



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

**Respect**



**Inclusion**



**Achievement**

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

### **Standards and Quality Report 2024 - 2025**

This report has been prepared to give you information on the progress and achievements at the end of this session and provide a forward-looking view of our plans for the continuation of our successes and achievements over 2025-26.

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 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.

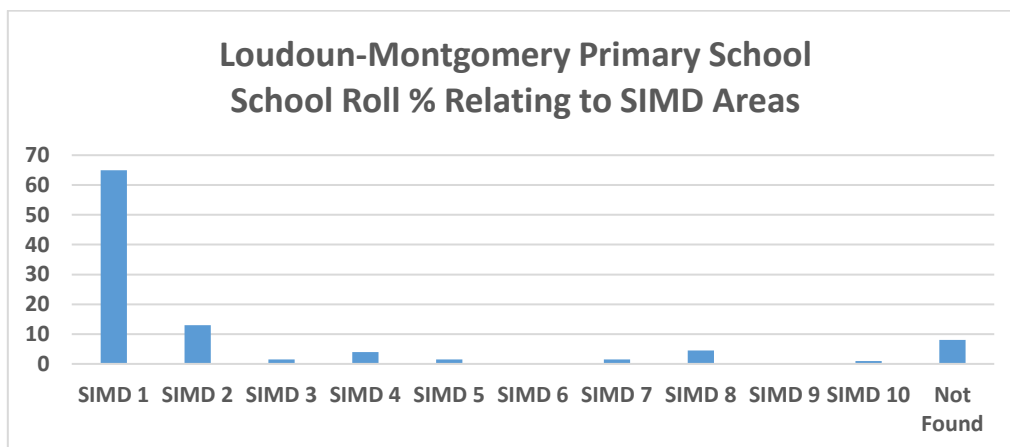
**Yours sincerely,**

A handwritten signature in black ink 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. The school is non-denominational and co-educational. During session 2024-25 our roll was **144** primary school pupils and **37** early years children. We have excellent links with our local catchment secondary school, Irvine Royal Academy. Most of our families reside in areas that identify as experiencing relatively high levels of social challenges, which is measured using the Scottish Index of Multiple Deprivation - SIMD. SIMD 1-2 represents the most deprived 20% of areas. 78% of our pupil population reside within SIMD areas 1-2, with 65% residing in SIMD 1.



## 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, lie at the heart of our school community.



### 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 the 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 through tasks, listen to what they say, ask questions, set challenges and use standardised assessments.

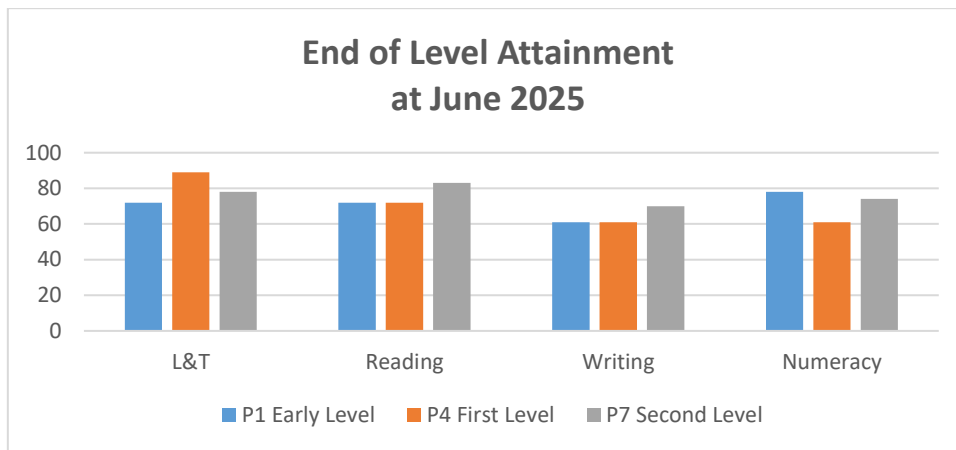
North Ayrshire and the Scottish Government ask us to provide information on pupil attainment in listening & talking, reading, writing and numeracy. We are asked to summarise Achievement of Curriculum for Excellence Levels (ACEL), which focusses on children's attainment at the end of P1, P4 & P7, and to report on their progress in relation to Early, First and Second Levels respectively.

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** - Most pupils achieved Early Level in Listening & Talking, Reading, Writing and Numeracy.

