



*Respect*



*Inclusion*



*Achievement*

## **Loudoun-Montgomery Primary School and Early Years**

### **Standards and Quality Report 2021-2022**

#### **Our School**

Loudoun-Montgomery Primary School and Early Years is situated within the Fullarton community of Irvine. Last session our roll was 132 pupils within the primary school and 61 children attended the Early Years. We are proud of our relationships with children, parents, carers and families as well as our links with the local community, which we continue to strengthen. Our school is an inclusive, respectful and caring place where children can reach their full potential. We value respect, inclusion and achievement to support our children in becoming confident individuals, responsible citizens, effective contributors and successful learners. We are committed to providing a balanced curriculum which equips our children with skills for learning, life and work.

#### **Standards and Quality Report**

This report has been prepared to give you information on the successes and achievements over session 2021-22 and provide a forward looking view to the continuation of successes and achievements over session 2022-23. This report has been prepared following the conclusion of the many challenges of the Covid-19 Pandemic, over the last 2 years. Before you read through the Standards and Quality Report, I am sure that you will join me in thanking everyone within the Loudoun-Montgomery Community - Pupils, Parents, Staff and Community Partners - for their support in meeting the challenges of last session and then successfully commencing the new session with the majority of the Covid restrictions lifted. It has certainly been a challenging time but we have safely been able to work through these challenges and continue our place as one of the cornerstones of community life.

This report will reflect on the previous school year, key attainment levels at the conclusion of the session and will then move forward with outlining the improvement agenda for the 2022-23 session.

## REFLECTIONS - PREVIOUS SESSION 2021-22

Last session continued to present Covid related challenges. Thankfully there were no lockdowns and no requirements to reintroduce remote learning. However, tight restrictions remained in place for the majority of the session. Nevertheless, our adaptations and creative approaches allowed our continued focus on providing high quality learning experiences for our children within a safe environment.

### **Our school improvement objectives focused on the following areas:**

- Embed STEM (Science, Technology, Engineering & Maths) as a context for Literacy, Numeracy, Outdoor Learning & Transitions.
- Progress termly collaborative target setting and evaluation practices for learners across the core curricular areas of Health & Wellbeing, Literacy and Numeracy
- To embed NAC Cost of the School Day Policy and Practices

### **Embed STEM as a context for Literacy, Numeracy, Outdoor Learning & Transitions.**

This focussed undertook a number of positive adjustments during the session as a result of the school's successful submission for a Learning for Sustainability Grant. We were also successful in receiving an NAC funded evaluation report on our outdoor spaces through consultation with our children and staff by the organisation *Learning Through Landscapes*. Therefore, *Learning for Sustainability* became the significant focus last session, and will be for many years. Significant investment in outdoor growing infrastructure was undertaken - polytunnel, raised beds, equipment etc. Our first harvest was gathered in before the summer break and shared with our community partners at Fullarton Hub and Fullarton Parish Church. Staff undertook training at Dumfries House's Education Centre, and then went on to deliver in-service training to staff. Following an authority funded consultation and report on the use of our school grounds we planned then PEF funded significant amounts of resources to enhance our outdoor environment. The first to be established was our outdoor infant active learning space. This is currently being well utilised by our P1-3 children. Partnership working with our Parent Council provided an outdoor classroom. Literacy input was enhanced through the Go Wild Outdoor Learning input from the Professional Learning Academy across P4 to P7. Our P1 teachers successfully piloted the new STEM transition programme.

### **Progress termly collaborative target setting and evaluation practices for learners across the core curricular areas of Health & Wellbeing, Literacy and Numeracy**

Even with the challenges of very limited face to face parental engagement the progression of termly collaborative target setting and evaluation practices has strengthened parental connections regarding children's learning, through termly telephone and online communications. We established an approach where parents, teachers and pupils work together to set and review pupil targets within the key areas of literacy, numeracy and health & wellbeing. Parental consultation is key to agreeing and reviewing pupil targets. Pupil, parent and teacher conversations reflect on progress and next steps. The end of year reports reflect on the increased consultation and pupils' target setting journeys.

