact</p>	<p>We are continuing to improve 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 again this session as a self-evaluation tool to inform planning and next steps for school improvement in this area.</p> <p>Professional learning was planned for all staff in relation to trauma-informed practice, nurture, anti-bullying and restorative practice. Support staff participated in further EAC training in relation to restorative approaches to support them in managing behaviour and supporting children within the playground. The training has had a further positive impact on relationships within the school and staff understanding of pupil behaviours. This has supported staff with embedding the new school positive relationship policy.</p>	

The Health and Wellbeing lead has been involved in reviewing current EAC HWB planners to condense these and provide a backdrop planner, to ensure there is less repetition in the curriculum, ensuring breadth, depth and challenge, and tackle bureaucracy. The Health and Wellbeing curriculum continues to be 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 are trained in using the Glasgow Motivation and Wellbeing Profile (GMWP) 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. Class results were also discussed at Tracking & Monitoring meetings.

The average scores for the whole school can be found below. Overall, the whole school have shown an increase across nearly all indicators with Feeling Healthy & Safe remaining the same. When looking at whole school question changes, the number of children scoring 8 or above increased across nearly all questions. Apart from 'I follow the school rules' which showed a decrease between Point A & Point B. These will be looked at next session. Children's motivation, wellbeing, attainment and achievement has improved across the school which has had a positive impact on their readiness to learn.

	Affiliation	Agency	Autonomy	Feeling Healthy & Safe
Point A	35	36	35	36
Point B	37	37	36	36

Work has continued to embed the UNCRC in the curriculum and towards applying for the Gold Rights Respecting Schools Award. 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. All classes agree a class charter and charters are in place across the school. Children's rights are included within the curriculum and in classroom lessons. The classes focus on the right of the month and teach this explicitly, whilst also teaching about rights through other areas of the curriculum. Classroom observations at the start of the session focused on class environments and ensuring they are inclusive for all. Rights are also discussed and reinforced during assemblies. The school celebrated international day of play with the children, reinforcing article 31. The RRSA committee have continued to work through the action plan and further develop understanding of rights with all stakeholders. 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. The school will be working

towards achieving Gold next session. Further work is required to link the global goals and rights based learning in the school curriculum and progression planners.

The 'Seasons for Growth' programme ran again this session, led by the DHT, to target children affected by Change and Loss. 100% of parents and children noted that they felt the programme had improved their well-being and understanding of change and loss.

The Wellbeing Room has continued to be used effectively this session. Staff discuss children's needs during termly tracking and monitoring meetings and children are identified if it is felt they would benefit from some small group time or individual support within the room with the PEF funded classroom assistant. The room has been reviewed consistently every few weeks with targeted children being timetabled. New children have joined the timetable as and when required throughout the year. 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. Almost all review meetings have taken place and the feedback was 100% positive, with parents/carers commenting how much their children have enjoyed and benefitted from their time with the CA in the room.

To measure the impact of the wellbeing room 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.

The children's views were also sought in relation to their time accessing the Wellbeing Room. 53% of the children said 'Fantastic' when asked how much they enjoyed their time in the Wellbeing Room, 31% said 'Really Good' and 16% said '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:

"Playing ping pong and taking my friends to the room stopped me feeling stressed"

"It is calming and fun. I love having time to do quiet colouring."

"There is so much to do in the Wellbeing room. It always makes me feel good."

"I love to play with the Lego and build with it. It makes me happy."

"It is so peaceful in the Wellbeing room. It is very fun and interactive."

"It made me feel happy being in the Wellbeing room. I liked playing with the sensory toys – especially the ones that you can step on."

