

RESPECT NURTURE CREATIVE ACTIVE

## Gateside Primary Standards & Quality 2020-21



This leaflet has been prepared to give you information about our school's progress and achievements as well as our plans for 2021-22.

Miss Dunlop  
Headteacher

*"Education is the most powerful weapon you can use to change the world"*  
*Nelson Mandela*

**Gateside Primary School** is a non-denominational school with a roll of 46 pupils across 3 classes. The school was built in 1878 and is situated in the village of Gateside, near Beith. The catchment area of the school consists of the village itself and the outlying houses and farms. All classes are composite. The present structure is P1/2, P3/4/5 and P6/7. The Early Years Class can accommodate up to 16 full time places in the newly built Early Years Playroom.

The current staff structure includes the Head Teacher, Miss Dunlop, Depute Head Teacher, Mrs Logan, 4 Class Teachers, 2 Early Years Practitioners, 1 Early Years Assistant and a Classroom Assistant, working varied hours across the week. They are supported by Mrs Coia, Education Assistant, to provide an excellent service to our community.

We endeavour to create a relaxed, caring and safe environment in which modern teaching methods encourage children to become independent and successful learners. We aim to assist them to develop into mature, responsible citizens with an awareness of working life and thus ready to meet the challenges of today's society.

The School Improvement Plan is a document that 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 Priorities and directives as set out by the Scottish Government.

\* Local Priorities and directives as set out by North Ayrshire Council

\* Our self evaluation procedures and development needs identified for our own school.

In 2020-2021 we worked together to improve the following areas:

- Prioritise and promote positive health and wellbeing through a nurturing and restorative approach in response to the impact of COVID-19 on our community.

- Enrich the quality of teaching and learning experiences in Literacy and Mathematics and Numeracy.

- Enhance community partnerships and engagement through the use of digital technology.

Our Vision, Values and Aims underpin all our actions and staff are supported by our curriculum rationale in ensuring breadth and depth across learning. During remote learning we promoted focus weeks to sustain interest (British Science Week, Fairtrade Fortnight, Rights Respecting Week, Eco Week). Learning has been made visible by the pupils self-assessing their learning in their Seesaw Journal and identifying their next steps in learning. Investment in decodable readers for our middle school was made, positively impacting on our readers across the school. Building on number sense in all classes is evident and children continue to grow in confidence.

The school is committed to ensuring children's rights are at the heart of everything we do.

We focus on individual learner's needs, wellbeing and rights, promoting positive relationships and interactions through a nurturing and restorative environment.

Health and Wellbeing is central to all our actions ensuring children can keep themselves safe, healthy, active, nurtured, achieving, respected, responsible and included. This was particularly important as we

Staff continued to build on the Visible Learning strengths, with a strong focus on questioning and self-reflection.

High quality teaching features in all interactions and digital technologies are integrated effectively to enrich pupils' experiences.

All our families have access to universal and targeted support that enables them to support their children. Families receive support as required.

All identified pupils receiving additional support for learning have regular Team Around the Child (TAC) reviews enabling families to actively support their child in school.

Strong partnerships exist between service providers and the school. We are looking forward to reengaging with these partnerships in session 2021-2022.

Links with Dalry Community Wind Farm, Beith Trust and Beith Community Gardens provide relevant and meaningful learning experiences for our young people, developing their sense of citizenship and belonging.

We are very proud of our achievements in session 2020 - 21. We faced the challenges together as a whole team. Here are just a few of our successes:

\* A number of our Young Musicians successfully competed in the Garnock Valley Young Musician of the Year. This year it was done a little bit differently by submitting entries online. We were very proud of these children and their success.

\* The school nativity used green screen technology and careful planning and preparation to bring our school together safely. This was shared with parents online.

\* The Fairtrade committee achieved their Fair Achiever award after they successfully organised a whole school bake off during a second lockdown. They also set fair trade online challenges as part of Fair Trade fortnight.

\* With support from the Parent Council, we secured a £1000 grant from the Participatory Funding process to develop our school grounds and support the development of a community garden in Gateside.

\* Our P7 children got the send-off they deserved with exciting day trips to replace their residential stay and an open air leaving ceremony.

\* Our dedicated Early Years Playroom opened in January 2021 and provides an amazing and inspiring space for our early years children to start their learning journey.

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 together, listen to what they say, ask important questions, set challenges and use some standardised assessments. Teachers get together and look carefully at the significant aspects of learning / pathways from Curriculum for Excellence to ensure children are working to their full potential. We measure ourselves against 'How Good Is Our School?' and as a result of thorough self-evaluation we would rate ourselves *VERY GOOD in Leadership of Change (1.3), Learning, Teaching & Assessment (2.3), Ensuring Wellbeing, Equality & Inclusion (3.1) and Raising Attainment & Achievement (3.2).*

Our rigorous analysis of our attainment data and teacher judgement for session 2020-2021 means we are very aware of our strengths and areas for improvement. We will be continuing with Literacy and Numeracy developments, focusing on Non-fiction writing, Bar Modelling and pedagogy around attainment in boys. Health & Wellbeing in the recovery phase will continue to feature highly.