

Alloway Primary School and Early Years Centre



Standards and Quality Report 2021-22

Respect

Honesty

Co-operation

Responsibility

Equality



RIGHTS
RESPECTING
SCHOOLS

unicef 
UNITED KINGDOM

GOLD – RIGHTS RESPECTING

south
AYRSHIRE
COUNCIL

Introduction







Our school is a vibrant and ambitious centre where children are encouraged to enjoy success in their learning and where wider achievements are valued. Pupils have a strong voice in the school and influence the world around them by their involvement in local and global citizenship. We are a rights respecting school as well as a Dyslexia Friendly School where our children enjoy and benefit from a wide range of experiences planned by a dedicated and hard working staff who support and challenge pupils to be the best they can be. We are proud of our Burns connections and are involved in lots of activities where our heritage can be celebrated. Parental involvement and working in partnership with parents and the wider community is an important feature in our school life and we actively encourage close parent/staff liaison in a number of ways.

It took time to establish the direction, vision and values of the school. The school vision and values were created through engaging with all stakeholders.

To create a safe, happy, caring and inclusive school where children, staff, parents and visitors feel valued, are encouraged to succeed, are treated with respect, enjoy learning and actively work together to be the best they can be.

This document takes account of local improvement priorities alongside those in the National Improvement Framework (NIF). We are happy to share, with all stakeholders, a common understanding of our strengths and the local challenges we face. We hope to clearly communicate our improvement in attainment in Literacy and Numeracy and how we are addressing the attainment gap of our children in our context; the improvement in children's health and wellbeing and the employability skills through Developing the Young Workforce to support future and sustained positive school leaver destinations in our community.

Our staff work closely and collegiately on agreed priorities which this year were.....

| | | | |
|--|--|--|---|
| <p>Raising children's attainment and achievement in Literacy, with a focus on writing.</p>  | <p>Raising children's attainment and achievement in Maths, with a focus on problem solving and calculations.</p>  | <p>Meet children's needs by further implementing the GIRFEC agenda.</p>  | <p>Develop children's knowledge and skills in Technologies and Social Subjects in order to raise attainment and improve employability skills.</p>  |
|--|--|--|---|

These development priorities have been scaffolded by quality CLPL, learning walks, professional discussions, parental workshops and new resources as well as materials added to our website for parental engagement. We have made significant progress in the final year of a two year School Improvement Plan. We have also continued to maintain improvements in the following areas;

- S.T.E.M. (Science, Technologies, Engineering and Maths)
- Moderation and assessment
- Rights Respecting Schools
- Two hours quality PE
- Professional update and professional review
- Self-evaluation
- Eco Schools
- Outdoor learning