	<p><u>Early Childhood Centre</u></p> <p>ECC have fully embedded child friendly opportunities for children to understand and make reference to their emotions through the colour monster. Children are encouraged to check-in daily with regards to their emotions, making reference to the colour monster. A designated calm area has been identified within the playroom which is utilised daily by children. Staff have undergone nurture refresher training and are almost all are able to apply nurture principles in practice. Staff utilise the quiet room as a breakout space for children, and staff are able to identify children's needs and when children may require a quiet calm space. Staff have identified and promoted a wellbeing and mindful Friday where children are encouraged to participate in mindfulness and yoga experiences.</p> <p>Feedback from improvement plan questionnaire states:</p> <p>"I have no concerns with regarding go how my child's well-being needs are met. I believe the ECC have great initiate with how they promote this and ensure it's a fun learning experience for the children"</p> <p>The ECC Health and wellbeing champion has delivered wellbeing experiences tailored around children's emotions and home link opportunity.</p>
<p>Next Steps</p>	<ul style="list-style-type: none"> • Provide further CLPL opportunities linked whole school approaches in wellbeing, including: nurture; trauma-informed practice; further neurodiversity training; anti-bullying; supporting dysregulation; and restorative approaches. • Continue to utilise the Glasgow Motivation and Wellbeing Profile twice per year to inform targeted and whole class/school wellbeing supports. • Involve the wider parent body and partners in providing extra-curricular activities for the children linked to physical activity. • Provide parent awareness sessions to enhance parental supports available at home. • Undertake review of processes and procedures to support and promote attendance. • Ensure UNCRC is embedded in our work with young people in policy and practice – apply for Gold RRSA next session. • School Improvement Groups/Working Parties to be created to include teaching staff, support staff and ECC staff. Staff to take ownership of action plans and lead improvements in relation to outdoor learning, STEM and health and wellbeing.

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p><i>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.</i></p>	<p>Rationale for improvement priority based on evidence</p> <p><i>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 or to 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 Q1 (SIMD 1-2) and who were off-track in their learning. We have 21% of our pupils residing in Q1 (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.</i></p> <p><i>The overall attainment for P1, P4 and P7 this session is good to very good, however, looking at the Q1 and Q5 data, which specifically compares the attainment of children who reside in Q1 (SIMD 1-2) and those who reside in Q5 (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.</i></p>
<p>NIF Priorities</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver</p> <p>Assessment of children's progress</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.5, 2.4, 2.5, 2.7, 3.2</p>
<p>Progress and Impact</p>	<p><u>Primary School</u></p> <p>We have continued to further 'poverty proof' our school by focusing on the cost of the school day. We provide a uniform self-select area in the foyer and encourage parents/carers throughout the session to make use of these items. We also provide access to Hallowe'en costumes and Christmas jumpers at these times of the year to reduce the financial burden on families. The Parent Council agreed to use of its funds to subsidise the cost of school trips for every child. Some families have been directed to the support of the Financial Inclusion team, based at Robert Burns Academy. The HEART model has undergone significant staffing leadership changes and has had little impact this session.</p>	

At the start of the session, the Broad General Education (BGE) online Benchmarking Toolkit was used to compare out attainment data from the end of the previous session with that of a comparator school in North Ayrshire. The attainment data for Primary 1, 4 and 7 was very similar with the comparator school only outperforming Mauchline by a small percentage in some areas.

There has been a continued focus on rigorous and accurate assessment and analysis of relevant data. This has led to improved teacher confidence in assigning teacher judgement data and has been used effectively to inform planning and interventions.

Attainment Data – Cohort, Q1 and Q5 Comparison

Primary 1

	P1 % Achieved Early Level – Comparison of Q1 and Q5				
	P1 Cohort	P1 Q1	P1 Q5	Gap	Gap 22/23
Reading	86	86	92	6	0
Writing	88	86	92	6	0
Listening and Talking	93	100	100	0	0
Numeracy and Maths	88	86	100	14	0

In the previous session, there was no gap identified in Primary 1, 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. This session, again, the Primary 1 children residing in Q1 are outperforming EAC's average P1 cohort attainment levels. There is a slight gap, which equates to very few children due to the small numbers, this session and this will be targeted next session as the children move into Primary 2.

