



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Respect



Inclusion



Achievement

Loudoun-Montgomery Primary School and Early Years

Standards and Quality Report 2023 - 2024

This report has been prepared to give you information on the progress and achievements in the last session and provide a forward looking view of our plans for the continuation of our successes and achievements over session 2024-25.

Before you read through this report, I am sure that you will join me in thanking everyone within the Loudoun-Montgomery Community - pupils, parents, staff and partners - for their continued support, where the school continues to be one of the cornerstones of community life within the Fullarton area.

I hope that you find this report helpful and informative.

Yours sincerely,

A handwritten signature in cursive script that reads 'Paul L. Bleakley'.

**Paul Bleakley
Head Teacher**

OUR SCHOOL

Loudoun-Montgomery Primary School and Early Years is situated within the Fullarton community of Irvine. Last session our roll was 144 pupils within the primary school and 70 children attended the Early Years. The majority of our families reside in SIMD 1-2 areas. We are proud of our strong relationships with our children, parents, carers and local community.

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.

OUR VISION, VALUES AND AIMS

Our Vision

In partnership with our school community, our vision is to give every learner a high quality learning experience, which meets their needs in a nurturing environment, and offers them personalised support to allow them to reach their full potential.

Our Values

RESPECT, INCLUSION & ACHIEVEMENT

Our Aims

- Everyone to encourage achievement, respect and inclusion and to share these core values within our school community
- Everyone to promote positive partnerships between the school, parents, carers and the wider community
- Everyone to provide a high quality education for every learner within a caring, supportive and nurturing environment.
- Everyone to equip all learners with the skills, attitudes and expectations which are required to succeed in an ever changing society.

ATTAINMENT & ACHIEVEMENT

Throughout each year we gather information on how our children are progressing in their learning. Through our termly meetings and 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 ask us to summarise our children's progress in listening & talking, reading, writing and numeracy.

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 pupils' learning.

Summarised below highlights for each stage where there has been progress towards the successful achievement of the desired Curriculum for Excellence Levels at the key stages of P1, P4 and P7.

PRIMARY 1

P1 attainment at the conclusion of 2023-24 compared to the previous P1 cohort in 2022-23:

- Attainment increased in the areas of **Reading, Writing and Numeracy**

PRIMARY 2

P2 attainment at the conclusion of 2023-24 compared to their previous P1 attainment:

- Attainment increased in the areas of **Reading, Writing and Numeracy**
- Attainment comparable in the area of **Listening & Talking**

P2 Attainment at the conclusion of 2023-24 compared to the previous P2 cohort in 2022-23:

- Attainment increased in the areas of **Listening & Talking, Reading, Writing and Numeracy**

PRIMARY 3

P3 attainment at the conclusion of 2023-24 compared to their previous P2 attainment:

- Attainment increased in the areas of **Listening & Talking, Reading, Writing and Numeracy**

P3 Attainment at the conclusion of 2023-24 compared to the previous P3 cohort in 2022-23:

- Attainment increased in the areas of **Reading, Writing and Numeracy**
- Attainment comparable in the area of **Listening & Talking**

PRIMARY 4

P4 attainment at the conclusion of 2023-24 compared to their previous P3 attainment:

- Attainment increased in the areas of **Writing and Numeracy**
- Attainment comparable in the areas of **Listening & Talking and Reading**

P4 Attainment at the conclusion of 2023-24 compared to the previous P4 cohort in 2022-23:

- Attainment increased in the areas of **Listening & Talking, Writing and Numeracy**
- Attainment comparable in the area of **Reading**

PRIMARY 5

P5 attainment at the conclusion of 2023-24 compared to their previous P4 attainment:

- Attainment increased in the areas of **Listening & Talking, Writing and Numeracy**
- Attainment comparable in the area of **Reading**

P5 attainment at the conclusion of 2023-24 compared to the previous P5 cohort in 2022-23:

- Attainment comparable in the areas of **Listening & Talking, Reading and Writing**