Values

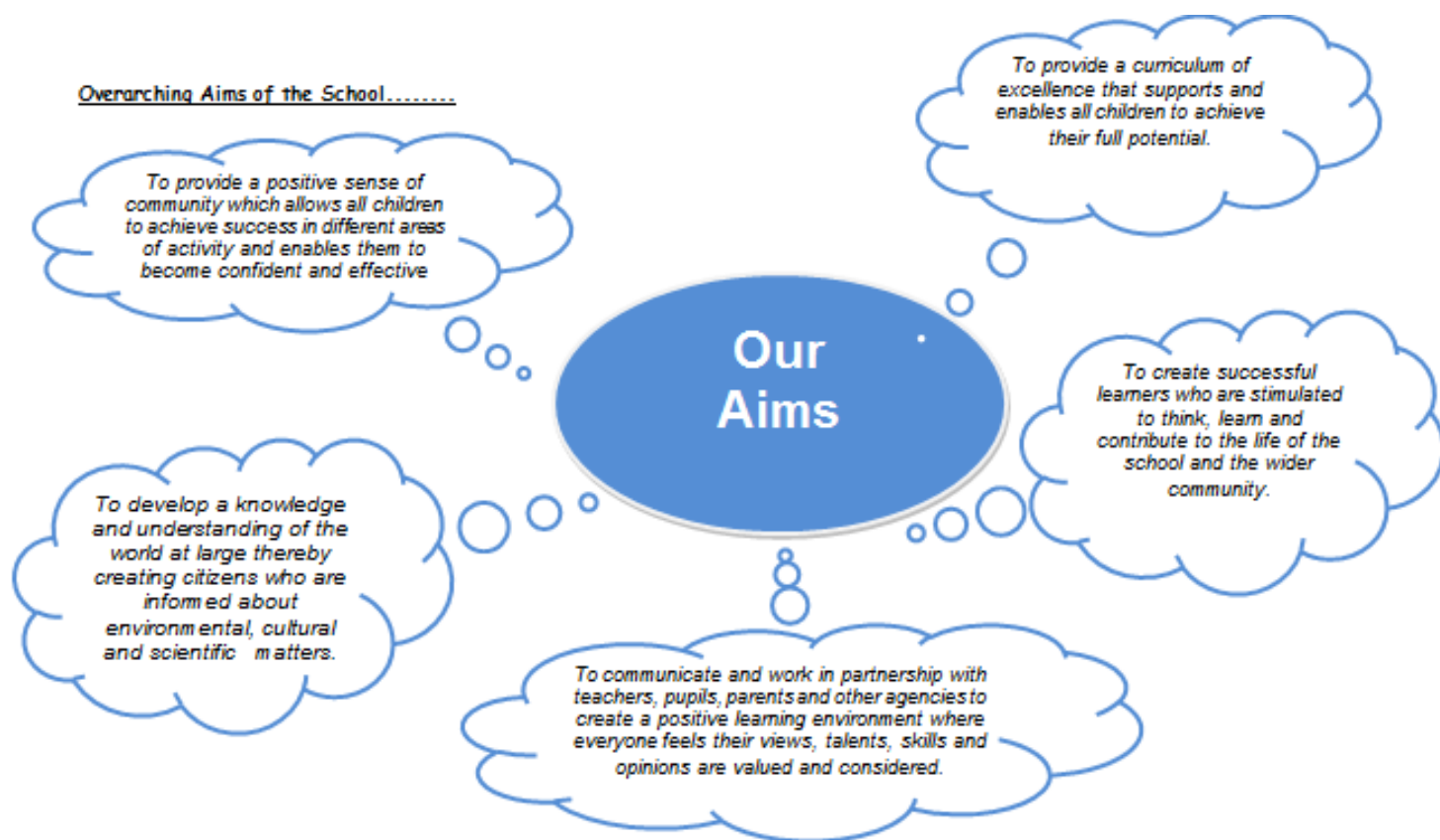


At Alloway Primary we believe every child should enjoy and be challenged by the curriculum we offer.

At Alloway Primary School we aim to develop every child to "be the best they can be" by providing high quality learning and teaching throughout a broad and relevant curriculum. We believe the development of the whole child to be vital.

Aims

Overarching Aims of the School.....



Context of the school / early years centre

Alloway Primary School serves the village of Alloway to the south of Ayr with 412 pupils in 15 classes and 58 pupils in our Early Years Centre providing Early Years education for 3-5 year olds. The school has a teaching staff of 21.4 fte, EYC staff 8.9 fte, part time PEF assistant, HT, DHT, 0.8 (part time) Principal Teacher, 0.6 (part time) Principal Teacher and 2 acting Principal Teachers (full time) all of whom have remits which impact on the quality of learning and teaching across the school. Within our roll, we have 0.5% of the school living in deciles 1 & 2. Our free school meal entitlement uptake is 4.4% compared to the local authority average of 21.9%.



The community is forever growing with the building of many new houses and people continually moving into this well sought-after area due to the peaceful village setting on the outskirts of town. This has a direct impact on our increasing numbers for intake at Primary 1 and throughout the school. The community also benefits from a historical connection with Robert Burns which brings many visitors to the area and many

opportunities to the school. We continue to take a high number of children on placing requests (35) and this is becoming a familiar pattern with many children transferring in during the school year; resulting in an economically diverse local context with numerous children being transported into the area daily. Children attending the Early Years Centre travel across the authority, as well as from neighbouring authorities leading to an increase in placing requests for Primary 1.