Primary 4

	P4 % Achieved Early Level – Comparison of Q1 and Q5				
	P4 Cohort	P4 Q1	P4 Q5	Gap	22/23 Gap
Reading	88	75	100	25	23
Writing	81	67	83	16	23
Listening and Talking	98	100	100	0	10
Numeracy and Maths	85	83	92	9	10

Overall cohort attainment in reading, writing, L&T and numeracy at Primary 4 is very good and improved from last session. There is a gap in reading and writing in Primary 4 with only a slight gap in 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. Also, the children residing in Q1 in Mauchline are attaining in line with EAC's average attainment at Primary 4 for reading and writing. The overall gap in comparison to last session has remained relatively similar but has decreased slightly in writing.

Primary 7

	P7 % Achieved Early Level – Comparison of Q1 and Q5				
	P7 Cohort	P7 Q1	P7 Q5	Gap	22/23 Gap
Reading	81	100	88	-22	22
Writing	81	71	88	17	33
Listening and Talking	97	100	88	-22	0
Numeracy and Maths	87	71	88	17	33

Last session, there was a significant gap in the attainment of P7 children residing in Q1 to those residing in Q5, in reading, writing and numeracy. This session, there is no gap in reading or L&T, with a moderate gap in writing and numeracy, however, this gap has significantly reduced from last session. Overall, the children in Primary 7 have very good attainment in literacy and numeracy and is significantly higher than the EAC average in all areas. Mauchline P7 children who reside in Q1 are also slightly outperforming EAC's P7 cohort average.

	<p><u>Early Childhood Centre</u></p> <p>An action plan has been devised to provide learning experiences to close the poverty related attainment gap. Almost all children are making progress with regards to their development, closing the poverty related attainment gap and progress evident in individual tracking. Our ECC numeracy champion has been delivering targeted groups weekly in relation to closing the numeracy attainment gap. An action plan has also been devised monthly for our numeracy area within the ECC playroom, providing resources and learning experiences to further extend children’s numeracy development. Our communication champion has been delivering weekly targeted groups to close the poverty related attainment gap in communication and language development.</p> <p>Staff have completed pace and challenge meetings with SLT. Staff have recently been using EAC milestone tracking and have been updating this termly for all key group children. ECC staff have recently been networking with early level teachers in the school, plotting mathematical experiences for the academic year 2024/2025 to ensure consistency and progression in the children’s experiences.</p>
<p>Next Steps</p>	<ul style="list-style-type: none"> • Ensure attainment continues to be rigorously tracked and monitored, and appropriate interventions are in place for those requiring support. • Look to work in partnership with local comparator school to arrange moderation activities or involve SLT in reviewing data in more depth. • Review our method of tracking pupil achievements and look to offer opportunities for children to achieve in varying contexts; continuing to provide opportunities for children to participate in their wider community. • Continue to monitor and track poverty related attainment gap and provide supports through PEF to close this gap. • Continue with EAC milestone tracking, identify gaps in children’s progress and attainment, and plan targeted group support as appropriate.

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p><i>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.</i></p>	<p>Rationale for improvement priority based on evidence</p> <p><i>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 last session and need staff to become involved in leading and developing this further.</i></p> <p><i>Self-evaluation with all stakeholders has again 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. We held 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 and we want to extend this.</i></p>
<p>NIF Priorities</p> <p>Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver</p> <p>School improvement</p>	<p>HGIOS/ HGIOSELCC QI’s for self-evaluation</p> <p>1.1, 1.2, 2.2, 2.3, 2.5, 2.7, 3.1, 3.3</p>
<p>Progress and Impact</p>	<p>The STEM lead and working party, working in collaboration with the pupil STEM committee, planned a fantastic STEM week for all classes to participate in. Staff worked collaboratively to plan exciting experiences for the children throughout the week. We agreed to trial the ‘MaidSAFE’ STEM resource as a school and staff used STEM week to use some of the planned lessons. It was felt the resource did not suit our requirements and was not of any additional benefit to the staff. However, the current planners available in the school supported staff to plan progressive and enriching experiences for the children. Staff and children both agreed that STEM activities were beneficial to the children and pupil survey has identified that almost all children have asked for more regular STEM activities in the curriculum and weekly for their class. The STEM working party also</p>	

