

**Blacklands Primary School**

**and Early Years Class**



**STANDARDS AND QUALITY REPORT**

**June 2024**

This report will inform you of the school’s progress and achievements in the last session and let you know about our plans for 2024-2025.

I hope that you find it helpful and informative.

Susan Lauder

Head Teacher

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| **OUR SCHOOL** |
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| **OUR VISION, VALUES AND AIMS** |
| **Our Values**  Resilience, Kindness, Responsibility, Respect, Effort, Aspiration  **Our Vision**  In partnership with our school community, our vision is to provide a nurturing environment that encourages and inspires children and families to explore, learn and achieve success.  **Our Aims**   * To create a safe, healthy and welcoming school. * To ensure our children feel happy and secure within our school community. * To support children and families educationally, emotionally and socially. * To provide a wide variety of opportunities and experiences to enhance learning and achievement. * To encourage our children to be independent and take responsibility for their own learning. * To equip our children with the knowledge and skills to make good choices now and in the future.   **Motto**  READY, RESPECTFUL, SAFE |

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| **ATTAINMENT & ACHIEVEMENT** |
| Throughout the year we gather lots of information on how our children are progressing in their learning. To monitor their progress, we watch children working through tasks, listen to what they say, ask important questions, set challenges and use some standardised assessments. We get together and look carefully at the Curriculum for Excellence experiences and outcomes and Early Years Milestones to ensure children are making progress.  North Ayrshire Council also ask us to summarise our children’s progress in Reading, Writing, Listening and Talking as well as Numeracy and Maths. They ask us to look particularly at children who have reached the end of the Early, First and Second Levels in P.1, P.4 and P.7.   * Most of our children in Primary 1 have achieved Early level Listening and Talking and Reading. The majority of Primary 1 have achieved Early level Writing and Numeracy. * All of our children in Primary 4 have achieved First level Listening and Talking. Almost all have achieved First level Numeracy and most have achieved First level Reading and Writing. * All of our children in Primary 7 have achieved Second level Listening and Talking. Most have achieved Second level Reading and Numeracy and the majority have achieved Second level Writing.   Attendance this session has continued to decrease across the school and this continues to be a priority for next session. There has been one exclusion this session. |

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| **WIDER ACHIEVEMENT** |
| As always, we have lots to celebrate! Our strengths include:   * The ethos and life of the school community * Our nurturing and inclusive practice * Partnership working to support children and their families   We are particularly proud of these achievements:   * 36 of our children gained their 'Gold' award for sport, attending over 50 clubs this session * 8 children gained their 'Platinum' award, attending over 100 clubs this session * All our children have attended an extracurricular club * Our basketball team won the North Ayrshire Schools tournament * Our netball team reached the final in the North Ayrshire Schools tournament * We have gained our Silver accreditation for ‘MyHappyMind’ promoting mental wellbeing across our school and have submitted evidence for our Silver accreditation * 12 children gained their iCycle award * We have a strong partnership with Kilwinning Sports Club and we access this resource for our Daily Mile most weeks * All of our children from Primary 4-7 are in a leadership group. These are established for: Pupil voice, Gardening, Developing the Young Workforce, Reading, Digital, Rights Respecting Schools, ECO, Sports, Fairtrade and Respect Me * Primary 6 and 7 enjoyed a fully funded residential trip to Inverclyde * All children have had the opportunity to enter competitions including: Kilwinning Burns Competition, Christmas craft competition (Sainsbury), Summer art competition (Taylor Henderson), Art for Woman’s Golf Open * All classes have taken their learning beyond the classroom: P3/4 participated in the NA tennis festival, P7 visited Ardagh glass, almost all P3-7 went to see ‘Awful Auntie’ at the Kings Theatre, all classes went to the pantomime, the EY class went to our local library for Bookbug sessions, all classes have been to McGavin Park and Eglinton Park, P6 and 7 took part in the NA rugby festival, P6/7 completed the KA Leisure Champions of Change programme, and P6 and 7 completed the Edina Trust project, planting bulbs * All classes have had visitors, linking to a range of curricular areas. These include: Dog’s trust, KA Leisure, Colin Hunter (Kilwinning Sports Club), Hazel Harris (community), Police, Scottish Parliament, Climate Ready classrooms, NAC Energy and Sustainability, Sports Leaders from Kilwinning Academy, Sainsbury’s Healthy Eating |

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| **HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?** |
| Priority 1:  **Ensure our staff are skilled in delivering consistent, high-quality learning and teaching approaches.**   * Almost all teaching staff took part in a cluster collegiate project this session working with the Kilwinning Academy cluster, looking at:   Quality Teaching and Learning  Learner Participation  Wellbeing  Digital learning  Creativity  Supporting Needs  Moderation   * Almost all teaching staff took part in a cluster collegiate project this session working with Judy Pitt (consultant) to deepen knowledge and improve outcomes for our learners   Priority 2:   |  | | --- | | **Increase in attendance in all stages and in the Early Years Class in session 2023-24.**   * We send a monthly attendance bulletin to all parent/carers sharing the attendance and late coming across our school * Teaching staff have a detailed analysis of attendance which they use to support our children – and link to attainment and interventions to support this * Our headteacher is part of the North Ayrshire workstream to support attendance as this continues to be a concern at Blacklands and is impacting on the attainment of some of our children * This will continue to be a priority next session   Priority 3:  **A curriculum rationale will be created so that everyone involved in our school and Early Years Class will be clear on ‘What we want for our children and how we will work together to achieve this’.**   * A facilitation session took place with our parent/carers to find out what we wanted for our children * A facilitation session took place with our children to gather their views around the curriculum * All Blacklands staff contributed to the consultation around curriculum design * Our headteacher is undertaking the Education Scotland Professional Learning around ‘Curriculum Design’ | |