The school building was opened in 2009 and provides a bright, airy and stimulating environment for children at this crucial stage of their development. The school provides excellent opportunities for young people to grow and to develop their wider interest in an environment that is exceptional in terms of modern primary education. There is an active, supportive Parent Council working in partnership with the school, meeting regularly, raising funds, taking an interest in the school's development and now engaging in quality self-evaluation to improve the outcomes for our children. The Christmas and summer fetes organised annually by the Parent Council are always well supported by children, staff, parents and partners in the wider community who play an active role in school life. This year, parents paid for class treats for parties as well as transition gifts for P7 leavers. The majority of staff support school events and our parent body are supportive of all learning events. We enjoyed Jubilee celebrations this year and took part in covid recovery exhibition at Rozelle.

This session we were very much working under Covid restrictions and focused on continuing the recovery from lockdown. We continued to implement routines to keep children and staff safe and to minimise the spread of Covid. Our mitigations were working well. We focused on gaps in attainment and recovery from lockdown. Boost groups and support groups were established to support children. This session we were able to restart some sports and after school clubs and the children all benefitted from educational outings in the final term. It was so good to go beyond the school walls again. Classes were also exploring our local community again and we began to enjoy some visitors to the school in accordance with current guidance. Staff absence did impact on what we could deliver at times but we aimed to keep as much continuity for the children as possible. Our technical skills increased as we learned how to record and share our infant nativity and school show with parents. Both were very well received. We were delighted to welcome parents back into the school for the final parents' evening, final church service and for sports day.

How evidence was gathered this session

- ASN reviews took place for all STINT Stage 3 in October and May.
- ASN annual reviews took place for all STINT Stage 2 in May.
- Telephone discussions took place for all STINT 1B in October and May.
- Writing was monitored by P.T. in November then May through a sample. Written feedback was shared with all teachers.
- Staff monitored pupils' experiences by having regular learning conversations and setting agreed targets.

- Asked for feedback from EYC parents throughout the year.
- Analysing results of all questionnaires and responding positively as appropriate and amending school procedures in response e.g. traffic management/live lessons.
- Staff development groups were formed and focused on recovery plans.
- Monitoring of all planning of Learning and Teaching took place through classroom observation again. Support/challenge needs were identified in the process as well as boost groups from our core learners.
- Tracking Conversations took place between class teachers and PTs in October to ensure progress was being made, with support and challenge in place as appropriate.
- HT/DHT monitored tracking in May and reports were issued to parents in June.
- Ongoing tracking of PEF pupils and monitoring the impact of PEF funding took place.
- We have used HIGIOS 4 and HGIOELCC for reflection and self-evaluation to identify strengths and CLPL needs across the school.
- HT conducts attainment and target setting discussions with staff and this takes account of CfE data and makes direct links to groupings in class.
- We use the CfE data to check professional judgement, pace and inform planning.
- Pupils record their targets and complete individual, visual records with their teachers.
- Staff continue to develop portfolios of children's work to evidence progress through the CfE levels. This is ongoing in our nursery through to P6 then children develop e-portfolios in Primary 7. This session teaching and learning, targets and pupil progress have been shared with parents through the Seesaw app.
- Children are encouraged to identify pieces of work which demonstrate progress or achievement in the wider sense. Parents are encouraged to comment through the Seesaw app.
- Children have learning conversations with teachers where they set targets and these are included in the pupil profile.
- We revisit Staged Intervention and GIRFEC principles three times a year and ensure that children receive relevant support by engaging pro-actively with other agencies such as the Social Work, NHS, S.A.L.T. and Educational Psychologist Services.
- Support assistants are involved in tracking pupils' progress within the interventions they deliver to help raise attainment. PT quality assured files and support trackers and gave written feedback.
- We completed a health and wellbeing survey of staff.

What key outcomes have we achieved?

School Priority 1: Raising attainment and achievement in Literacy ensuring equitable experiences and opportunities for all, with a focus on writing.

This session we implemented the Talk for Writing project across the school from EYC to P7. All staff were fully onboard with this project and the impact could really be seen within pupil stories. The difference in the 'cold task' (first task without teaching input) and 'hot task' (final task after input) was incredible. We measured the impact on pupils across the school and our data shows that 86% of pupils were making good progress or above in their writing.

Our Early Years Centre have worked at improving literacy skills through play-based learning. Staff took part in professional learning about 'Realising the Ambition' and have been setting up literacy rich experiences. Staff have implemented home link opportunities for rhyme and bed time stories. Strong links have been made with our Speech and Language department to ensure early intervention. Staff track and monitor additional support needs in order to improve outcomes for children.

