



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Fairlie 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.

Carolyn McGinn

Head Teacher

OUR SCHOOL

Fairlie Primary School is a non-denominational, co-educational school covering all stages from Early Years to P7. The current school roll is 106 children P1-P7.

Our Early Years Class operates 1140 hours with a range of attendance patterns available over term time.

Our school comprises one main building on a large campus with open plan class teaching bays. Our well-equipped Early Years Class provides a safe and stimulating indoor and outdoor environment for our youngest children.

We have an excellent gymnasium for indoor sports. Our large playground and grassed area provide excellent space for outdoor activities and our prime location on the edge of Fairlie Moor, Kelburn Country Park and overlooking the Firth of Clyde, allow for excellent outdoor education.

Our school is a positive, caring place where children are valued, treated fairly, discover and develop talents, learn many new things and are happy and successful.

With the encouragement and support, help and co-operation of parents/carers and partner agencies we strive to ensure that children fulfil their potential and become valuable members of the community.

OUR VISION, VALUES AND AIMS

At Fairlie Primary School our values are:

Belonging

Ambition

Thoughtfulness

Confidence

Honesty

We will foster these values by promoting the following aims:

- Create an atmosphere where all pupils experience a sense of belonging and are encouraged to be confident and effective contributors.
- Maintain a happy, caring environment in which children feel respected, secure and able to grow and develop to their fullest potential.
- Support our learners in becoming responsible citizens with a clear understanding of the importance of responsibility, compassion, fairness and honesty.
- Create an inclusive culture of learning where all children will be challenged in their thinking, strive for continuous improvement and motivated to become successful lifelong learners.
- Provide a broad and well-taught curriculum where children have many and varied experiences.

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 to ensure children are making progress.

North Ayrshire Council ask us to summarise our children's progress in Reading, Writing, Listening and Talking, and Numeracy/Mathematics. They ask us to look particularly at children who have reached the end of Early, First and Second Levels: P1, P4 and P7.

Key Attainment Highlights

- ★ Most children in our Early Years Class continue to make good progress in all aspects of their development and learning. Care Inspectorate Report October 2023 indicated *'Children were joyful and engaged in play and learning experiences...We observed children choosing to spend long periods of time in one area, leading their own playChildren had opportunities to develop their literacy and numeracy skills within the indoor and outdoor environment'*.
- ★ Almost all children in P1 and P7 achieved Early and Second Level respectively, in Talking and Listening. Most children in P4 achieved First Level.
- ★ Most children in P1 and P7 achieved Early and Second Level respectively in Reading with the majority of P4 achieving First Level Reading.
- ★ Most children in P1 and P7 achieved Early and Second Level respectively in Writing, with the majority of P4 achieving First Level Writing.
- ★ Almost all children in P1 achieved Early Level in Numeracy and Mathematics. Most children in P4 and P7 achieved First Level and Second Level respectively in Numeracy/Mathematics.
- ★ School attendance for session 2023-2024 compares favourably to attendance across North Ayrshire Council. There have been no school exclusions this session.

WIDER ACHIEVEMENT

- ★ Our Fairtrade Committee achieved the Fairactive Award for our school.
- ★ Our Enterprise Group led a range of fundraising activities with generous donations forwarded to Children in Need, Poppy Appeal, ShoeBox Appeal and North Ayrshire Foodbank.
- ★ Children across the school have led highly successful Harvest and Easter Services at Fairlie Parish Church.
- ★ Children P1- P7 achieved success in the 'Largs Cronies' Scots Verse/Burns Competition.
- ★ Children in P7 organised and led a successful Scottish Afternoon for parents/carers.
- ★ Children P1-P3 successfully presented our Christmas Show, 'The Sleepy Shepherd' to parents/carers and friends of the school.
- ★ Fairlie Community Association invited our children to lead the 'Lighting the Village Tree' event.
- ★ Children in P6 and P5 enjoyed success at Day of Dance.
- ★ Children P5-P7 successfully represented their school at cluster-based tournaments including Football and Rugby.
- ★ Children in the Early Years Class benefited from Family Learning Sessions including PEEP, Bookbug and Paths.
- ★ Children P4-7 have achieved success in outdoor learning achieving RSPB Wild Challenge and Junior Forester Award.
- ★ Children in P7 participated fully in all learning experiences provided at Dumfries House whilst making new friendships from across our cluster schools.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Throughout Session 2023-2024 we worked hard to improve in the following areas:

