



STANDARDS & QUALITY REPORT 2024 - 2025



This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026.

I hope that you find it helpful and informative.

*Lauren Smith
Head Teacher*

OUR SCHOOL

Abbey Primary and Early Years class is situated in the town centre of Kilwinning and has a roll of 214 children in 10 classes and 38 children registered in the Early Years Class. Our main building is over 100 years old with two extensions that have been built as the school roll increased.

We recognise and appreciate, that to achieve the best for our children requires a team effort, and through working together, we can do just that.

The current team consists of 1 Head Teacher, 1 Depute Head Teacher and 1 Principal Teacher. We have 14 Class Teachers (3 part time), 8 Pupil Support Assistants (part time and 2 PEF funded) and 2 Office Staff (1 part time).

VISION, VALUES & AIMS

Our vision is simple, 'We are a family of learners who lead together in a nurturing, exciting and motivating learning environment. We aim to ensure your child experiences some Abbey magic during their time here.'

Our Abbey Values

LOVE, FUN, RESPECT, FRIENDSHIP, KINDNESS

We are a family of learners who lead together in a nurturing, exciting and motivating learning environment.

Ready, Respectful, Safe



ATTAINMENT & ACHIEVEMENT

Throughout the year, we gather lots of information on how our children are progressing in their learning. To monitor their progress we observe children working through tasks, listen to what they say, ask important questions, set challenges and use standardised assessments. We come together as a staff team and look carefully at the Curriculum for Excellence experiences and outcomes to ensure children are making progress through carefully planned moderation of our work.

We report on our attainment to Scottish government at the end of P1, P4 and P7. We have included below children's attainment levels as of June 2025:

- Most of our children in Primary 1 have achieved Early level Listening and Talking and Numeracy. Less than half of Primary 1 have achieved Early level Reading and Writing.
- Majority of our children in Primary 4 have achieved First level Listening and Talking and Reading. Less than half have achieved First level Numeracy and Writing.
- Most of our children in Primary 7 have achieved Second level Listening and Talking, Reading, Writing and Numeracy

Almost All: Over 90% Most: 75% - 90% Majority: 50% - 74%



WIDER ACHIEVEMENT

We have had lots to celebrate this year at Abbey Primary and Early Years Class! Here are some of our highlights:

- We have held 4 learning café events with our parents and they have been very successful, with over 100 of our families represented.
- Each class has performed at an assembly to share their learning with their families and children across the school.
- The Parent Council have supported us to tidy up and develop our outdoor areas so the children can continue to utilise these spaces.
- Our Primary 7 children have linked with Buckredden Care Home and enjoyed visits there to promote intergenerational links.
- The Early Years Class received a good report from Care Inspectorate that highlighted the good practice and areas to further develop.
- Our Primary 7 children have successfully run different events across the school year.
- Children from Primary 1 to 7 took part in the Burn's Competition both in school and at Kilwinning Burn's Club.
- Primary 6 children took part in the 'Champions of Change' and 'Bounce Back' programme.
- Our Early Years Class have hosted a selection of workshops including Book Bug and PEEP as well as family stay and play events.
- Our P6 and P7 football team have successfully competed in the schools' football tournament and some were selected to represent North Ayrshire Schools.
- Our upper school girls have competed in the NAC schools' football tournament.
- Our P7 children won the P7 chess tournament at Kilwinning Academy and the Transition Quiz.
- The Early Years Class took part in the 'Play and Peddles' programme to promote bike skills for our younger children.
- We have run a number of lunchtime and after school clubs that have been attended by children from Primary 1 to 7.
- Primary 1 to 7 took part in healthy start activities and food taster sessions, helping to raise awareness of the importance of a healthy start to the day.
- We have had visits from various external agencies to further learning across the curriculum. These visits have included: Dog's Trust, Royal Mail and authors.
- Finally, we have celebrated wider achievement celebrations during our school assemblies and celebrated over 100 wider achievements for our children!



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HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING ABBEY PRIMARY AND EARLY YEARS?