P1-7 staff have been planning high quality teaching and learning experiences which focus on skills and benchmarks. Staff have been involved in learning conversations that focus on their planning and assessment. Interventions are planned and tracked by staff including support assistants. Staged Intervention paperwork is used to identify additional support needs and plan specific targets to help children progress.

All staff have implemented baseline assessments and carried out Headstart P2 - 7 three times in the year and GL assessments P3-7 twice this year. Staff have then used these assessments for targeting setting, groupings and intervention support. Staff are currently using assessment data to inform their groups, planning and teaching. Support groups and boost groups are identified through the analysis of data.

Our next steps for year 2 are:

- To challenge more able pupils during the Talk for Writing Process
- To ensure Talk for Writing progress is consistent across all writing in the curriculum
- To provide pupils with opportunities to experience Outdoor Literacy activities.
- To continue to embed Realising the Ambition within the Early Years Centre.
- To develop support for speech and communication development through engagement with Talk Boost.
- To continue to focus on the development of a whole school handwriting policy.
- To continue to focus on the development of active spelling approaches throughout the school.
- To ensure that planning and assessment approaches in Literacy impact on raising attainment.



School Priority 2: Raising attainment and achievement in Maths, with a focus on problem solving and applications.

This session we created and implemented our Alloway Primary School Numeracy policy which was based on the South Ayrshire Numeracy Strategy paper. Staff took part in high quality professional learning on this topic in order to enhance our learning and teaching of Numeracy and Mathematics. Staff have engaged in SAC Numeracy Skills Pathways Planners which ensure breadth, depth and challenge for pupils. Planning approaches have been explored to ensure support and challenge. We have welcomed Scott Morrow, our numeracy development officer into school to model lessons and work with staff. Our Principal Teacher Mrs Park has represented our cluster on the authority steering group and has modelled lessons within our own school.

Staff have engaged in SAC Numeracy Skills Pathways Planners which ensure breadth, depth and challenge for pupils. Planning approaches have been explored to ensure support and challenge. Creative, active approaches have been a focus this session, due to the pandemic having an impact on this. This will remain a focus. Problem solving and application of skills in numeracy, has remained a focus for all staff. Staff are implementing teaching strategies which are based on Concrete, Pictorial and Abstract approaches.

Pupils have been engaged through a variety of Sumdog Challenges, Maths Week Scotland, Primary Maths Challenge, Careers Week, links to current affairs. Numeracy across the curriculum will remain a focus with a link to interdisciplinary themes and through play provocations. Targeted interventions and recovery methods are used across the school with impact tracked by staff.

Parents have been supported in order to support pupils at home. All parents are connected to Seesaw and we will increase the use of Seesaw to share numeracy guidance, videos and pupil progress in numeracy. Ensuring quality assessment of numeracy, has remained a focus. Staff have had regularly opportunity to work collegiately with numeracy benchmarks and these are used to plan for high quality assessments in numeracy each term, at least. These high-quality assessments are quality assured by the leadership team during planning conversations and good practice is shared. Staff confidence has grown in this. Staff use benchmarks in formative and summative assessments, informing their judgements and have gained confidence in using benchmarks to assess and track pupil levels.

We have taken part in our cluster numeracy group which focus on P7 transition through numeracy lessons. This has been led in school by Mrs Harrison. Resources and online digital tools were shared including algebra tiles. This aimed to ensure consistency in teaching algebra across the cluster and in to secondary school.

Next steps for year 2:

- APS policy, common methodology document and SAC Numeracy Strategy shared again in Aug 2023 with all staff
- Further professional learning in numeracy
- Outdoor learning in numeracy to remain a focus
- Pupils to engage in Sumdog Challenges, Maths Week Scotland, Primary Maths Challenge, Careers Week, links to current affairs.
- Focus on parent engagement and understanding of numeracy
- Opportunities for numeracy across curriculum and through play provocations to be explored and shared
- Assessment of numeracy a focus in authority and opportunity to moderate numeracy provided in school

School Priority 3: To continue to meet children's needs by further implementation of the GIRFEC agenda whilst ensuring implementation of the Children and Young Person's (Scotland) Act, with a focus on anxiety and emotional wellbeing.

