



# Gateside Primary School & Early Years Class



## Standards and Quality Report June 2023

### Highlights:

- ◆ Very good progress from prior levels of achievement
- ◆ Highlights of our school year
- ◆ Improvements achieved and plans for 2023-24

### Our School

Gateside Primary School and Early Years Class serves the communities and Gateside and the surrounding area. We are a non-denominational school of 2 classes (roll 46) with a headteacher and depute head teacher (0.6FTE). There are 5 class teachers (4 part-time), 1 classroom assistant, supported by 1 person in the school office.

Our Early Years (EY) class has 16 places (offering 9am—3pm) staffed by a Senior Early Years Practitioner, an Early Years Practitioner and an EY assistant (part time).

A small percentage of our pupils live in deciles 2-3 of the Scottish Index of Multiple Deprivation (SIMD) with the remainder living in deciles 5-10. The school received £5,400 Pupil Equity Funding (PEF) this session.

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

Quality Assurance visits highlighted our strengths as follows:

- The ethos within the school and early years is warm, supportive, calm and welcoming. It is evident ... that respectful and nurturing relationships are well established and children spoke of feeling safe and well supported in school.
- Learners in the Early Years class were all very engaged in their experiences and moved confidently between activities.
- Learners spoke confidently about what they were learning and in all cases were clear about the use of learning intentions and success criteria. This practice is well embedded across the school.
- The use of digital technology is embedded through the school and early years, with children using a range of technology with confidence and independence.



We are a caring community that works together to develop and empower our learners to be creative, active and respectful in a nurturing environment. Our children develop the four capacities of Curriculum for Excellence through experiences that are challenging, innovative and fun. They become confident individuals, responsible citizens, effective contributors and successful learners through using and applying their skills and knowledge across a wide range of contexts.



## Attainment & Achievement

All pupils in P1 and P4 achieved or exceeded expected levels in Literacy and Numeracy. In P7, pupil all made good progress from prior 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. 21, 272 items were posted to Seesaw this session. Families made 27,726 visits to view or like their child's learning and teachers commented on average around 100 posts per week. This allows a window for parents to see the learning taking place.

**In our Early Years class**, all children in our pre-school cohort achieved their milestones in Literacy and Health and wellbeing and almost all achieved in Numeracy. All pupils improved their attention, listening and talking skills through regular transition activities, for example attending assemblies.



### WIDER ACHIEVEMENT

Our pupils have undertaken a variety of projects and experiences throughout the year. Their exploration of global goals resulted in local impacts, for example, monies raised from enterprising actions were used to reduce hunger. Other projects to contribute to the wider life of the school and develop specific skills and understandings are as follows:

Designing a community garden; Community Litter Pick; British Science Week and 'I want to be an engineer' competition; Choir performed at Lights and Laughter in the community, St Margaret's Church in Dalry, Beith Disability Forum, Gateside Hall Scottish afternoon, the Ayrshire Music Festival and Garnock Young Musician of the Year competition. The children also helped to plan the Fair Trade Coffee afternoon and Coronation Picnic for families and community members to attend.

Individual pupil achievements out with school are celebrated at assembly each week. Pupils are encouraged to carry out random acts of kindness to support each other through our kindness box and weekly trophy.



### 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). All staff attended 1 or 2 sessions with Dierdre Grogan to focus on developing play based and enquiry learning in their classes. Staff have embedded Science of Reading strategies and new spelling lists linked to phonemic awareness and morphological to enhance the quality of learning and teaching for targeted groups. The reading age of 75% of P3-7 pupils are on or above their actual reading age. All P2 children have a reading age between 4 and 28 months beyond their actual age. P1 SNSA Literacy results showed **all** children achieved the highest band.

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

UNCRC Rights Respecting Approach is embedded across the school and links to all curricular areas. Children also work in vertical age groupings in their various committees e.g. Eco, Fair Trade, Sports, RRS, Road Safety.

Our Early Years staff offered family learning groups monthly as well as stay and play sessions, offering parents/carers an insight into what learning through play looks like for them. The Family Learning team also ran successful after school sessions with parents that included STEM superheroes and outdoor learning activities.