participated in a variety of professional learning opportunities and have shared some of this knowledge and planning with all staff. After-school activities were planned during STEM week to invite parents/carers to participate with their children in some STEM activities and encourage them to learn about STEM. The STEM working party also work alongside the pupil committee to purchase new resources for the school to enhance the current STEM area.



All staff were involved in reviewing interdisciplinary planners to combine global citizenship, sustainable development education and STEM to create coherent, rewarding and transformative learning experiences. They have worked across the year to track coverage and work collaboratively to ensure breadth and progression and reduce the repetition of outcomes across the wider curricular planning. Work in this area linked directly with development work of the outdoor working party and pupil committee towards EAC Clean Green Awards. We took part in the 'Windy' challenge; arranged community litter picks; have pupil recycling monitors; measured food waste; utilised the community garden to grow vegetables and learn about growing food; and participated in the Climate Ready Classrooms online. The school were awarded the Bronze Clean Green Award with special recognition for their excellent work across the school this session.

Children from P3-P7 had small-group, interactive sessions on the EAC Digi-Bus during Term 2, allowing them to develop their digital technology skills.

The children have been provided further opportunities for leadership, which have provided them with opportunities to be involved decision making and have their views heard and sought upon within the school and to develop their confidence and other skills, including:

- Visiting the elderly residents at Ellisland Court to participate in intergenerational activities.
- House captains supporting with community events, such as coffee morning at the church.
- Sports leadership opportunities for P6 and 7 pupils, leading sports at lunchtimes.
- Committees.

A World of Work Week was arranged in May and a variety of visitors came to the school to speak to the children about their careers and the pathway to that career. Visitors included the local MP, emergency services, vet, professional diver, athletes, and more. The children were able to ask the visitors questions about their roles and developed a greater understanding of the world of work and pathways.

Early Childhood Centre

N5/preschool 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. Children's wellbeing and involvement whilst accessing our woodland opportunities was tracked using the Leuven's Scale. Almost all children have had increased wellbeing and involvement whilst attending the woodland outdoor learning experiences. All staff are highly knowledgeable on providing risky play outdoors and are able to apply their knowledge to practice. Our outdoor champion has attended outdoor training to further extend their knowledge. ECC have been implementing walks within the local community, utilising facilities within the local community to increase outcomes for all. However, at times staffing issues have hindered this. All pre-school parents have had the opportunity to be involved with supporting the delivery of our outdoor woodland sessions (Woodland Wednesdays) and contributing to the risky play experiences within the community.



	<p>This session, significant staffing issues and absence have hindered the intergenerational work within the ECC, will be looking at progressing this further in 2024/2025 and making links with Ellisland Court.</p> <p>Recently, our outdoor champion has been utilising the community garden with children and their families, looking at planting fruit and vegetables as part of an enterprise that we would then be looking to sell to raise funds for the ECC.</p> <p>Children’s voices and views have been incorporated successfully into planning and carrying out outdoor learning in the community. The outdoor champion has attended outdoor training to extend their knowledge with regards to outdoor learning. Furthermore, the outdoor champion has been liaising and networking with the school with regards to outdoor learning.</p>
<p>Next Steps</p>	<ul style="list-style-type: none"> • Continue collaborating with the children to inform and support change, and provide opportunities for pupil voice to drive forward improvement through the use of committees and other leadership roles. • School Working Parties to be created to include teaching staff, support staff and ECC staff. Staff to take ownership of action plans and lead improvements in relation to outdoor learning, STEM and health and wellbeing. • Further develop the current STEM area and link this with the classroom to create a STEM classroom and breakout area. • Staff will have access to high quality professional learning that supports their development to improve experiences and outcomes for children and young people, utilising EAC’s comprehensive professional learning framework to support leadership development; collaborative enquiry; practitioner enquiry; and evidence-based practice and pedagogies, with a focus on STEM. • STEM professional learning through EAC STEM lead, including the effective use of AI, to enable all staff to confidently provide rich and engaging STEM learning opportunities. • Ensure STEM is a core focus of the curriculum and provide a greater range of opportunities to use digital skills creatively across the curriculum to enrich learning experiences