There has been a continued focus on staff pedagogy and practice in principles of nurture to continue to develop the school's nurturing environment, allowing maximum opportunities for children to learn, play, eat, socialise and exercise safely. SHANNARI indicators and wellbeing wheels are being used in each class and revisited in line with Staged Intervention paperwork. These ensure pupil voice is included in tracking Health and Wellbeing and setting agreed targets/next steps. Emotional Daily Check-ins have been re-established in each class to allow the children to privately indicate how fit they feel for learning. This has ensured that CTs can choose a quiet moment to privately check-in with any individual who has indicated they are struggling that day.

Robust baselines and assessment data allow for ongoing tracking of children's progress and identification of gaps where they arise thus ensuring appropriate next steps are identified, with interventions put into place where necessary. Attainment and achievement have improved in the core areas of the curriculum with children experiencing equity in learning as much as possible as it has been our driver but attendance and absence during the pandemic has caused daily changing of priorities. Learning conversations, forward planning folders and observed lessons together with children's progress data all demonstrate the staff's ability to implement the authority's Health & Wellbeing Frameworks and use high quality assessments.

PEF cohort and vulnerable families are being fully supported throughout school with limited resources. Charity links have been formed for clothes and food bank and Easter/Christmas support. All staff can write concise pastoral notes and how to complete online Boxall Profiles. Nurture principles are regularly revisited in staff meetings and training sessions, with staff recognising that all behaviour is communication. Staff use the methodology in our Relationship and Behaviour Policy. Referrals to SLT have significantly reduced coinciding with the introduction of the daily emotional check-ins in all classes and with the use of our communication app.

We follow up all non-attendance and help to financially support if and where possible. We target all parents and ensure a 95 % attendance rate or better. Follow up non-attendance and find appropriate way to share information to support and overcome any barriers.

We have engaged the support of multi agencies to support and improve attendance of any family who need further support to manage routines.

We have started to use our Hub again and will continue to develop the use of this next session. There is a much higher profile in the school regarding children's ability to discuss their emotions and strategies for dealing with anxiety. Children seek support and time from a small group of key staff, either through planned sessions or on an ad hoc basis. Parents have built strong relationships with key staff supporting their children's wellbeing. We have purchased a lot of quality materials to use with children including making our own boxes for bereavement loss and trauma including the impact of divorce and separation.

Next steps for Year 2:

- Start again to track wider achievement and parental involvement.
- Continue to provide access to The Hub at intervals and lunchtimes, allowing most vulnerable or those with medical needs to enjoy a safe space to play and act out any upset so they have dignity and time to regulate.
- Closely track and monitor all children's social and emotional wellbeing.
- Revisit use of Seesaw app, ensuring continuity of sharing targets with parents. Ensure it is used appropriately and professionally by all.
- Train new staff in LIAM training to ensure anxiety management is a priority and the responsibility of all.
- Upskill all support team due to multiple staff changes during pandemic.

School Priority 4: To develop children's knowledge and skills in Technologies in order to raise attainment and improve employability skills.

Staff continue to use the authority framework planner and pathways of core skills. Continued focus on planning and planning formats, to ensure breadth, progression and achievement of a level. Differentiation is planned and clear through Literacy and Numeracy, through inter disciplinary learning projects. Social Subjects policy was revised to reflect focus on Pupil led learning, including 'Big Questions'. This has encouraged pupil consultation in planning teaching and learning and has been recorded on policy and some planning formats. Staff worked with pupils within their class to create 4/5 'Big Questions' for investigation. These were primarily created through Social Subjects.

Continued focus on Playful Pedagogy (infants) and outdoor learning across the school will help to encourage creativity and innovation in teaching and learning, and encourage pupils to apply learning in unknown and unfamiliar contexts. Opportunities for play and provocations are more easily planned and accessible with new furniture and resources.

Key staff worked alongside learners to achieve reaccreditation of school 3rd Eco Green flag- March 2022. Staff moderation event provided an opportunity for in-depth collegiate working, focusing on how to develop pupil skills of enquiry, critical thinking and reflection. New P.1 parents successfully visited P.1 classrooms as part of P.1 induction. With almost 100% attendance, this was very well received.

