

Beith Primary School & Early Years Class

Standards and Quality Report June 2023

Highlights:

◆ Graded 'Very Good' by His Majesty's Inspectors of Education

◆ Highlights of our school year

◆ Improvements achieved and plans for 2023-24

Our School

Beith Primary School and Early Years Class serves the communities and Beith, Barmill and the surrounding area. We are a non-denominational school of 14 classes (roll 342) with a headteacher, 2 deputies and a principal teacher. There are 16 class teachers (5 part-time), 2 part time pupils support teachers, 7 classroom assistants (1 part time) supported by 3 office staff (2 part time).

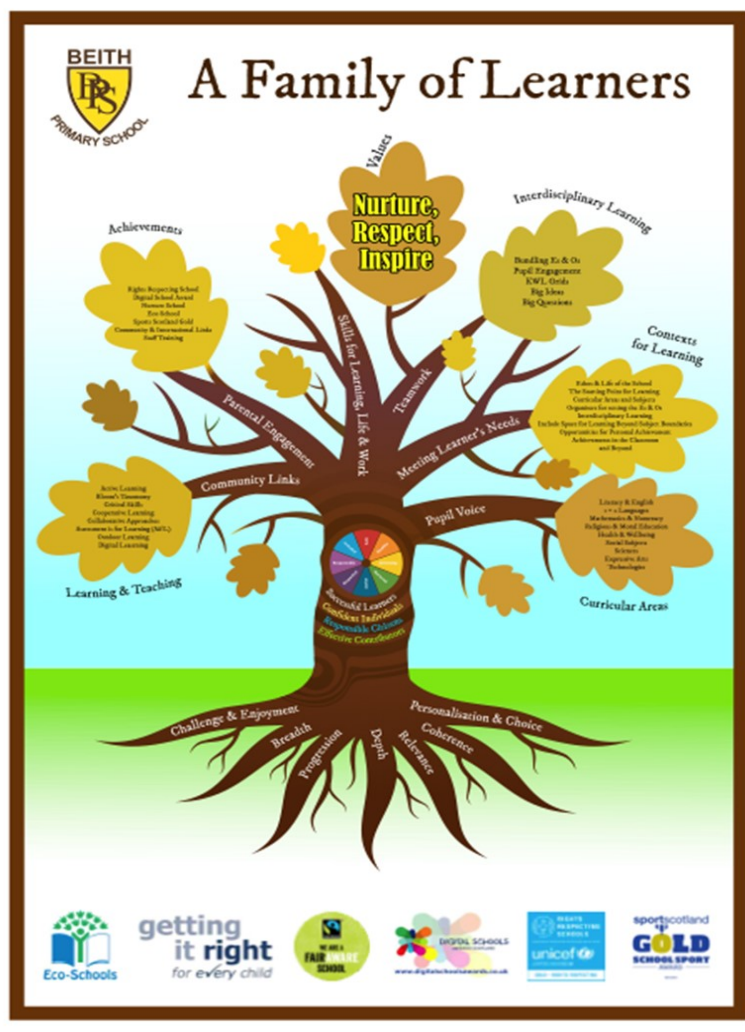
Our Early Years class has 84 places (offering various attendance patterns) staffed by an Early Years Manager, Senior Early Years Practitioner, an Excellence and Equity lead and 10 staff (some part time).

A third of the school roll live in deciles 1-2 of the Scottish Index of Multiple Deprivation (SIMD) with the remainder living in deciles 3-10. The school received £75,950 Pupil Equity Funding (PEF) this session.

We have consistently high attainment and attendance, above the local and national average.

His Majesty's Inspectors highlighted our strengths as follows:

- Positive relationships are a strength of the school and nursery. Staff's passion for and commitment to children's rights and wellbeing underpins their work. This is leading to children who are confident, secure and happy in the school and nursery.
- The headteacher demonstrates strong and strategic leadership. She has created a climate of continuous improvement which is developing leadership at all levels.
- Teachers and practitioners have a strong collegiate approach to professional learning. They work well together to improve children's experiences which ensures children are motivated and eager to learn.
- Senior leaders' and staff's effective use of data allows them to identify and plan the correct interventions for children. They deliver well-planned support which is helping children to experience success.



