



Beith Primary School & Early Years Class



Standards and Quality Report June 2024

Highlights:

- ◆ Almost all pupils making very good progress in learning.
- ◆ Highlights of our school year
- ◆ Improvements achieved and plans for 2024-25

Our School

Beith Primary School and Early Years Class serves the communities of Beith, Barmill and the surrounding area. We are a non-denominational school of 14 classes (roll 322) with a headteacher, 2 deputies and a principal teacher. There are 16 class teachers (5 part-time), 2 part time pupils support teachers, 8 classroom assistants (1 part time) supported by 3 office staff (2 part time).

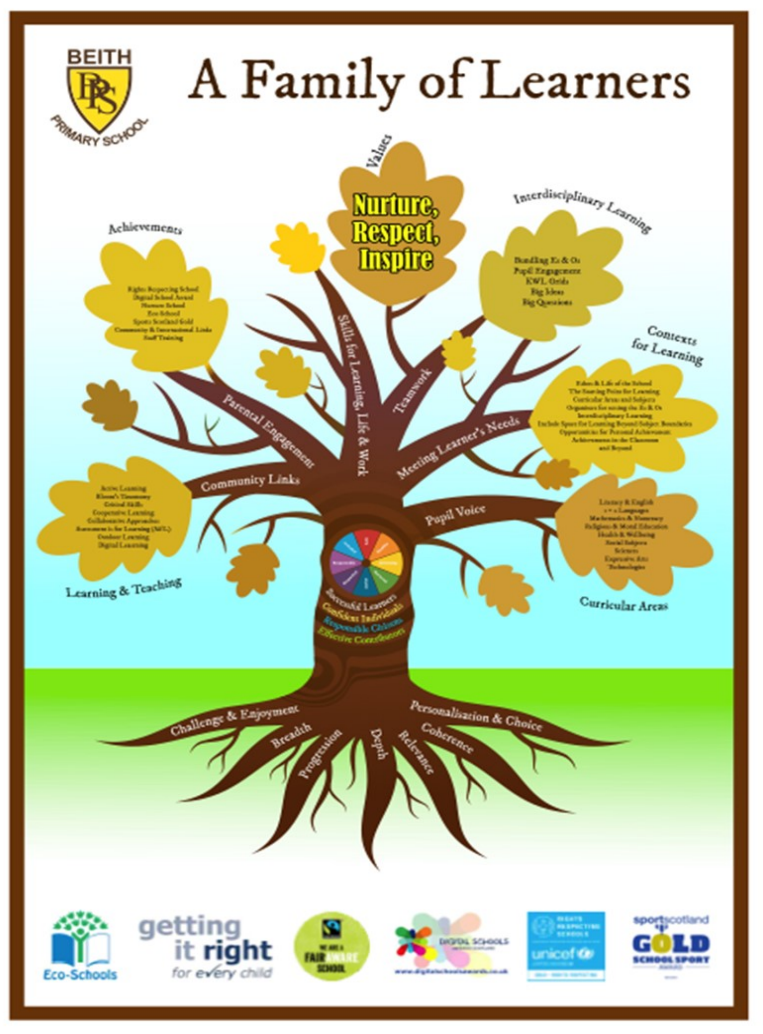
Our Early Years class has 84 places (offering various attendance patterns) staffed by an Early Years Manager, Senior Early Years Practitioner, an Excellence and Equity lead and 10 staff (some part time).

Over 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 commented as follows:

- ◆ Beith Primary School's well-established values of respect, nurture and inspire are reflected in the positive ethos throughout the school. Children and staff demonstrate the values daily through their interactions and behaviours. Teachers refer to them during class experiences to reinforce high expectations. Children learn in a positive and calm environment where all adults support them well. Through regular assemblies, senior leaders link school awards to the values to support children to see their relevance to daily life.
- ◆ 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.
- ◆ 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 enjoy a range of leadership and school committee roles and participate in after school clubs and competitions. This is developing children's skills for learning, life and work very well.



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 Reading, 91% of P1 pupils achieved Early Level, 87% of P4 pupils achieved First Level and 96.5% of P7 achieved Second level. In Numeracy, 84% of P1 and 80% of P4 achieved or exceeded expected levels.

Pass survey results show the majority of pupils have highly positive feelings about school (P2-3 95% and P4-7 81%)

100% of parents/carers have connected to Seesaw. 109,890 items were posted to Seesaw this session. Families made 134,245 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:



Maintaining our outdoor areas including the pond; Community Litter Picks; 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. P7 pupils also run our community coffee shop each Friday with Barista training and P3 baking to sell.



How well have we improved our service?

Priority 1: Develop skills progressions to support play and skills based learning to ensure meta-skills are explicit and progressively taught across all areas of the curriculum.