PRIMARY 6

P6 attainment at the conclusion of 2023-24 compared to their previous P5 attainment:

- Attainment increased in the areas of **Listening & Talking, Reading, Writing and Numeracy**

P6 attainment at the conclusion of 2023-24 compared to the previous P6 cohort in 2022-23:

- Attainment increased in the areas of **Listening & Talking, Reading, Writing and Numeracy**

PRIMARY 7

P7 attainment at the conclusion of 2023-24 compared to their previous P6 attainment:

- Attainment increased in the areas of **Listening & Talking, Reading, Writing and Numeracy**

P7 attainment at the conclusion of 2023-24 compared to the previous P7 cohort in 2022-23:

- Attainment increased in the areas of **Listening & Talking, Reading, Writing and Numeracy**

ATTENDANCE & EXCLUSIONS

Loudoun-Montgomery catchment resides within the highest SIMD 1-2 area within North Ayrshire. Our establishment has a small pupil population in comparison to the majority of the 44 mainland primary schools in North Ayrshire. Our school roll for session for 2023-24 was 149 and has remained at this comparable level for a number of years. Pupil attendance increased during session 2023-24 in comparison to the previous 2022-24 session. Overall absence decreased this session from 13.4% to 11.9%. Our Head Teacher is part of North Ayrshire's Attendance Working Party. Attendance directly links to attainment and the school will continue to work with families to further improve school attendance. There were no school exclusions during session 2023-24.

WIDER ACHIEVEMENTS

Weekly Celebrations

Our whole school comes together every week to celebrate pupils' successes related to our school values and for pupils to share their wider achievements out with school.

Pupil Committees

Every member of staff provides an opportunity for pupils to enhance their school experiences by leading a pupil committee. These groups not only enhance the experiences of the wider school community, but also supports each individual pupil in the development of their teamwork and leadership skills. Our range of pupil committees this session have been: Pupil Council; Newspaper; Health & Wellbeing; Junior Road Safety; Digital; Food Technology; Gardening; Library and Playground.

After School & Lunch Clubs

Every member of staff provides an opportunity for P1 to P7 pupils to enhance their school experiences by leading a lunch or after school club. Families can face challenges attending community clubs and therefore our full calendar of club experiences compliment what pupils experience out with school. Our range of clubs this session have been: Family Fun Club; Chess; Lego League; Keep Fit; Scripture Union; Football; Family Cooking Club; Scottish Country Dancing; Hockey; Multi Sports; French; Art; Basketball; Technology and Singing Club. Pupils in some of these clubs have gone forward to represent the school at local community events and competitions.

External Educational Experiences

Our pupils' learning and development are enhanced through educational experiences provided by visiting specialists. Pupils also benefit from external educational experiences. Our range of external experiences this session have been: P1-7 Irvine Library - author, creative arts, health & well-being and topic work experiences; P1-3 Eglinton Country Park - STEM experiences; P3-4 Vikingar Centre - topic work; P4-5 Dumfries House Farm to Fork experience; P5-6 Harbour Arts creative arts experiences; P6 & 7 Wellwood Robert Burns Centre & Museum.

Residential Experiences

Senior pupils have enjoyed a variety of residential experiences. P7 pupils enjoyed their 5 day Arran Outdoor Education Centre experience at the end of January. P6 & P7 SU Club pupils had a wonderful weekend experience at the Lendrick Muir Outdoor Centre in Kinross in April. Some of our P6 pupils enjoyed a creative arts residential experience at Gowanbank Outdoor Centre in Darvel as part of our partnership working with the Voice Project Scotland.