Our whole school and nurture approaches in classrooms 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.

Weekly outdoor learning afternoons were introduced where children were grouped vertically in age and had opportunities to develop a variety of age appropriate skills. Children were involved in designing the community garden and look forward to working in it as part of regular outdoor learning next session. It was evident that identified boys blossomed during outdoor learning, particularly during loose parts play where they could put their imagination and engineering skills into action.

**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 cases, learners were fully engaged in their learning experiences and demonstrated high levels of motivation. Learners felt that they were appropriately challenged and reported this both during observed sessions and focus group discussion. Creative teaching, based on in-depth knowledge of children’s needs, preferences and motivations, promotes successful learning by confident children. All staff consistently promote curiosity and independence through skilled questioning, feedback and well timed interventions to support and extend their learning.	5 Very Good
QI 3.1 Ensuring Wellbeing, Equality & Inclusion.	We are a Caring Community and with a warm and welcoming ethos. It is evident through observing interactions between all adults and children that respectful and nurturing relationships are well established. Children spoke of feeling safe and well-supported in school. All staff 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 levels of attainment are very good. Almost all children from P1-4 are on track for achieving Early and First Level. Across second level, children make very good progress from prior levels of attainment. There are clear approaches to both literacy and numeracy across the school. The effective use of Science of Reading is evident and there is a strong commitment to the consistent use of key strategies to positively impact attainment.	5 Very Good

### **Pupil Equity Funding** Budget £7,546.36

Pupil Equity Fund (PEF) is allocated directly to schools to close the poverty related attainment gap. We have used the fund to pay for improved hardware to support learning in all curricular areas as well as digital literacy, online digital programmes that can be used in class and at home, decodable reading books and targeted classroom assistant support to improve attainment in identified learners and art and display resources and sports equipment to assist the Family Learning Team projects.

These new decodable books more suitable for older readers and focused support have made a huge difference with children demonstrating clear progress, increased confidence and motivation as well as developing a genuine love for reading. Of the four P5 pupils who have been targeted this year, all of them have made very good progress from prior reading levels in October, increasing between 7months and 4years and 7months above their actual age.

Greater digital access for pupils/identified groups to use technology to access learning materials such as White Rose Maths, IDL, Spelling Shed etc. has enabled a higher number of learners to use it as a tool for their enquiry learning and for presenting their work in a variety of formats e.g. Key Note presentations, iMovie trailers and movies, Pages and Numbers (Information Handling). All our learners have increased independence in researching areas of individual interest as the classes have developed their ‘I Wonder’ learning stations in each of the classes. There has also been increased creativity with children taking ownership of their learning and presenting their findings in interesting and exciting ways to engage the audience.

We have also used Cost of the School Day budget to subsidise some of our school trips, replace a classroom whiteboard and to supplement our existing loose parts play resources.

## 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.



### Other highlights of 2023-23

We have had a very successful year with all children making good or excellent progress in their learning. The children blew us away with their talent and confidence in 'Baarmy Bethlehem' at Christmas and our summer musical, 'The Greatest Show'. P567 organised our St. Andrew's Day celebration and whole school Burns Supper, taking advantage of our talented musicians, singers and poets. Fairtrade was a roaring success once again culminating in a successful coffee afternoon for all our families and friends in the community raising £433.13 - wow! Wearing our PJs for Roald Dahl Day and World Book Day helped us get cosy with books and British Science Week helped us explore the possibility of becoming engineers. Well done to P3-7 who entered the 'I'm an Engineer' competition, with 5 children achieving Distinction Shortlisted. A whole school trip to Glasgow science Centre finished the focus off perfectly. The choir were back to full strength and entertained at the Beith Christmas Lights switch on, Beith Disability Forum, Gateside Village Hall Scottish afternoon, the Ayrshire Music Festival and alongside the Garnock Community Band at St. Margaret's Church in Dalry. We held a successful Coronation Picnic in the Park for the whole school and local community. CK Contracts have kindly agreed to support us with our Community Garden in the field next to the school and will be starting work over the holidays. Our values of Respect, Nurture, Creative and Active continue to be at the heart of our Caring Community. We are forever grateful for the support of our Parent Council, families and community.