Our aim is to provide a safe, happy and caring environment where children learn to be independent, to be responsible for themselves and to carry out their tasks in a spirit of co-operation, courtesy and respect for others.

Attainment & Achievement



In Numeracy, 91% of P1 pupils achieved Early Level, and 96.3% of P4 pupils achieved First Level. In Reading, 93.9% of P1, 92.6% of P4 and over 81% of P7 achieved or exceeded expected levels.

Pass survey results show the majority of pupils have highly positive feelings about school (P1-3 91% and P4-7 83%)

100% of parents/carers have connected to Seesaw. 92,157 items were posted to Seesaw this session. Families made 121,107 visits to view their child's learning and teachers commented on average around 200 posts per week. This allows a window for parents to see the learning going on.

In our Early Years class, 86% of our pre-school children achieved their milestones in Health and wellbeing and most achieved in Literacy and Numeracy. Almost all pupils improved their attention, listening and talking skills through our Talkboost interventions.



WIDER ACHIEVEMENT

Our pupils have undertaken some projects to contribute to the wider life of the school and develop specific skills and understandings. The projects included:

Creating a school pond; Community Litter Pick; P6 Junior Forrester Award & P7 John Muir Award; Choir performed at Lights and Laughter in the community, St Margaret's Church in Dalry and at the Ayrshire Music Festival; P4-7 achieved RSPB awards.

Individual pupil achievements out with school are celebrated at assembly each week. Pupils were encouraged to carry out random acts of kindness to support each other.



How well have we improved our service?

Priority 1: Enrich the quality of learning experiences and raise attainment through enhanced pedagogy in identified curricular areas (Literacy and Numeracy). P1—P3 Staff worked well with Dierdre Grogan to focus on developing play based learning. All staff looked at the work of Shirley Clarke, John Hattie and Dylan Wiliam to improve the quality of experiences for learners, evident through classroom observations / HMIe feedback.

Attainment has been raised by over 2% as targeted.

Priority 2: Prioritise and promote the positive health and wellbeing of children & young people, through rights based learning.

All staff are aware of The Morgan Review and its recommendations to enhance the experiences of pupils requiring additional support. Our practices were reviewed alongside NAC paperwork and HMIe commented on how well we used the information we have to support learners and remove barriers to learning. We also have a successful Promise Champions group to support our care experienced learners.

Our Early Years staff offered PEEP (22 families) and baby massage (6 per session) sessions for the local area which were very well attended and received throughout the session. Stay and play sessions in P1 & P2 offered parents/carers an insight into what learning through play looks like for them.

Our whole school and targeted nurture approaches successfully supported many pupils throughout the session, enabling them to engage with learning more effectively and raise attainment.

Priority 3: Enhance skills based learning to develop the four capacities of Curriculum for Excellence.

Skills based learning facilities have been enhanced and embedded in P4—P7 with a cooking pod, art room, research area and STEM room to engage learners. Our Family Learning Worker offered a variety of family learning opportunities.

Quality Indicators (QIs)—We use ‘How Good is Our School? version 4’ to support our self evaluation, as well as, information gathered from our stakeholders. This enables us to make decisions about our strengths and areas for improvement. Our recent HMIE inspection validated those evaluations and agree with our next steps.

QI 1.3 Leadership of Change	All children, staff and families value each other and have developed a strong sense of community across the school. Senior leaders put children’s rights and wellbeing at the heart of all they do with a relentless focus on getting it right for every child. Senior leaders and staff understand the context of the school very well.	5 Very Good
QI 2.3 Learning & Teaching	In almost all lessons, children engage very well with their learning. They listen attentively, contribute articulately to class and group discussions, and demonstrate independence and initiative during tasks and activities. Teachers plan opportunities for children to make choices in their learning and access resources to support them to experience success. Children demonstrate resilience when learning new concepts and know how to access support if required.	5 Very Good
QI 3.1 Ensuring Wellbeing, Equality & Inclusion.	Staff have created an environment that is warm and welcoming. The vision of ‘A Family of Learners’ is demonstrated in the positive relationships across the school. Staff share a nurturing and supportive approach which is leading to confident children who are engaged in their learning. They are sensitive in their interactions with children and take time to listen, using their knowledge of individuals to provide appropriate support.	5 Very Good
QI 3.2 Attainment & Achievement	Overall, children’s level of attainment are very good. Across first and second levels, children make very good progress from prior levels of attainment and are closing the gaps that arose during the pandemic. Senior leaders and staff have a very clear overview of children’s attainment in literacy and numeracy over time.	5 Very Good