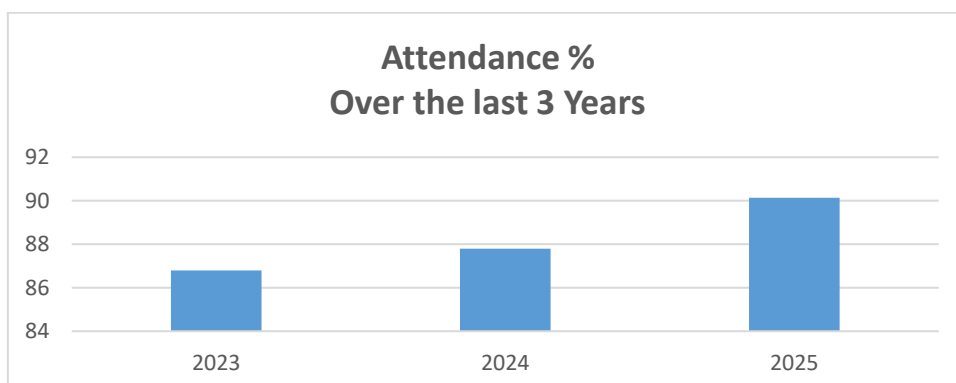
**Primary 4** - Most pupils achieved First Level in Listening & Talking, Reading, Writing and Numeracy.

**Primary 7** - Most pupils achieved Second Level in Listening & Talking, Reading, Writing and Numeracy.



## ATTENDANCE & EXCLUSIONS

Data shows attendance across the school was 90.14%. There has been a steady increase in school attendance over recent years. This year seen an increase in attendance by 2.33%. The cost-of-living crisis continues to impact negatively on our attendance with many families taking pupils out of school for holidays during term time due to reduced cost. 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 2024-25.



## WIDER ACHIEVEMENTS

### Weekly Celebrations

We continue to bring our pupils together each week to celebrate their school successes and to share their achievements out with school.



### Pupil Committees

Every member of staff leads a committee, providing opportunities for pupils to enhance their school experiences. This session's range of committees: Pupil Council; Heritage; Health; Road Safety; Digital; Gardening; Engineering, Library and Playground.



### External Experiences

Pupils' learning and development is enhanced through welcoming visitors to the Loudoun-Montgomery and through experiences out with the school setting.

**External experiences enjoyed by pupils:** Irvine Library; Dumfries House Farming Festival; Maritime Museum; Wellwood Robert Burns Museum; SU Club's weekend residential at Lendrick Muir Activity Centre and P7's 5-day residential at Gowanbank Outdoor Centre.

**Pupils have enjoyed experiences provided by a range of visitors:** Voice Project; Phunky Foods; NAC Music Services; KA Leisure's Champions for Change; Irvine Clean-Up Crew; NAC Youth Service's Mental Health Ambassadors; Ayrshire Scottish Country Dance Society; Heartstart; Young Carers Gateway and BBC Learning Lab



Our Active Schools team continue to provide a variety of in-school and out-of-school sporting experiences for pupils to enjoy. Our children also benefit from input from our community partners: Irvine Cricket Club; Scottish Rugby; Ayrshire College, Clark Drive Girls Football & Irvine Judo Club.



### Whole School Performances

Our whole school community choir continues to perform to packed audiences of parents at the end of each term. Early in Term 4 our P4-7 pupils showcased their Tale of Tam performance under the professional direction of Scottish National Opera. All pupils perform at our Christmas and End of Year Services, which have grown to be significant community events.

### Parental Involvement

As well as our termly learning conversations with parents our Sharing the Learning initiative continues to be a success. Each class once again hosted an informal afternoon for pupils to share and celebrate their learning. Parents have also enjoyed our widest range of family after school clubs - Keep Fit, Gardening, Cooking and PEEP. Our Parent Council continues to play an active part in the life and work of the school, and we are very grateful for their support throughout the year.



### After School & Lunch Clubs

Every member of staff along with community partners lead a wide range of clubs to provide opportunities for pupils to enhance their school experiences. Our range of clubs this session were:

**Sporting Clubs:** Girls & Mixed Football; Just Dance Keep Fit; Scottish Country Dancing; Badminton; Hockey and Multi Sports

**Social Clubs:** Chess; Coding; Boomwacker Percussion; Scripture Union; Cycling Proficiency; French and Cooking

## **PUPIL EQUITY FUNDING**

### **Principal Areas of Focus:**

#### **Literacy Power in an Hour Adapted Whole Class Reading Recovery Approach**

PEF funded class teacher previously utilised to release reading recovery teacher, was adjusted to now release previous nurture teacher to undertake literacy intervention to support delivery of literacy power in an hour reading initiative across P1-3 classes. This approach makes use of adapted reading recovery approaches across a whole class setting. This intervention has resulted in sustained improvement in reading for almost all children receiving input, across P1, P2 & P3 stages.

