



Gateside Primary School & Early Years Class



Standards and Quality Report June 2024

Highlights:

- ◆ Graded 'Very Good' by His Majesty's Inspectors of Education.
- ◆ High levels of attainment across the school and Early Years class.
- ◆ Children in the school and EY class are highly confident and kind to each other, adults and visitors.

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 45) with a headteacher and depute head teacher (0.6FTE). There are 4 class teachers (3 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).

Most children live in deciles 6 and 7 of the Scottish Index of Multiple Deprivation. The school received £5,400 Pupil Equity Funding (PEF) this session.

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

His Majesty's Inspectors highlighted our strengths as follows:

- 'Children in the school and nursery class are highly confident and kind to each other, adults and visitors. In the nursery, children have fun in their environment and in the school, children are eager, motivated learners'
- The strong nurturing relationships that exist across the school and nursery class between staff, children and their families.
- The strong sense of teamwork between staff and their willingness to take on leadership roles based on their professional learning. Senior leaders support and guide staff well to improve children's learning experiences, particularly in literacy.
- The approaches senior leaders and staff take to identifying children's barriers to learning quickly and address their needs. This is helping staff to get it right for every child in the school and nursery class..



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, P4 & P7 achieved or exceeded expected levels in Literacy and Numeracy. In P2, pupils all made good progress from prior levels of attainment.

Pass survey results show 100% of P2 & P3 children are prepared for learning and 100% of P4—P7 have a positive work ethic.

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 Numeracy milestones, with almost all achieving Literacy and Health and Wellbeing. Almost all pupils achieved their attention, listening and talking skills through regular transition activities, including attending assemblies and playing with their buddies at break time.



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 & creating 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, Geilsland Concert, Beith Disability Forum, Barrmill Rural AGM, the Ayrshire Music Festival and individuals entered the Garnock Young Performer of the Year competition. The children also helped to plan the Burns Afternoon, St. Andrew's Day Celebration and Strawberry Tea. 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 trophy.



How well have we improved our service?

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

All staff engaged in professional learning through Education Scotland and SWEIC about developing skills based learning. They worked with cluster colleagues to integrate meta-skills across Curriculum for Excellence pathways for R&ME, Expressive Arts, Social Subjects, Science and Technologies, bundling related outcomes together to encourage breadth and challenge. Pupils thoroughly enjoyed their 'skills room' and the chance to explore 'I wonder...' questions.

Priority 2: To improve outcomes in literacy and numeracy through enhanced pedagogy.

Staff have embedded Science of Reading strategies and new spelling lists linked to phonemic awareness and morphology to enhance the quality of learning and teaching for targeted groups. The reading age of most P4-7 pupils are on or above their actual reading age. Most P3 children have a reading age between 4 and 28 months beyond their actual age. NSA Literacy results showed almost **all** children in P1, P4 & P7 achieved the highest two bands. 93% of P1, P4 and P7 children achieved the **highest** band in the NSA numeracy assessment.

Our Early Years staff offered family 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 *Family Cooking and 'Summer Fun'*.

Priority 3: Continue to support and enhance children's health and wellbeing through rights based learning.

Weekly outdoor learning & STEM afternoons were continued, where children were grouped vertically in age and had opportunities to develop a variety of age appropriate skills. Children were involved in building the community garden and it was used as a regular part of outdoor learning sessions. It was evident that all learners blossomed during outdoor learning, particularly during loose parts play where they could put their imagination and engineering skills into action.

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

Quality Indicators (QIs)—We use ‘How Good is Our School? version 4’ (HGIOS 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 visit validated those evaluations and agreed with our next steps.

QI 1.3 Leadership of Change	Senior leaders use HGIOS4 and a range of surveys to gather the views of all stakeholders successfully. Senior leaders use these views to create a well-considered improvement plan based on identified strengths and areas for improvement. They consult parents about the use of PEF as part of Parent Council meetings. School staff have a clear understanding of the socio-economic context of the school. As a result, all staff are clear about the rationale behind areas for improvement and have a strong capacity for change and improvement	5 Very Good
QI 2.3 Learning & Teaching	Almost all children are enthusiastic and eager learners...All teachers share the purpose of learning effectively with children and set steps for success with them. This helps children to be clear about what they are learning and what they need to do to be successful. Almost all children focus well on tasks and activities in pairs, groups and on individual work. They enjoy sharing their successes and achievements with their families on the schools online platform. All teachers provide children choice in their learning during lessons that link different areas of the curriculum as part of their skills-based pedagogy. Children create ‘I wonder’ questions...this motivates them well and ensures their learning is interesting and relevant.	5 Very Good
QI 3.1 Ensuring Wellbeing, Equality & Inclusion.	All staff nurture children very well. They are positive and caring, providing an inclusive learning community. Almost all children feel that they treat them fairly and with respect. Children are kind and confident. They take immense joy in recognising kindness in others and nominating other children for a kindness award which is shared during assembly. All staff have a strong commitment to improving the health and wellbeing of children and their families. They know and value each child as an individual. Across the school, almost all children are confident and capable.	5 Very Good
QI 3.2 Attainment & Achievement	Overall, attainment in literacy and numeracy is very good. Across the school, almost all children achieve expected levels of attainment in literacy and English and numeracy and mathematics. A minority of children exceed expected levels. Staff identify children who require additional support with their learning promptly and address their needs carefully. This is a major strength of the school. Most children who require additional support with their learning make good progress towards their individual targets. There is evidence that the use of PEF is closing identified gaps and raising attainment for all.	5 Very Good