Next steps for Year 2:

Planning and Tracking:

- Continued focus on planning and planning formats, to ensure breadth, progression and achievement of a level.
- Big Questions format will be issued to all staff to be used as initial introduction to all interdisciplinary learning projects for pupil consultation.
- Continued focus on Playful Pedagogy (infants) and outdoor learning across the school will help to encourage creativity and innovation in teaching and learning, and encourage pupils to apply learning in unknown and unfamiliar contexts.
- Continue to seek opportunities to undertake well planned outdoor learning experiences, demonstrating progression and promoting wellbeing and learning, taking advantage of surrounding areas and local community.
- Continued focus on differentiation in Social Subjects as a standalone curricular area to ensure appropriate support and challenge.
- Work collegiately to create guidance and resources which help foster opportunities for pupils to help create learning experiences which respond to their motivations and interests.
- Continue to share best practice in the area of pupils leading learning

Outdoor Learning:

- Development of policy to support Outdoor Learning
- Work collegiately to discuss and generate a progressive learning programme to inform practice on outdoor learning. This should be underpinned by a coherent whole school approach to learning for sustainability.
- Produce a policy and progressive learning framework to inform practice on outdoor learning
- Outdoor learning CLPL, information sessions and support materials will be offered to all staff and parents on the benefits of outdoor learning.

National Improvement Framework

As part of the Government's aim to close the poverty related attainment gap the school was allocated £18,375. We used the funds to employ a support assistant for 15 hours for the session. We also used the money to fund part of the promoted element of an Acting P.T. for part of the session. We continued to use our nurture space known as The Hub when working with individuals or groups from the same class bubble. The basket of interventions used in school go beyond the children who would be identified within the Pupil Equity Fund. Next session we intend to continue to use the fund to raise attainment in Literacy and Numeracy as well as to support Health and Wellbeing.

Leadership of Change (1.3)

This session we have responded to local and national guidance in relation to the pandemic. The easing of rules allowed us to introduce change that would benefit the pupils. We on our response to the pandemic to ensure the wellbeing of all staff and pupils was priority. Changing to the leadership team due to maternity leaves resulted in changes to remits. The leadership team is now preparing for a change in Head, Depute and new acting PTs. The leadership remain highly committed and focused to achieving the very best for all children. The pandemic has resulted in a high level of staff absence which reduced our self-evaluation approaches. The self-evaluation focused on planning, assessment, tracking and classroom practice. Next session this will continue to be our priority but frequency will increase. We have ensured that all quality assurance focused on ensuring the very best outcomes for all children. Staff have taken on leadership roles across the school focusing on Rights Respecting Schools, Eco schools and Fairtrade. Upper primary staff led class-based committees which gave opportunities to develop pupil voice. In our Early Years Centre, we appointed a new Senior Early Years Practitioner who started in January. She is highly skilled and we can see the impact that she is having as she joined the EYC team. Next session she will lead staff in developing electronic profiles for children in order to share progress regularly with parents.

Learning, Teaching and Assessment (2.3)

Staff ensured that learning, teaching and assessment continued to focus on recovery and closing the poverty related attainment gap. Our rigorous assessment calendar provided opportunities to gather comparative assessment data that allowed staff to identify gaps in learning and provide targeted next steps. Staff identified support and boost groups to target gaps in learning. Our attainment still remained high. High levels of staff absence did impact on the amount of additional support available as we strived to provide as much consistency as possible for classes. Staff were very aware of children's emotional needs after the pandemic and we provided targeted nurture support for these children. We introduced learning and tracking conversations. Staff were able to clearly talk about the impact of assessments and how they were using data to inform their planning and teaching. Staff continued to provide creative approaches that motivated children and children were enjoying being back to working in groups. Our Early Years Centre continued to work in two separate rooms but children enjoyed working together outside and mixing more in the final

term. Practitioners have been focusing their CLPL on 'Realising the Ambition.' This is having an impact on the experiences on offer. Staff look forward to 'opening the dividers' to create one big play room next session.