Raise attainment in Literacy- Writing

- ✓ Through Whole school analysis of attainment data, we were able to identify strengths and areas for improvement.
- ✓ Through self-evaluation and sharing good practice, we have identified the components of an effective Writing lesson and successfully introduced elements of the PM Writing resource.
- ✓ We have considered and adapted our assessment approaches and have engaged in moderation activities with our cluster colleagues.
- ✓ We have reviewed and improved our approaches in spelling, grammar and handwriting.
- ✓ The Early Years Class have reflected on progress through the Literacy related EY Milestones and have plan regular experiences to develop emergent writing across the playroom and outdoors.

Enhance the quality of learners' experiences through improvements in approaches to play and outdoor learning.

- ✓ Mrs McGinn and Mrs Holmes attended training sessions focussing on Play Pedagogy at the Professional Learning Academy and worked alongside our Early Years Class colleagues to develop our play spaces and environment.
- ✓ Our Early Years Team implemented improvements in our outdoor learning environment ensuring regular access to sensory play and equipment/resources to promote physical and gross motor skills. Our Early Years Team continue to ensure a clear focus on the development of numeracy, literacy and health and wellbeing.
- ✓ Staff P1-P7 have engaged with self-evaluation to establish strengths and areas for improvement in Outdoor Learning. This has included 'sharing practice' visits to establishments where 'good practice' has been established.
- ✓ Our Parent Council have been effective in contributing to rejuvenating our playground and outdoor learning areas. Through successful fundraising, we now have new playground markings.
- ✓ Children P4-P7 have engaged in a range of outdoor learning experiences capitalising on our immediate and local environment. Visits to our nearby Ladies Walk and the beach have proved to be highly successful and we plan to build on this in the new session.
- ✓ Children P4-P7 have achieved awards in RSPB Wild Challenge and Junior Forester Awards.

Develop participation processes that are inclusive and provide opportunities for all learners to participate in the life of the school and the wider community.

- ✓ Our children are involved in on-going dialogue with staff and have opportunities to influence and participate in decisions about their learning and learning and teaching approaches.
- ✓ Our children are offered a diverse range of learning experiences where personal achievement can be shaped and designed by learners in collaboration with staff.
- ✓ All children P1-P7 are involved in Community Groups where they develop the relevant skills to support them in self-evaluation and develop effective communication skills to share their views.

Early Year Class

- ✓ Effective introduction of new delivery model
- ✓ Continue to develop quality play experiences
- ✓ Develop robust Quality Assurance procedures
- ✓ Improved partnership with parents
- ✓ Further develop Family Learning Opportunities

QUALITY INDICATORS

QI 1.3 Leadership of Change

Evaluation: 4 Good

We are committed to improvements in learning and teaching to raise attainment and achievement for all. Alongside school self-evaluation, we take strategic direction from the NIF and NAC Strategic Priorities. We use a range of data to guide decisions about school improvement including attainment information, Early Years Milestones and information concerning our social, economic and community context. Staff are increasingly taking ownership of analysis of data and evidence to support self- evaluation. Staff are involved in leading improvements in STEM, Health and Wellbeing, 1+2 Language Learning and Moderation. We continue to develop an ethos of professional engagement and collegiate working to build and strengthen leadership of learning by staff across the school and Early Years. We are developing a culture of meaningful child participation in self-evaluation and school improvement where all children are provided with opportunities to participate in the life of the school and wider community.