### **To embed NAC Cost of the School Day Policy and Practices**

Loudoun-Montgomery is situated in North Ayrshire's highest area of deprivation. The school successfully embedded NAC Cost of the School Day Policy and Practices. We have taken positive steps to remove financial barriers linked to the school day while maximising learning opportunities through addressing challenges linked to: Healthy Eating; Uniforms; Home Learning; Trips, Activities & Clubs and Event Days. Successful partnership working has aided many of these areas. A child centred focus on reducing the cost of the day for families has enhanced the school's ability to broaden learners' experiences, deliver a wider curriculum and extend learning beyond the school day. Our focus on ensuring that pupils look and feel their best and the provision of a healthy breakfast, snack and lunch all play a significant part in setting up our children to embrace the learning ahead of them each day.

## ATTAINMENT

### Background

Throughout the year we gather a lot of information on how our children are progressing in their learning. Through our termly meetings / communications with parents we are able to reflect on progress and set out next steps in learning. To monitor children's progress we observe children working on tasks, listen to what they say, ask important questions, set challenges and incorporate 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 also ask us to summarise our children's progress in reading, writing, listening & talking as well as numeracy and maths.

The Scottish Government ask us to summarise Achievement of Curriculum for Excellence Levels (ACEL), which looks at children at the end of P1, P4 and P7, and to report on their progress in relation to Early, First and Second Levels, respectively, at these key stages in their learning.

### Achievement of Curriculum for Excellence Levels

At the conclusion of session 2021-22 there was an increase in attainment in reading, writing, listening & talking and numeracy & maths in P1 and P4, compared to the previous cohort. There was an increase in attainment in reading and listening & talking in P7, but a decrease in writing and numeracy, compared to the previous cohort.

Attainment for the 2020-21 P1 cohort compared to their current 2021-22 P2 levels shows an increase in attainment in reading, writing, listening & talking and numeracy & maths.

Attainment for the 2020-21 P4 cohort compared to their current 2021-22 P5 levels shows writing attainment to be consistent with the previous year's level and with an increase in attainment in the areas of reading, listening & talking and numeracy & maths.

### How Good is Our School

As part of our reflection of the work of the school we undertake an evaluation and graded this appropriately using the *How Good is Our School Framework*:

Principal Quality Indicators	Evaluation
1.3 Leadership of Change	Good
2.3 Learning, Teaching and Assessment	Good
3.1 Ensuring Wellbeing, Quality and Inclusion	Good
3.2 Raising Attainment and Achievement	Good

## MOVING FORWARD - NEW SESSION 2022-23

Our new school improvement objectives and key areas of focus are:

### **Embed Protective Behaviour Practices across Early Years and Primary School**

- Supporting children's health and wellbeing
- Collaborative working with education and health professionals
- Providing tools to raise children's safety awareness and resilience processes
- Enhanced whole school pastoral provision
- Enhanced health and wellbeing curriculum

**To create a food technology area and progression curriculum framework to allow all children to develop skills, through experiences, investigation, exploration and creativity through food technologies as a context for Numeracy, Literacy, STEM, Learning for Sustainability and Health & Wellbeing.**

- Creation of a dedicated Food Technology Space
- Development of Food Technology Skills Progression Framework
- Collaborative working with cluster and community partners
- Coherent curriculum links with STEM, Global Goals (with close links to Zero Hunger) and Learning for Sustainability
- Stimulus which enhances parental engagement and promotion of healthy eating

**To continue our STEM focus as a context for Literacy, Numeracy, Outdoor Learning, LfS and Early Years to P1 Transition**

- Engagement in high-quality continuous professional development to enhance delivery of high-quality learning experiences in STEM, Learning for Sustainability and Outdoor Learning.
- Development of STEM Progression Framework with specific links to 'Zero Hunger & Gardening'
- Provision of learning experiences with intrinsic links to Learning for sustainability and zero hunger global goal and school's ongoing development agenda in the areas of gardening; outdoor learning and food technology.
- Connect with families through outdoor experiential learning and build STEM capital across the school
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We are very grateful to our community of pupils, parents, staff and partners that allows our school to thrive. Our staff look forward to working in collaboration with parents, their children and our community partners to continue the growth and development of our wonderful school. Please do not hesitate to speak to myself or any member of our Senior Leadership Team if you have any questions now and in the future.

Yours sincerely,



**Paul Bleakley - Head Teacher**

Tel: 01294 279031 Email: loudounmont@ea.n-ayrshire.sch.uk