



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



ST MARK'S PRIMARY SCHOOL



STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024.

I hope that you find it helpful and informative.

Gemma Strain, Head Teacher

OUR SCHOOL

St. Mark's Primary School is a semi open plan school, with the catchment area within the old town area of Irvine. The current school roll is 242 pupils and 32 children in the Early Years class. St Mark's aspires to be a school which provides a happy, safe, challenging, motivational and supportive environment, wherein quality teaching and learning takes place, to ensure that everyone can flourish as an individual, work as part of a team and achieve their potential.

OUR VISION, VALUES AND AIMS

VISION

HEALTHY BODIES, HEALTHY MINDS, FIT FOR LEARNING, FIT FOR LIFE.

VALUES

Relationships Expectations, Achievement, Love

AIMS

- Provide a safe and caring environment where staff, pupils, parents/carers and other agencies work together in productive partnerships.
- Support and motivate children to take part in all aspects of school life and become successful learners, confident individuals, responsible citizens and effective contributors.
- Provide challenging and enjoyable teaching and learning experiences that are relevant and enable pupils to achieve success and develop skills for learning, life and work.

ATTAINMENT & ACHIEVEMENT

Raising attainment in literacy and numeracy remains a high priority to all staff, as we work in partnership to ensure children each their full potential. Through assessment and professional judgement our children achieved as follows in 2021/22:

Literacy

Reading 2021/22

P1	P4	P7
65%	78%	75%

Predicted 2022/23

P1	P4	P7
73%	77%	87%

Key messages:

- This year in Primary 1 we have had a play-based curriculum, and a full time Early Years Practitioner to support this intervention.
- We have used our Pupil Equity Fund to employ two full time classroom assistants to support those not on track to achieve and close the poverty related attainment gap.
- Pupil Support Teacher uses Reading Recovery for targeted interventions.
- Our results at Primary 4 are more consistent and higher than our family schools.
- Primary 7 are on track to achieve strong results.

Writing 2021/22

P1	P4	P7
77%	75%	77%

Predicted 2022/23

P1	P4	P7
70%	77%	85%

Key messages:

- Writing has been a major focus across the school for the past 3 years.
- We have seen a considerable improvement at P1 and 7.

- Staff meet regularly to moderate this, and there is an assessment calendar in place.
- We have recently introduced a more rigorous approach to set and share targets with parents.

Listening and Talking 2021/22

P1	P4	P7
93%	75%	93%

Predicted 2022/23

P1	P4	P7
78%	85%	90%

Key messages:

- We have strong and consistent results in listening and talking.
- Support is offered to individuals as required.
- We seek advice of other agencies and specialists as required.

Numeracy2021/22

P1	P4	P7
87%	71%	75%

Predicted 2022/23

P1	P4	P7
73%	77%	83%

Key messages:

- Numeracy results have steadily improved over past 3 years.
- The School uses North Ayrshire's Framework to support the teaching of Numeracy.
- Active maths strategies in place across the stages.
- Word problems is an area the school intends to focus on moving forward.

Attendance and Exclusion

We seek to improve our school attendance through following the processes in "Attendance in North Ayrshire Educational Establishments: Every School Day Matters."

Our attendance rate for 2021/22 was 92.62% and there were no exclusions.

WIDER ACHIEVEMENT

We have had another successful year for our children with a wide variety of experiences and activities on offer throughout the school.

Pop Art Club

In May, our 12 budding artists were proud to be the 2nd school ever to have their art displayed in The Harbour Arts Centre.



Go Purple

We are very grateful to our school community for participating in our Go Purple Day for the Ayrshire Hospice in October. This was a whole school event and we are appreciative of the support for this annual event.



Quiz Time

Our team of 4 P6 children represented our school very well at the Euro Quiz and our team of 4 P7 children won the Irvine Rotary Quiz in March. We are proud of our children for their confidence, resilience and behaviour at both of these events.