#### **Meeting Early Level Needs - Early Years Practitioner & Pupil Support Assistant Input**

This was planned as a short / medium intervention to enhance learning and teaching across a diverse range of P1 needs. This input has been essential in supporting the play pedagogy in Primary 1 and support the wide range of needs. An Early Years Practitioner from our own Early Years continued to undertake this role, a member of staff who knew the children well & supported their transition to P1.

#### **Voice Project - Health & Wellbeing Whole School Community Singing**

Our focus over the last three years, post-covid, has been to enable our young people to find their voices and be part of a singing community. Benefits have derived from promoting physical, emotional well-being, increased sense of self-confidence and, when joined with others' voices, providing an opportunity for connection and community. Health and wellbeing outcomes have been a principal focus, because of our young people working together, generating increased confidence, self-esteem and self-worth.

#### **Cost of the School Day**

Key areas of support have focused on visiting and external educational experiences and Breakfast Club. We are very proud of the fact that over the last 6 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 2024-25 SCHOOL IMPROVEMENT PRIORITIES

Our school improvement objectives focused on the following areas:

- Improve inclusive practice through cluster collaborative engagement with the *CIRCLE Resource*
- Extend Reading Recovery approaches through a whole class literacy intervention approach - *Literacy Power in an Hour*
- Enhance staff's understanding of the updated *NAC Whole School Nurture Approach*
- Support collaborative practice of new Early Years team following NAC's Early Years Review

### **Improve inclusive practice through cluster collaborative engagement with the *CIRCLE Resource***

Whole school collaborative working with cluster colleagues to develop and refine our curriculum, ensured that areas 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 our cluster for many years to come. One of the significant outcome from this year's cluster collaboration was staff's engagement and the sharing of good practice in relation to the Circle Resource audit and toolkit to enhance the inclusive nature of learners' classroom environments.

### **Extend Reading Recovery approaches through a whole class literacy intervention approach**

P1 to P3 successfully piloted the authority's new literacy intervention approach - Literacy Power in an Hour. This approach extended 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. Almost all children saw an improvement in their reading ability.

### **Enhancing staff's understanding of the updated *NAC Whole School Nurture Approach***

Mrs Bell, our ASN Coordinator, and Mrs Johnstone, our Pupil Support Teacher, delivered to colleagues the authority's updated resource material. This enhanced staff's understanding of whole school nurturing approaches and application of nurture principles.

### **Support collaborative practice of new Early Years team following NAC's Early Years Review**

Following NAC's Early Years Review we saw a significant change in our delivery model and staff team. Our focus this session has been to build an early years team that is dedicated, skilled and well qualified who are confident in providing high quality early learning and childcare. We are pleased how our new early years colleagues have embraced to our school values and engaged well with our young people and their families. This strong sense of collaborative working will support future early years improvement priorities.

## **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*:

<b>Principal Quality Indicators</b>	<b>Evaluation</b>
1.3 Leadership of Change	Satisfactory
2.3 Learning, Teaching and Assessment	Satisfactory
3.1 Ensuring Wellbeing, Quality and Inclusion	Satisfactory
3.2 Raising Attainment and Achievement	Satisfactory

## MOVING FORWARD - NEW SESSION 2025-26

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

### School Improvement Priority 1

**Strategic Objective:** Improvements in learning, teaching and assessment practices

**Education Service Priority** - Improving attainment, particularly in literacy and numeracy

**Education Service Priority** - Closing the gap between the most and least disadvantaged children

Learners will benefit from improvements in areas:

- Learning & engagement
- Quality of teaching
- Effective use of assessment
- Planning, Tracking & Monitoring

### School Improvement Priority 2

**Strategic Objective:** Improvements in personalised support practices

**Education Service Priority** - Improving attainment, particularly in literacy and numeracy

**Education Service Priority** - Closing the gap between the most and least disadvantaged children

Learners will benefit from improvements in areas:

- Universal support
- Targeted support
- Removal of barriers to learning

### School Improvement Priority 3

**Strategic Objective:** Application of CIRCLE Resource's Participation Scale and toolkit

**Education Service Priority** - Improving attainment, particularly in literacy and numeracy

**Education Service Priority** - Closing the gap between the most and least disadvantaged children

Learners will benefit from improvements that enhance their participation in school life.

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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 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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