Cluster staff bundled experiences and outcomes from non core curricular areas within the 12 meta skills areas. This is available as a planning tool for all staff to use. Meta Skills have been uploaded to Seesaw so that teachers and pupils can tag skills in their learning activities. Skills fortnight took place and pupils can confidently talk about the skills and what they mean. Vertical grouping for P3-7 Skills activities and play based learning continues to enhance P1-3 skills development and is now highlighted through Seesaw. Greater access and use of outdoor learning opportunities integral to development of meta skills. Almost all children can confidently identify the skills they have employed during plenary sessions.

Tracking data indicates consistently high attainment in P1-3 93% on track or beyond expectation for writing in Primary 1, 89% on track or beyond expectation for writing & reading in P3.

Priority 2: To improve attainment in Literacy & Numeracy through identifying and sharing best practice and pedagogy.

Following careful tracking, improved teaching, early identification of support needs and the removal of barriers to learning, attainment in reading for P4 & P7 has increased by over 20% on previous cohorts (66-87% & 72-96%). P5—P7 in particular show much improved reading results validating our focus on developing a love of reading, targeted interventions (boosting / paired etc). In writing, almost all stages have improved attainment especially in P3—P7. Focusing on writing every day for a variety of purposes alongside supports such as Clicker 7 all contribute to this.

Numeracy & Maths also shows some significant progress for P3 and P5—P7 this session, increasing by 13% and 5-20% resp.

Priority 3: Prioritise and promote the positive health and wellbeing of children & young people, through rights based learning and close partnership working.

PASS survey results show improvements in pupils feelings about school and their preparedness to learn ensuring that our whole school and targeted nurture support have been impacting on learning for all children.

Our Early Years PEEP and Baby Massage sessions have been very well attended and ensure a strong foundation for relationships with our families. (over 30 families involved)

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 HMIE inspection (January 2023) validated those evaluations and agreed with our next steps.

QI 1.3 Leadership of Change	Beith Primary School’s well-established values of respect, nurture and inspire are reflected in the positive ethos throughout the school. Children and staff demonstrate the values daily through their interactions and behaviours. Teachers refer to them during class experiences to reinforce high expectations. Children learn in a positive and calm environment where all adults support them well. Through regular assemblies, senior leaders link school awards to the values to support children to see their relevance to daily life. Senior leaders have plans to review and refresh the vision and values, involving all stakeholders, to ensure they remain relevant to the current context of the school.	5 Very Good
QI 2.3 Learning & Teaching	Staff create and maintain a nurturing and inclusive ethos at Beith Primary School. Senior leaders have a strong commitment to children’s rights which underpins the school’s vision and values. Staff are very supportive of one another and treat each other with trust and respect, providing positive role models for children. Positive relationships are evidenced through the kind and nurturing interactions between staff and children. Overall, children support their peers well and are friendly and welcoming to visitors. Almost all children are proud to be part of their school.	5 Very Good
QI 3.1 Ensuring Wellbeing, Equality & Inclusion.	Senior leaders plan regular training for staff on nurturing approaches, trauma informed practice and restorative conversations. They work closely with educational partners to plan interventions to meet the needs of children, such as enhanced transition and outdoor learning experiences. Staff use nurturing approaches very well which is improving children’s ability to moderate their behaviours and emotions when upset. Support staff and teachers are skilled in their use of de-escalation techniques and calm interactions for children who require this support. As a result of these supports, children feel safe and cared for in school.	5 Very Good
QI 3.2 Attainment & Achievement	Senior leaders and staff track the progress of groups and cohorts of children carefully. Most children with additional support needs are making very good progress towards their learning targets. Across first and second levels, children make very good progress from prior levels of attainment and are closing the gaps that arose as a result of the pandemic.	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 continue to be in use with classes growing their own food and flowers; planting seeds and bringing 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. Skills based learning progressions have been created by staff to support this and will now be used to track and record 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 and local businesses to subsidise our uniform shop, a whole school outing for all pupils and provide 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 pupil support assistants x2 (formerly 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 (on line subscriptions, decodable readers for older pupils).

Improvement Plan Priorities 2024—2025

Priority 1:

Implement / Embed skills progressions to support our play and skills based curriculum through the four contexts for learning, ensuring meta-skills are explicit and progressively taught across all areas. (NAC Priority 3).

We will continue to work with Cluster colleagues to refine and find ways to track progress across our skills pathways which cover all areas of the curriculum (on one drive). This will enable us to find ways to 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 in teaching & learning.

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. Specific focus in 2024-25 will be on the teaching of writing, to try to develop a love of writing and for children to see themselves as writers and improve attainment.

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.



PEEPs in action— EYC parent groups and events are always well attended.
Community Café in action (right)



Other highlights of 2023-23

Throughout 2023-24, we continued some excellent partnership working with Beith Trust and our Active Schools Coordinator who supported the school and ran our Sports Day. Lights and Laughter brought together the whole community to sing and celebrate the festive season. Our Family Learning Worker provided opportunities for STEM and Summer Fun. 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. P7 had a very successful residential visit to Arran. Finally, our amazing school show 'Daniel and the Lions' enabled pupils to perform and develop a multitude of skills, not least communication, resilience and problem solving.