Sacraments

We are very proud of the children who celebrated the Sacrament of Reconciliation, Confirmation and First Holy Communion this year. Our school will continue to support all children and their families on their journey of Faith and thank the parish of St Mary's for the continued support.

Junior Award Scheme for School

Our P5 and 6 children have continued to achieve bronze, silver and gold awards under the 4 categories of this scheme. As well as achieving achievements at home, the school has provided many opportunities for the children to progress through the scheme. This has included an adventure walk to Eglinton Park, skiing and tubing, intergenerational connections with local elderly residents and arranging other events such as our strawberry tea for the breakfast club helpers.



Spring Celebration

In March we invited all families into school for our spring celebration of learning. This was a chance for each class to showcase what they had been learning to their loved ones. This was very well attended over the two days and our guests got to experience a variety of learning opportunities including history, singing, dancing, Spanish, Scots language and gymnastics.



Arran

37 of our P7 children pushed themselves out of their comfort zones in May at our Arran residential trip. They experience kayaking, hiking, orienteering, and much more!

Leadership Opportunities

There have been many opportunities for our children to take on responsibility as leaders in our school community this year. Our Primary 5 and 6 children are reading buddies with our Primary 2 and 3 children. This is a terrific learning experience for all children.

Our Junior Road Safety Officers have attended training events and cascaded what they have learned.

Our Digital Leaders attend regular training to stay up to date with IT developments. Recently our Primary 6 Leaders have started their training.



Our Rights Respecting Schools Committee meet regularly as we work towards our Silver Accreditation. They plan learning, deliver assemblies and look for other opportunities to raise awareness of the rights of the child.

Sports leaders have provided a variety of clubs during break times for younger children. Gymnastics and dance proved extremely popular.

Primary 7 buddies have been exceptional this year. They have provided care, friendship and support to Primary 1 children all year. The training



programme is underway to train our Primary 6 children to take over.

The Eco committee meet weekly to maintain and develop our school grounds, plan activities and raise awareness within our school community. They also provided a variety of learning experiences during Eco week.

Sporting Achievements

There has been a variety of sporting activities on offer to all stages across this year. Clubs are planned for before, during and after school, with staff, members of the community and visiting specialists supporting these. We have participated in athletics, football, basketball, netball and badminton events within the authority and Irvine area. Our children are always a credit to the school and their families.



Clubs

As well as sports clubs, there are a variety of other clubs on offer to encourage learner participation. This has included chess, coding, lego and art.



Fit Fridays

Fit Fridays have been a weekly feature for all children this session. This has ensured learning is more active and provided opportunities to take part in sports activities. The children experienced the activator bus, took part in skipathons and wheely day and tried new sports including

Taekwondo, athletics and dance.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1

Closing the poverty related attainment gap

- We have created opportunities to foster relationships between stakeholders, with a particular focus on Parental Engagement. This has included our Family Fun Night and Spring Celebration.
- We continue to tackle inequity through actively seeking to reduce the cost of the school year for those living in poverty. We have reintroduced our breakfast club, provided uniform when required and the children have been on trips with no cost including the pantomime and Heads of Ayr.
- We are reducing the poverty related attainment gap and maximise the learning potential of specific groups of learners in literacy and numeracy through Pupil Equity Funded Classroom Assistants providing targeted support.

Priority 2

Improvement in skills for learning, life and work

- We have enhanced the profile of STEM through providing a variety of learning opportunities both within and out with the school day.
- We have developed our school environment. This has supported and promoted outdoor learning to raise attainment across the curriculum.
- Innovative uses of digital technology have maximised support for learners. We have strengthened professional collaboration and shared good practice across schools and sectors.

Priority 3

Placing human rights and needs of every child and young person at the centre of education.

- We have implemented the Pedagogy of Play in P1 and P2. This has trickled in to P3 and there is an enthusiasm for learning through play throughout the school. We have continuously developed our classes, open areas, playrooms and outdoors to support our child led play pedagogy.

