



*Respect*



*Inclusion*



*Achievement*

## Loudoun-Montgomery Primary School and Early Years

### Standards and Quality Report 2022-2023

#### **Our School**

Loudoun-Montgomery Primary School and Early Years is situated within the Fullarton community of Irvine. Last session our roll was 141 pupils within the primary school and 72 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 2022-23 and provide a forward looking view to the continuation of successes and achievements over session 2023-24. This report has been prepared following the first year after the previous 2 years of direct challenges from the Covid-19 Pandemic. 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 continued support, where the school continues to be one of the cornerstones of community life within the Fullarton area.

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 2023-24 session.

## REFLECTIONS - PREVIOUS SESSION 2022-23

Last session was the first year since the previous 2 years of direct challenges from the Covid-19 Pandemic. Thankfully there were no further needs to move to remote learning. School has begun to return to normality, which we last enjoyed throughout 2019. Previous Covid-19 challenges only served to enhance our resilience, strengthened our creativity and our resolve to continue to providing high quality learning experiences for our children within a safe environment.

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

- Embed Protective Behaviour Practices across the whole school community
- 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, LfS and Health & Wellbeing
- To embed STEM as a context for Literacy, Numeracy, Outdoor Learning, LfS and Early Years to P1 Transition

### **Embed Protective Behaviour Practices across the whole school community**

This objective served to:

- Support children's health and wellbeing
- Further collaborative working with school staff and health professionals
- Provide tools to raise children's safety awareness and resilience processes
- Enhanced whole school pastoral provision
- Strengthen our health & wellbeing curriculum

Staff worked collaboratively with colleagues at Blacklands PS & EY. Both schools reside within communities with a significant population of SIMD 1 families. Over two In-service training days and collegiate sessions, Protective Behaviour training provided tools to raise safety awareness and resilience processes that will help children to identify when they feel safe and unsafe. It provided tools and strategies to empower children to find solutions to their arising issues. Protective Behaviour Training provided tools for a whole school community approach and specific curriculum resources for focussed classroom engagement. Staff are now equipped with appropriate knowledge to deliver Protective Behaviours, and impact of provision will be monitored through GL Pass Survey over time. The staff and the school are now in a position to provide parent information in an informative and engaging format to facilitate the full roll out this coming session. Face to face information/engagement will be provide at September Parents' Night.

### **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, LfS and Health & Wellbeing**

This objective served to:

- Create a dedicated Food Technology Space
- Progress the development of Food Technology Skills Progression Framework
- Provide curriculum links with STEM, Global Goals (with close links to Zero Hunger) and Learning for Sustainability
- Provide a dedicated space and resources to facilitate parental engagement and promotion of healthy eating
- Provide a dedicated space and resources to progress collaborative working with cluster and community partners.

Through our successful Scottish Government Funding through the Food for Thought Grant a comprehensive range of food preparation equipment was purchased in Term 3. Long awaited building work was finally undertaken in Term 4 to transform the allocated space (old library room) into a Food Technology Room. This included installation of vinyl flooring and replacement / upgrading of wall coverings. The relocation of all library resources to new location was completed. Four Cook Stations have been procured and installed to Food Technology Room. Ongoing crop growing in our outdoor garden - poly tunnel and raised beds - in preparation for harvesting and cooking continues to be a focus. Final outdoor raised beds will be completed in Term 1 next session through summer partnership working with Irvine Men Shed Association. Partnership working with Fullarton Hub allotment group has also been made. RHET farm visits have taken place at Dumfries House and Mossgeil Organic Farm. Self-evaluation evidence, linking with our Zero Hunger priority on how the Food Technology Space will be used will now be undertaken to gather ideas for application of space, events and initiatives. Initial links have been established with Cluster Secondary School's Home Economics Department. Links have been established with Fullarton Community Centre and Fullarton Connexion's kitchen/catering and food larder/bank initiatives. The provision of a dedicated Food Technology Room and cooking equipment will facilitate in moving forward with these links. Term 1 In-service day / collegiate this coming session will focus on staff experiencing the Food Technology Room and reviewing the Food Technology Skills Progression. Also the launch of a Food Technology Committee in Term 1 will encourage pupil voice. Our new dedicated facilities will facilitate the delivery of pupil and family cooking clubs, in part supported through partnership working with our Family Learning Team Worker.