Ensuring wellbeing, equality and inclusion (3.1)

Throughout the pandemic we have been very aware of the ever-increasing emotional needs of our pupils and families. Teaching staff employed emotional check ins daily to ensure children had the opportunity to talk about how they were feeling. Staff were very proactive in identifying children's emotional needs and communicating with families in order to ensure children felt supportive. Staff conduct termly SHANNARI wheel assessments with children and act on the results. Our nurture teacher ensured that children who required additional support received timetabled nurture support. Nurture is a key feature in every class. We were very aware of hidden deprivation within our school community and continued to provide both emotional and practical support to children and families who were struggling. We carefully tracked our PEF cohort but were very aware of children in 'hidden deciles' who were also struggling. We restarted our hub in line with our Covid regulations and have invested in appropriate resources to help children when they are struggling emotionally. Our nurture teacher was appointed to the authority nurture team. We filled this post on a temporary basis but this post will be filled next session by our Principal Teacher who will have a responsibility for nurture.

Raising Attainment and Achievement (3.2)

Additional teaching staff and support assistants were deployed to meet individual needs within the school. 20% of our school and 20% of our EYC were supported through Staged Intervention targets. The number of children within our EYC who received support from another agency had significantly increased this session. Children were well supported and regular TAC meetings ensured close inter-agency working. Across the school support was targeted in response to staged intervention needs and support trackers maintained to record progress against targets. Staff used Boxall profiles to gather information along with setting Staged Intervention targets. Attainment remains high, our CfE data shows all stages are achieving above the authority average. Staff engaged in tracking conversations where they could confidently talk about children's progress and next steps. In our Early Years Centre, we continued to focus on raising attainment of our developmental milestones. Staff tracked these three times a year and worked towards gaps. Milestones were differentiated for children with additional support needs where 2-3 milestones were more appropriate. Children have continued to make good progress. Staff set termly targets with parents focused on the wellbeing indicators. Opportunities for wider achievement gradually were offered this session, as well as assemblies where we could gather together to celebrate achievements and whole school learning opportunities. The pandemic slowed down the opportunities we had to offer but we look forward to developing these opportunities more next session.

Parents' and Carers' Views

We are always keen to involve parents and carers, understanding that parental involvement enriches the work and life of the school. Due to the restrictions enforced by the pandemic, it has not been possible to include parents and carers in the many ways we normally would. This session we have, however, benefitted from parents and carers:

- Reading class/stage learning journeys, newsletters, focus weeks, school website, Twitter and Seesaw app leading to them sharing expertise and contributing resources where possible.
- Supporting homework and talking for writing.
- Encouraging the use of online resources - e.g. Sumdog and Bug Club.
- Supporting and reinforcing the school's Relationship & Positive Behaviour Policy.
- Engaging with shared targets and examples of learning posted on Seesaw. Providing comments and/or providing feedback to further encourage their child's learning.
- Engaging in parents' nights: scheduled telephone conversations with class teachers and face to face meetings last term.
- Attending remote meetings - e.g. STINT/TAC reviews and face to face TAC meetings last term.
- Keeping up-to-date with all school communication regarding school updates, ensuring the school community remains vigilant and safe.
- Supporting the work of the Parent Council.
- Last term has brought us live audiences, church services and parent helpers back into the Early Years Centre.

Attendance

Our attendance rates are still above the Authority and National levels. We track and monitor and attendance and discuss any irregular patterns with parents.

Unfortunately, term time holidays account for some of our unauthorised absences.

Parents are aware of the authority attendance policy. We encourage good attendance at our Early Years Centre, however as attendance is not mandatory some parents exercise their right to spend time with their children during term time.

| School | Previous Year | | | Current Year | | |
|-------------|--------------------------------------|---|--|--------------------------------------|---|--|
| | Percentage total absence @ June 2021 | Percentage authorised absence @ June 2021 | Percentage un-authorised absence (no exclusions) @ | Percentage total absence @ June 2022 | Percentage authorised absence @ June 2022 | Percentage un-authorised absence (no exclusions) @ |
| Alloway PS | 2.2% | 1.7% | 0.5% | 6.7% | 5% | 1.7% |
| Alloway EYC | 4.7% | 4.7% | 0% | 10.7% | 10.2% | 0.5% |

Curriculum for Excellence Levels

Below is the current percentage of children who have achieved early, first and second secure. 2019/20 and 2020/2021 data included for comparison with 2021/22.