Pupil Equity Funding Budget £75,950

Pupil Equity Fund (PEF) is allocated directly to schools to close the poverty related attainment gap. We have used the fund to pay for our Nurture staff, develop outdoor learning area/resources and support initiatives such as Boosting Reading, Reading Recovery strategies and digital packages to use with targeted groups e.g. Spelling shed. Evidence supports that this has impacted identified pupils/groups attainment.

The development of our outdoor learning areas continued this session by using combined grant, PEF and school funds, as well as third sector partners, to further expand the areas of use in our school grounds. The raised beds are now all in use with classes growing their own food and flowers; planting seeds and brining them on in the poly tunnels; photographing / observing the wildlife that visits through live feeds etc. A Bee Hive has been cited to enable us to study bees and begin to understand their role in sustainability. Staff will now focus on developing skills based learning progressions that can support staff to track skills as children learn and develop. Pupils are now accessing outdoor learning often throughout the week. P1



have year round, full time access to the outdoors to support play based learning.

We have also used Cost of the School Day budget to subsidise our uniform shop, a whole school outing for all pupils and provide to food and support for those in need.

In consultation with our Parent Council and staff, we have reviewed the impact of the interventions and agreed to continue to fund our targeted Nurture provision, employ 2 further classroom assistants to support interventions (boosting reading/5 minute literacy/numeracy/outdoor skills based learning etc) and purchase some support materials for literacy and numeracy which will be used with targeted groups (decodable readers for older pupils).

Improvement Plan Priorities 2023—2024

Priority 1:

Develop skills progressions to support play and skills based learning to ensure explicit and progressively taught meta-skills across all areas of the curriculum.

We will work with Cluster colleagues to develop a skills progression which covers all areas of the curriculum. This will ensure we can track pupil progress and make these skills explicit for our learners. Meta-skills are widely agreed as being: **Self management** (focusing, integrity, adapting and initiative); **Social Intelligence** (communicating, feeling, leading and collaborating); **Innovation** (curiosity, creativity, sense-making and critical thinking)

Priority 2:

To improve attainment in Literacy & Numeracy through identifying and sharing best practice and pedagogy.

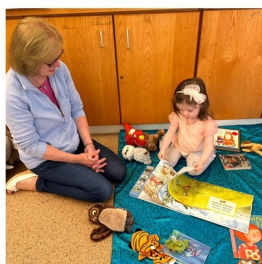
We will continue to focus on improving the quality of learning and teaching using research in play, skills and rights based learning. Our children will enjoy a broad curriculum which includes the outdoors, technologies, sustainability, modern languages and opportunities to use, apply and practice their literacy and numeracy skills.

Priority 3:

Prioritise and promote the positive health and wellbeing of children & young people, through rights based learning and close partnership working.

We will continue to use our values of Nurture, Respect, Inspire to underpin everything that we do. Our children and families will access the right support, if required, to overcome any barriers to learning. We will work in partnership with parents and carers and other agencies to get it right for every child.

We will review our vision, values and aims and curriculum rationale to be sure that they continue to reflect our service provision.



PEEPs in action— EYC parent groups and events are always well attended.



McMillan Coffee more (right)



Other highlights of 2023-23

Throughout 2022-23, we continued some excellent partnership working with Beith Trust who supported the school and ran our Sports Day. Local groups and families attended our Coronation celebrations in



May. The Professional Learning Academy supported a number of curricular interventions across the school. Our Family Learning Worker provided opportunities for STEM and Outdoor Learning. The Jolly Beggars Burns Club judged and awarded prizes for our annual Burns Competition and many local businesses carried out work or donated materials to enhance our outdoor learning area. Finally, our amazing school show the Keymaster enabled pupils to perform and develop a multitude of skills, not least communication, resilience and problem solving.