Pupil Equity Funding Budget £5,310.00

Pupil Equity Fund (PEF) is allocated directly to schools to close the poverty related attainment gap. We have used the fund to invest further in decodable books, spelling resources, resources for skills learning and to reduce the cost of the school day.

Staff confidence and pedagogy in reading has ensured that over 80% of P4 – 7 children can read fluently and are working on or beyond their reading age. The new resources (books more suitable for older readers) and focused support have made a huge difference with children demonstrating clear progress, increased confidence and motivation, developing a genuine love for reading. Of the individuals who have been targeted this year, all of them have made very good progress from prior reading levels. Most P3 - P5 pupils have a spelling age on or above their chronological age, some more than 2 years which is impacting on the quality of their writing.

Our learners have increased independence in researching areas of individual interest as the classes have developed their ‘I Wonder’ learning stations. 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 look forward to building on the new meta skills learned this session and develop these further with our learners leading learning with their peers.

The children report that they have ‘loved’ the skills room and outdoor learning opportunities offered this session enabling them to lead their own learning. All pupils engaged with activities in a focused way, using and applying their knowledge from core learning. Greater access for pupils/identified groups to use technology to access learning materials such as White Rose Maths, IDL, Pearson, Discovery Education etc. has also supported progress.

We have also used Cost of the School Day budget to subsidise some of our school trips, replace the hall projector and to supplement our existing loose parts play resources. In consultation with our parent council, staff and learners we have agreed to use the fund to develop our play and skills based learning. We aim to source relevant resources to improve the environments and engage learners further.

Improvement Plan Priorities 2024—2025

Priority 1:

Implement / Embed skills progressions for our play / skills based curriculum through the four contexts for learning, ensuring meta-skills are explicitly taught skills across all areas of the curriculum.

We will use the Cluster skills progression to plan skills-based learning. This will help us to track pupil progress and make these skills explicit for our learners whilst ensuring breadth and balance. 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 outcomes in literacy and numeracy for learners through enhanced 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 in a variety of contexts.

Priority 3:

Continue to support and enhance children's health & wellbeing through rights based learning

We will continue to use our values 'Creative, Active, Respect and Nurture' 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 update our curriculum rationale to be sure it continues to reflect our service provision and improve children's resilience through teaching 'Decider Skills'.



Other highlights of 2023-24

We have had another successful and busy year with all our children making good or excellent progress. Our Skills development focus has evolved over the session with children confidently discussing the skills they are using. They are also starting to link these to learning, life and work. We look forward to embedding skills further and this will feature on the School Improvement Plan for next session. The children excelled in their performance of 'Lights, Camel, Action...The Sequin' demonstrating their musical talents and theatrical attributes. The choir have also had a busy year performing at various community events, as well as participating in two classes at the Ayrshire Music Festival. The Rights Respecting Committee 'Dog Poo' campaign ensured our village field and pavement were kept clean for all users – thank you for supporting us with this. P4-7 enjoyed organising and running both the St. Andrew's Day celebration and the school Burns supper, making sure they included our talented singers, poets and instrumentalists. The Fairtrade committee pancake sale raised over £40 for North Ayrshire Cancer Support, with a further £61.44 being added to that amount from the Easter Service. Another fun visit to the Glasgow Science Centre started off British Science Week. Classes enjoyed visits from Mr & Mrs Crawford, a house science afternoon and exciting activities throughout the week. P4-7 entered 'If you were an engineer...' once again and were confident in presenting their research on famous inventors. They were also fascinated during their visit to Spirit Aerospace. Our Community Garden is starting to take shape with the children being part of every step of the process. We look forward to harvesting our vegetables on our return to school in August. We must thank CK Contracts, Malcolm's Quarry and Gateside Plant Centre and for supporting this development.