QI 2.3 Learning, Teaching & Assessment

Evaluation 4 Good

Most children, Early Years to Primary 7 are fully engaged in their learning experiences. They present as motivated and interact very well with staff and other children. In most lessons, children experience appropriate challenge and support. Staff make use of a variety of teaching strategies/approaches and differentiate appropriately. All children have the opportunity to contribute to the life of the school and the wider community. In early years, the environment is carefully planned to develop curiosity, independence and confidence. Staff make effective use of a range of assessments including standardised assessments to monitor children's progress and plan next steps for individuals and groups. We are developing a shared expectation of standards within our school and cluster. Planning, tracking and assessment are well developed and understood by staff.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation 4 Good

Our school community has a shared understanding of wellbeing. All staff work to maintain our positive school ethos, building on strong relationships across the school and wider community. Our children feel valued, safe and secure. Our curriculum provides progressive and well-planned opportunities for children to explore and develop their emotional, mental and physical wellbeing. We comply with statutory requirements and codes of practice and all staff work hard to ensure children are included, engaged and involved in the life of the school.

QI 3.2 Raising Attainment & Achievement

Evaluation 4 Good

Most children Early Years to P7 make very good progress in all aspects of their development and learning. Staff from Early Years to P7 know individual children very well and plan effectively to ensure continued progress in Numeracy, Literacy and across the curriculum. Our tracking processes, planning and assessment, alongside effective interventions ensure continuous progress for all children Early Years to P7. Children have opportunities to achieve success in a broad range of learning experiences. Staff from Early Years to P7 are active in promoting equity across all aspects of our work and we are proactive in identifying and reducing potential barriers.

PUPIL EQUITY FUNDING

In session 2023-2024 Pupil Equity Fund was used effectively to:

- ★ Fund additional Classroom Assistant Hours to support raising attainment in Literacy Writing.
- ★ Purchase additional resources to support learning in Reading and Spelling.

IMPROVEMENT PLAN PRIORITIES 2024-2025

The ***School Improvement Plan*** is a document which sets out the activities we will be undertaking as a school over the coming session. When writing this document we take into account a number of factors:

- * National Improvement Framework, as set by the Scottish Government
- * Local priorities and directives, as set by North Ayrshire Council
- * The development needs of our school

At authority level, Senior Manager Fiona Hopkins supports us in school improvement.

Our School Improvement Plan for Session 2024-2025 includes the following priorities:

Priority 1: To continue to raise attainment in Numeracy and Literacy

- Children experience quality learning and teaching in Numeracy Mathematics, leading to increased motivation and attainment.
- Children demonstrate increased confidence and competence when completing mental calculations. Learners develop speed and accuracy and are able to discuss their approaches in mental maths.
- Children experience high quality learning and teaching in writing, leading to increased attainment.
- Children engage regularly in quality learning experiences that develop their skills in spelling, grammar and handwriting.
- Children have access to a broad range of resources to support learning and teaching in Reading.
- Parents and carers will be able to better support children's progress in Numeracy and Literacy.

Priority 2- Continue to develop and improve learning and teaching and enhance the quality of learners' experiences in play and outdoor learning.

- Children experience high quality learning experiences through play
- Children experience purposeful play that is planned to support the development of knowledge and skills across the curriculum.
- Children are encouraged to have a healthy lifestyle making the most of the benefits of learning outdoors to both physical and mental health.
- Children are able to express themselves creatively, problem solve, investigate and explore.
- Children will learn how to take care of their environment.

Priority 3- Improvement in children's health and wellbeing.

- Improve the motivation, resilience and confidence of children.
- Revisit and embed the Nurture Principles.
- Improved school attendance.
- Develop participation processes that are inclusive and provide opportunities for all learners to participate in the life of the school and the wider community

Priority 4- Early Years

Effective introduction of new delivery model

- ✓ Continue to develop quality play experiences
- ✓ Develop robust Quality Assurance procedures
- ✓ Improved partnership with parents
- ✓ Further develop Family Learning Opportunities