- We have offered a range of provisions and supports to meet the needs of pupils who require additional support. This includes supports within our school and seeking the advice and support of external agencies and professionals.

Priority 4

Improvement in Health and Wellbeing.

- Our school values and nurturing approach is further embedded. It promotes inclusion and further develops targeted approaches that support Learners' and staff's mental health and wellbeing.
- We have consistently promoted and encouraged positive relationships within the whole school community through collaboration, and the Gospel Values.
- Emotional wellbeing and mental health have been a focus for all through holistic approaches.
- We have improved physical wellbeing through the delivery of high-quality active learning and physical experiences for all children across the school year. This has included PE, clubs, fit Fridays and participating in external events.
- Our school, led our committee, has continued to work towards RRS Silver. We are hoping we will achieve this status soon.

QUALITY INDICATORS

Provide your evaluation and summary statement for each of the 4 core QIs

QI 1.3 Leadership of Change

Evaluation 5

Very good

Our school community work in collaboration to demonstrate our REAL school values (Relationships, Expectations, Achievement and Love) each day. Staff have consistently high expectations for all learners and encourage pupil voice in all aspects of school life. Our staff lead by example and are highly motivated and a strong commitment to improving outcomes for all learners.

QI 2.3 Learning, Teaching and Assessment

Evaluation 4

Good

We provide nurturing, positive and engaging places for children to learn both within and out with the classroom. We support, encourage and celebrate wider achievements. Relationships are built on mutual respect where all voices are heard. Staff provide high quality learning experiences. Planning identifies what needs to be learned and there are processes in place to assess, track and monitor progress.

QI 3.1 Ensuring Wellbeing, Equality and Inclusion

Evaluation 5

Very good

Our school rules (safe, respected, responsible) ensure a clear, consistent approach to creating a nurturing, happy place to work and learn. Wellbeing of all is the highest priority within our school community. Staff are attuned and sensitive to the needs of all children, who are treated with dignity and respect. The development of our outdoors has had a positive impact on wellbeing for all.

QI 3.2 Raising Attainment and Achievement

Evaluation 4

Good

Attainment in literacy and numeracy is a priority for all staff, and PEF funding is used to help close the poverty related attainment gap. Staff can use data and professional judgement to demonstrate the children are making good progress with their learning.

PUPIL EQUITY FUNDING

Our Pupil Equity Fund has been used in a variety of ways to improve outcomes for our learners, with a particular focus on tackling the poverty related attainment and experience gap.

1. Investment in Literacy, Numeracy, Health and Well Being resources to support and raise attainment, with a particular focus on the implementation on the pedagogy of play.

- Development of outdoors to provide opportunities for play through literacy, numeracy and science, technology and art.
- Improved physical and mental health for children through more time spent learning outside.
- Creation of infant and upper school playrooms to encourage active learning. Increased enthusiasm and motivation to learn.

2. 30% contribution to Nurture Programme.

- Core morning group to support individual children with individual targets.
- Afternoon support sessions to support individual needs and increase readiness to learn.
- Variety of staff training opportunities to benefit our learners such as anxiety management, de-escalation and trauma.

3. Two Classroom Assistants employed to contribute to raising attainment.

- Targeted interventions for identified individuals to raise attainment.
- Supported personalisation and choice in learning through play – child led initiatives.
- Development of Makaton programme throughout school to support communication.

4. Principal Teacher costs supported through PEF.

- Two Principal Teachers to lead departments within school, supporting staff, families and children.
- Individual leadership roles for Principal Teachers to support key school priorities.

IMPROVEMENT PLAN PRIORITIES 2023-2024

Priority 1 - Further develop learning environments.

- Play
- Outdoor learning

Priority 2 - Deliver High Quality Teaching and Learning to support current climate.

- Literacy and numeracy, with a particular focus on writing
- Digital literacy
- Assessment and data literacy

Priority 2 - Participation of learners and families

- Sharing of learning
- Engagement in wider life of the school and community
- Transition
- Promoting positive relations