This session we have been focused upon improving:

- Learning and Teaching
- Cluster Collegiate development sessions with Kilwinning Cluster schools

HERE ARE OUR KEY UPDATES:

STAFF CAPACITY: We have worked alongside Literacy Consultant, Stephen Graham, whom provided training the balanced reader and writer approach, as well as modelling literacy lessons across the school. Teaching staff from P1 to P4 and one PSA, took part in a Numeracy Intervention with PLA. All staff took part in training with the Numeracy specialist, Sheena Dunlop. The focus was upon assessing children as well as the use of manipulatives and the structure of a lesson.

TARGETED INTERVENTION: Boosted Reading has been successfully implemented for a number of children in Primary 4 and they moved to 'on track' following the intervention. Children took part in both Lego Therapy and LIAM to improve emotional wellbeing.

CLUSTER COLLABORATIVE: Sessions focused upon AiFL, Supporting Needs and Moderation. Some class teachers took part in peer observations with staff from Kilwinning Academy, this will be built upon next session.

RESOURCES: Staff have worked together to centralise and audit resources for literacy, numeracy and mathematics, social studies, science and expressive arts. This has aided staff in using resources to effectively support learning and teaching.

ENVIRONMENT: Some staff have developed classroom areas to promote learner motivation and participation, this will continue to be developed to ensure consistency next session. Some communal areas across the school have been developed to promote a calm and nurturing ethos across the school.

SELF EVALUATION: Staff have taken part in various activities and have identified key areas for improvement including assessment and moderation to improve attainment. Pupil focus groups highlighted that children feel safe in school but would like their learning to be more fun and motivating. Questionnaire feedback from parents/carers showed that their children are happy and safe in school but the majority showed that they feel their child could be better supported in their learning and their children are not always motivated to engage in their learning.





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QUALITY INDICATORS (HIGIOS)

1.3 LEADERSHIP OF CHANGE - GOOD

Staff work well together to improve outcomes for learners, and there is a shared commitment to continuous improvement. There is clear strategic direction from senior leaders and an increasing focus on evaluating impact to ensure continued improvement.

2.3 LEARNING, TEACHING AND ASSESSMENT - SATISFACTORY

Learning and teaching across the school is variable, with some strengths evident in classroom practice. Positive relationships support a safe and respectful learning environment. Digital technologies are used in some classes to enhance learning. Staff use some assessment approaches, though these are not yet consistently effective in informing next steps or planning appropriately challenging experiences. Moderation activities are developing but not yet embedded. There is a need to further improve the consistency of high-quality learning and assessment across the school to better support all learners in making appropriate progress.

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION - GOOD

The school has a positive, nurturing ethos where children feel safe, valued, and included. Relationships across the school community are respectful and supportive. Staff know learners well and respond sensitively to their wellbeing needs. Effective systems are in place to meet individual needs, though further development is needed to embed and evaluate approaches consistently.

3.2 RAISING ATTAINMENT AND ACHIEVEMENT - SATISFACTORY

The school has a clear commitment to improving outcomes for all learners, however, progress is inconsistent across stages and groups. Wider achievements are celebrated, and opportunities are provided for children to develop confidence and leadership skills. A more consistent focus on high-quality teaching and learning is needed to secure improved attainment.

PUPIL EQUITY FUNDING

- Resources to support learning and teaching of literacy and numeracy.
- Stephen Graham, literacy consultant, to improve staff capacity when delivering literacy.
- Subsidised P7 Residential to Dumfries House, the children met the King as well as taking part in various activities that boosted their confidence and leadership skills.
- Development of Play Pedagogy for children in Primary 1 to 3.
- Pupil Support Assistant, children have received 'Boosted Reading' intervention at Primary 4.
- Class Teacher (0.6) evaluate numeracy practice across the school and begin to identify next steps to improve quality of learning, teaching and assessment.
- Two PSAs are employed every morning to run the Breakfast Club, this supports children to have the best start to their school day.

THANK YOU FOR TAKING TIME TO READ OUR REPORT.
PLEASE GET IN TOUCH IF YOU HAVE ANY COMMENTS OR SUGGESTIONS.