Enhanced In-School Educational Experiences

The range of experiences that pupils have benefited from have been: University of Strathclyde - Renewable Energy; Voice Project - Community Singing; Phunky Foods - Healthy Eating; NA Music Services - Recorder & Brass instruction; La Joule Rouge - French Club; KA Leisure Champions for Change - Health Living; Prema Performing Arts - Drama & Dance; NA Youth Services - P7 Transition; CAP - Financial Education; Irvine Clean-Up Crew - Local Environment; Ayrshire Scottish Country Dance Society; Heartstart - Life Saving Skills

In-School & Out-Of-School Sporting Experiences

Predominantly through our Active Schools Team our pupils have benefited from a variety in-school and out-of-school sporting experiences. Pupils have attended external competitions and event linked to the following sports: badminton, netball, basketball, tennis, outdoor athletics, rugby, football and Sportshall Athletics. Pupils have enjoyed in-school sporting experiences from the following providers: Irvine Cricket Club, NA Athletics Club, Scottish Rugby; Ayrshire College, Clark Drive Girls Football Club and Irvine Judo Club.

STEM

STEM is an integral part of pupils' learning and pupils have benefited this year from enhanced experiences: British Science Week's Glasgow Science Centre experience for P5-7 pupils; Successful funding application of Lego League resources for P1-7 pupils; Strathclyde University Renewable Energy inputs for P6-7 pupils; P1-3 STEM Trail Day at Eglinton Country Park.

Sharing Learning Experiences with Families

As well as our in-school termly learning conversations with parents and carers our new Sharing the Learning initiative has been a big success. Each class hosted an informal afternoon for pupils to share and celebrate their learning and for parents and carers to then engage in a hands on learning experience together. All classes had over 70% attendance by family members.

Whole School Performances

Our whole school community choir, led by Jenny Cheung of The Voice Project, have performed to packed audiences of parents and carers each term. In June our whole school showcased the National Youth Choir of Scotland's "Seven Planets & Cosmic Rock" showcase - a modern take on Gustav Holst's The Planet Suite, with the orchestra being the beautiful voices of our pupils. All our pupils perform at our Christmas and End of Year Services. Our P6-7 and pupils delivered a very moving Christmas themed World War I dramatic performance at our December service.

Parental Involvement

As well as meeting with parents and carers formally and informally as noted above, including our Family Fun Club and Family Cooking Club, we have a very active Parent Council. There are very successful in engaging the wider parent forum in delivering whole community Christmas and Summer Fayres and well as Hallowe'en and Valentine evening parties. Their biggest endeavour and success this year have been in the development of our new outdoor learning garden incorporating the collective efforts of pupils, parents, community volunteers and commercial community partners.

PUPIL EQUITY FUNDING

Principal Areas of Focus:

Nurture

This has been an essential resource within the school for many years, benefitting many young people who live in our catchment where the majority of families live in SIMD 1-2. The legacy of Covid continues to impact on our young people, especially our P1 intakes of the last number of years. Children, across all stages, for many years, especially post Covid, have benefitted from our sustained funding of a Nurture Teacher and Nurture Classroom Assistant.

Reading Recovery

This intervention has resulted in sustained improvement in reading for all children receiving input, with the focus each year targeted at P2 pupils, in line with prescribed Reading Recovery approaches. Tracking of last year's P1 2023 ACEL attainment with pupils' current attainment in P2 shows significant improved levels in Reading. The school is now moving forward with a new Reading Recovery initiated this coming sessions through the authority's initiative *Literacy Power in an Hour*. The adoption of our embedded Reading Recovery will now initially extend approaches across P1, P2 and P3 classes and sustain the benefits gained over the last number of years.

Play Pedagogy - Early Years Practitioner Input

This was planned as a medium / long term intervention to enhance learning and teaching. The input from a qualified Early Years Practitioner has been essential in supporting the session's school improvement focus of developing play pedagogy in Primary 1. An Early Years Practitioner from our own Early Years continued to undertake this role, a member of staff who knew the children well and supported their transition to P1. P1 attainment of Early Level at the conclusion of 2023-24 compared to the previous P1 cohort in 2022-23 saw an increase in the areas of Reading, Writing and Numeracy.