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| **QUALITY INDICATORS**  Provide your evaluation & brief summary statement for each of the 4 core QIs | |
| QI 1.3 Leadership of Change | Evaluation 5 |
| All staff show shared educational values and professional standards. We are committed to ensuring that we achieve the highest possible standards and successes for our learners.  Our vision, values and aims evolve through ongoing reflection, and as a result of this we are reviewing them early in the new session. This is shaped by a clear understanding of the social, economic and cultural contexts of our families and where they live. Through effective leadership at all levels our school community works together to turn the shared vision into a sustainable reality.  Senior Leaders effectively guide and manage the strategic direction and pace of change – always looking to improve outcomes for our learners. We protect time for professional dialogue, collegiate learning and self-evaluation.  Staff at all levels take responsibility for implementing change and promoting equality in a variety of ways – leadership groups led by all staff members, committing to extra-curricular activities and the life of the school.  We continually reflect and develop our practice taking account of our self-evaluation and vision for continuous improvement. | |
| QI 2.3 Learning, Teaching & Assessment | Evaluation 4 |
| The ethos and culture of our school reflects a commitment to our children’s rights and positive relationships. The children contribute to the life of the school and wider community in a range of well-planned activities. They know their views are sought, valued and acted upon.  We use a range of learning environments and creative teaching approaches. Teaching staff this session have developed their questioning and feedback skills to inform and support progress in learning.  Assessment is integral to our planning of learning and teaching and we use a variety of assessment approaches to allow our learners to demonstrate their knowledge, understanding and skills.  We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. We monitor and evaluate learners’ progress and use this data to evaluate the effectiveness of interventions.  Almost all teaching staff were involved in our cluster collegiate sessions to drive forward improvement in teaching and learning. Further collegiate sessions have been planned for next year to further develop and improve the teaching and learning in our school. | |
| QI 3.1 Ensuring Wellbeing, Equality & Inclusion | Evaluation 6 |
| We are always improving the outcomes for our children and their families. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect with a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We have effective strategies in place which are improving achievement and attainment for our children facing challenges.  This session we have delivered ‘Working Together’ workshops for our families to further support the consistency of approach with our children.  We continue to provide a daily breakfast club for children and families, a class breakfast weekly and fruit for snack in the playground.  As a nurturing school, all our classes have a safe space and a calm box, which children can access as required. Children are supported to make responsible choices.  Our Cosy Corner is utilised fully, with core nurture groups running each morning, and targeted support happening each afternoon. | |
| QI 3.2 Raising Attainment & Achievement | Evaluation 5 |
| We are raising attainment in literacy and numeracy for all learners. Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children are learning and progressing. A robust tracking system, together with effective interventions, ensures continuous progress for our children – specifically in literacy and numeracy. Our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.  Our staff are confident in their use of data and use this to support our children. We plan targeted interventions, making full use of our attainment teacher and pupil support teacher.  We have effective systems in place to promote equity of success and achievement for all our children. | |

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| **PUPIL EQUITY FUNDING** |
| * A PEF funded Principal Teacher worked to:   + create a bespoke quiet learning zone as a dedicated support hub – including a calm corner and targeted learning spaces   + coordinate Raising Attainment teacher and Classroom Assistant timetables   + ensure targeted interventions are in place for all identified leaners   + improve data in reading, writing and numeracy   + oversee all aspects of staged intervention, ensuring children are receiving the right support at the right time in line with our GIRFEC commitment   + identify and support young carers within the school   + engage, motivate and upskill support staff through weekly meetings   + lead on work towards Respect Me accreditation, ensuring children, parents and staff have a common understanding of bullying and addressing bullying through the school’s new policy   + oversee our Staged Intervention process   + lead on our targeted parental engagement workshops * PEF funded 30% of our nurture teacher and nurture Early Years Practitioner:   + worked with 13 children over the session on the ‘core nurture morning model’   + worked with children in the afternoon to support emotional and social wellbeing * A PEF funded Classroom Assistant (4 days):   + supported learning through play in the newly created ‘playzone’   + supported positive mental health and emotional regulation training through delivery of LIAM   + supported targeted interventions as directed by Principal Teacher   + increased staff capacity for experiential learning trips within and out-with the locality to widen children’s horizons and aspirations |

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| **IMPROVEMENT PLAN PRIORITIES 2023-2024** |
| **Priority 1**   * Ensure our staff are skilled in delivering consistent, high quality learning and teaching experiences, nurturing our children’s passion for learning.   **Priority 2**   * Following a review of our ‘Vision, Values and Aims’, a curriculum rationale will be created so that everyone involved in our school and Early Years Class will be clear on ‘What we want for our children and how we will work together to achieve this’.   **Priority 3**   * Continue work to increase attendance in all stages and in the Early Years Class in session 2024-25 |