#### **To embed STEM as a context for Literacy, Numeracy, Outdoor Learning, LfS and Early Years to P1 Transition**

- Staff's engagement in high-quality CLPL
- Further enhance to outdoor infrastructure
- Provision of learning experiences with intrinsic links with STEM, Learning for Sustainability and zero hunger global goal and school's ongoing development agenda in the areas directly linked with STEM; outdoor learning, gardening and food technology.
- Connect with families through outdoor and experiential learning

This focus undertook a number of positive adjustments through this session's Food for Thought funding grant, as noted above. Learning for Sustainability and STEM was a significant focus last session, this year and will be for many years to come. Significant input in outdoor infrastructure was undertaken in collaboration with the Parent Council and partnership working with Dem-Master Contractors, who also provided funding, man-power, machinery and delivered a Learning for Sustainability Assembly. Outdoor infrastructure was provided in the form of Outdoor Classroom, Fire-Pit Area and Sensory Spaces. The seed for these developments grew from previously receiving a successful NAC funded evaluation report on our outdoor spaces through consultation with our children and staff by the organisation Learning Through Landscapes. All children have benefited from education outings with a STEM / LfS focus e.g. Dumfries House STEM Workshops; Dumfries House Farming Festival; Mossgeil Dairy Farm visits; Whitelee Wind Farm Workshop / Field Trip. The school has also welcomed partners to the school - Glasgow University STEM Workshops; Generation Science STEM Workshops, Family Learning Team STEM Workshops and NAC Communities RSPB Family Learning Clubs, in collaboration with outdoor learning provider *Lets Learn Outside of the Classroom*. Our P1 teachers successfully delivered the full STEM transition programme following the successful pilot and evaluation from last session

# 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 Linked to these Key Stages**

At the conclusion of session 2022-23, P1 attainment compared to the previous P1 cohort in 2021-22:

- Increased in the areas of Listening & Talking and Numeracy
- Comparable level of attainment in Reading and Writing

At the conclusion of session 2022-23, P2 attainment compared to their previous P1 attainment:

- Increased in the areas of Listening, Reading, Writing & Talking and Numeracy

At the conclusion of session 2022-23, P4 attainment compared to the previous P4 cohort in 2021-22:

- Increased in the area of Reading
- Comparable levels of attainment in the areas Listening, Reading and Writing
- Decreased in the area of Numeracy

At the conclusion of session 2022-23, P5 attainment compared to their previous P4 attainment:

- Increased in the areas of Listening, Reading, Writing & Talking and Numeracy

At the conclusion of session 2022-23, P7 attainment compared to the previous P7 cohort in 2021-22:

- Increased in the areas of Writing and Numeracy
- Decreased in the areas of Listening & Talking and Reading

At the conclusion of session 2022-23, P7 attainment compared to their previous P6 attainment:

- Increased in the areas of Listening, Reading, Writing & Talking and Numeracy

## 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 2023-24

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

#### **On NAC Priority 1 - Improving attainment, particularly in literacy and Numeracy.**

Whole school's strategic objective is to raise attainment in literacy with a specific focus on writing through application of the PM Writing approach

#### **On NAC Priority 2 - Closing the gap between the most and least disadvantaged children and young people.**

Primary school's strategic objective is to raise attainment through in the development of Play Pedagogy in P1 through collaborative input from NAC Professional Learning Academy

#### **On NAC Priority 5 - Placing human rights and needs of the child at the centre of the education**

Whole school's strategic objective is to progress its Rights Respecting Schools approach across the full school community, moving from being Rights Committed (Bronze Level) and fully embedding approaches and attaining Silver

#### **On NAC Priority 4 - Improvement in children and young people's health and wellbeing**

#### **On NAC Priority 5 - Placing human rights and needs of the child at the centre of the education**

Early Years strategic objective is to enhance positive relationships with families and engage them more in the life of the Early Years.

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**

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