Pupil Equity Fund: Evaluation		
<i>Approach/Intervention</i>	<i>Impact Report on how you have improved outcomes for learners impacted by poverty</i>	<i>What evidence do you have of positive impact? Outline the data that supports your findings.</i>
<p>Early Learning and Childcare Practitioner (ELCP) appointed to support with the early level curriculum between the ECC and Primary 1. To provide support to further enhance play pedagogy, bringing knowledge and expertise. Supporting transition from ECC to Primary 1. Work with small groups or individuals in communication champion role to further develop language and communication skills of pupils.</p>	<p><i>Aim - Achievement of Communication Friendly award in ECC. 80-90% children achieving early level in P1.</i></p> <p>Authority support and funding towards the Communication Friendly award in the ECC was pulled for any establishment only just beginning their journey, therefore we were unable to apply for this award. However, staff still implemented the planned actions and have improved the ECC environment.</p> <p>The PEF-funded ELCP was used to support in the ECC from term 2 due to significant absence. The support in term 1 was whole class support to settle the children with the transition into Primary 1.</p> <p>Attainment in Primary 1 has been very good this session, despite the lack of support from term 2.</p>	<p>See attainment levels for Primary 1 above.</p>
<p>Classroom Assistant appointed to support pupils with writing who reside in Q1 and are off-track.</p>	<p><i>Aim - Reduce gap between Q1 and Q5 attainment in writing at identified stages. Compare Q1-Q5 gap of cohorts and track at each tracking period to support identifying pupils.</i></p> <p>The PEF-funded CA (learning) was withdrawn in term 2 to support an individual pupil. Positive impact from term 1 with the highest impact notable in Primary 7.</p>	<p>See Primary 7 attainment data above.</p>
<p>PEF funded classroom assistant will be appointed to release core school classroom assistant, who will be fully timetabled within the Wellbeing Room.</p>	<p><i>Aim - Children identified will access the room to support with regulation, positive mental health and readiness to learn. The Resilience 'Bear Cards' will be used again to support with the creation of targets and plan for suitable activities. CA to attend 'mental first aid' training. GMWP results will also be analysed to assess effectiveness of the support as well as ACEL data for literacy and numeracy.</i></p>	<p>GMWP results for children have either remained similar or there has been a slight improvement.</p>
<p>Nessy – online literacy support and assessment tool -</p>	<p><i>This tool has been successfully used to provide assessment data to support the teachers to track progress and targets for those with identified needs. This</i></p>	<p>Teachers utilise the assessment data and this is evident in their assessment folders.</p>

<p>subscription to provide access to Primary 4 and 5 pupils and those identified with dyslexia or other literacy difficulties.</p>	<p><i>has also been introduced as a further support tool for first into second level. Data will be tracked to check progress across the year and during tracking and monitoring meetings as part of professional dialogue to support teacher judgement.</i></p>	
<p><i>Acting Principal Teacher (PT element only) to support numeracy development.</i></p>	<p><i>Due to a number of factors, including absence, there has been no impact.</i></p>	<p>No evidence.</p>

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

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

Establishment Capacity for Improvement
<p>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 change. 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.</p> <p>All stakeholders are involved in evaluating school performance and the impact of any changes. Parents contribute via focus groups, 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, 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 supports and opportunities.</p> <p>The capacity for improvement in Mauchline Primary School and Early Childhood Centre is very good under the leadership 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.</p>