Cost of the School Day

Key areas of support have focused on external educational experiences; visiting specialists and Breakfast Club. We are very proud of the fact that over the last 5 years we have only required to ask families on a very limited number of occasions for financial contribution for specialist events. PEF will continue to play a significant funding source to ensure that the Cost of the School Day has as small an impact on our families as possible. This will always be an element of future funding.

REFLECTIONS ON 2023-24 SCHOOL IMPROVEMENT PRIORITIES

Our school improvement objectives focused on the following areas:

- Whole school's strategic objective was to raise attainment in literacy with a specific focus on writing through the application of the PM Writing approach
- Primary school's strategic objective was to raise attainment through in the development of Play Pedagogy in P1 through collaborative input from NAC Professional Learning Academy
- Early Years strategic objective to enhance positive relationships with families and engage them more in the life of the Early Years.
- To progress its Rights Respecting Schools approach across the full school community, moving from being Rights Committed (Bronze Level) and attaining Silver

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

Following in-school engagement literacy specialist Stephen Graham with staff and pupils and the purchase of the resource and staff attendance with online CLPL, *Reading into Writing*, staff have adjusted their delivery of writing approach in line with this initiative. Almost all stages saw an increase in their writing attainment compared to their attainment in the previous school session. Furthermore, almost all stages saw an increase in writing attainment compared to peers' attainment in the same stage during the previous school session.

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

Achievement of this outcome was supported through collaborative working within the school with the PLA over terms 1 & 2 and through staff undertaking visits within the authority to observe good practice. Through the support of PLA staff and pre and post learning environment audits, to support the adaption of the environment, the following objectives were released: Increased practitioner confidence in play based pedagogy; Improved practitioner confidence in planning and delivering high quality learning experiences and Improved practitioner confidence in creating an environment to support play based pedagogy. All pupils demonstrated positive engagement in play based learning measured through observations within the class and outdoor environments. P1 attainment at the conclusion of 2023-24 compared to the previous P1 cohort in 2022-23 saw attainment increased in almost all areas of learning.

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

Through PEEP, PPP workshops and Stay sessions parents and carers have enhanced knowledge of play and learning opportunities that their children are experiencing within the Early Years and increased their confidence in supporting their child at their developmental stage. Workshops, events and other parental opportunities enjoyed success in engaging parents and carers in the life of Early Years. Introduction of our new online journal system (replacing Seesaw Journal) saw most families extending their engagement through this online extension of our Early Years.

To progress its Rights Respecting Schools approach across the full school community, moving from being Rights Committed (Bronze Level) and attaining Silver

Continued focus on this area will progress through session 2024-25

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 2024-25

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

On NAC Priority 1 - Improving attainment

Whole school collaborative working with cluster colleagues to develop and refine our curriculum, ensuring that areas are aligned with national standards and best practices. Involving the sharing of resources, expertise and moderation to ensure consistency and quality across our schools through the development of true partnership working founded on respect, inclusion and achievement that will sustain collaboration across cluster schools for many years to come.

On NAC Priority 1 - Improving attainment, particularly in literacy

On NAC Priority 2 - Closing the gap between the most and least disadvantaged children

Extend Reading Recovery approaches to provide a whole class literacy intervention, supporting learners to lay strong foundations in literacy and raise attainment and to give school additional tools to measure the effectiveness of interventions.

On NAC Priority 2 - Closing the gap between the most and least disadvantaged children

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

Enhancing staff's understanding of whole school nurturing approaches and application of nurture principles through the delivery of the authority's updated resource material and recently trained nurture leads within the school.

On NAC Priority 1 - Improving attainment

On NAC Priority 2 - Closing the gap between the most and least disadvantaged children

To build an Early Years workforce that is dedicated, skilled and well qualified who are confident in providing high quality early learning and childcare following authority's Early Years and Childcare Review resulting in the majority of this session's staff team being new to Loudoun-Montgomery from a variety of establishments from across North Ayrshire.

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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