Achievement of a Level by Year Stage 2019-2020 *tracked through new 4 stages of progress. These judgements are based on expected attainment progress April to June however COVID 19 school closures did impact on attainment.

| School | Early P1 (OV or above at April update) | First P4 (EV or above at April update) | Second P7 (1V or above at April update) |
|---------------|--|--|---|
| Reading | 98% | 84% | 92% |
| Writing | 98% | 84% | 80% |
| List. & Talk | 98% | 97% | 87% |
| Overall Maths | 98% | 87% | 85% |

Achievement of a Level by Year Stage 2020-2021

| School | Early P1 (OV or above at June date) | First P4 (EV or above at June date) | Second P7 (1V or above at June date) |
|---------------|-------------------------------------|-------------------------------------|--------------------------------------|
| Reading | 95% | 95% | 98% |
| Writing | 89% | 93% | 98% |
| List. & Talk | 97% | 96% | 100% |
| Overall Maths | 98% | 95% | 92% |

Achievement of a Level by Year Stage 2021-2022

| School | Early P1 (OV or above at June date) | First P4 (EV or above at June date) | Second P7 (1V or above at June date) |
|---------------|-------------------------------------|-------------------------------------|--------------------------------------|
| Reading | 90% | 90% | 87% |
| Writing | 90% | 83% | 79% |
| List. & Talk | 98% | 93% | 90% |
| Overall Maths | 96% | 73% | 82% |



Alloway Early Years Centre - Developmental Milestones

In the Early Years Centre value has been added in all areas. This year we have adapted our tracking procedures to ensure they continue to be robust and target gaps in learning and development. We formally track 3 times in the year to ensure progress is made and this detailed tracking is shared with staff and parents. This information was passed onto Primary 1 at point of transition to allow Primary 1 to continue to target any gaps in milestones.

- In Health and Wellbeing 94% of children achieved 8 or more milestones, with 71% completing all milestones.
- In Communication and Language 71% of children achieved 8 or more milestones, with 48% completing all milestones.
- In Numeracy and Mathematics 84% of children achieved 8 or more milestones, with 58% completing all milestones.

Celebrating Success in 2021-2022



| | |
|---|--|
| <ul style="list-style-type: none"> • Burns Ambassadors taking part in Ayrshire Hospice Annual Summer Ball | <ul style="list-style-type: none"> • Children performing in our orchestra and acting as guides in the SAC 'Our Pandemic' exhibition |
| <ul style="list-style-type: none"> • Success in the National STEM Awards | <ul style="list-style-type: none"> • Supporting charities: Food Bank, Children in Need, Ukraine, SANDS, Malawi school project |
| <ul style="list-style-type: none"> • Retirement of our current Head Teacher led to the appointment of new Senior Leadership Team | <ul style="list-style-type: none"> • Taking part in sporting workshops and clubs |
| <ul style="list-style-type: none"> • P5 and P6 children taking part in SAC swimming lessons | <ul style="list-style-type: none"> • P7 children taking part in Level 1 and 2 Bikeability with P5 and P6 children taking part in Level 1. |



The key priorities for improvement in 2022-23

- To ensure all children and young people have access to high quality learning experiences in Literacy to identify and recover any forgotten learning.
- To ensure all children and young people have access to high quality learning experiences in Numeracy to identify and recover any forgotten skills and learning.
- Meet children's needs by further implementing the GIRFEC agenda whilst ensuring implementation of the Children and Young Person's Scotland Act - with a focus on managing anxiety, emotional wellbeing, recovery and resilience.
- To ensure children and families are supported in school and at home learning through a variety of digital platforms if required.

Overall Evaluation Summary

| Quality Indicator | School's evaluation of progress |
|---|---------------------------------|
| 1.2 Leadership of change | Very good |
| 2.3 Learning, teaching and assessment | Very good |
| 3.1 Improving wellbeing, equality and inclusion | Very good |
| 3.2 Raising Attainment and achievement | Very good |

What is the capacity for improvement?

As a school we are well placed to continue improving the learning experiences for our children. Staff are becoming increasingly confident in skills development and identifying next steps in the improvement process. Over the last four years they have engaged with all Curriculum Frameworks and as a staff group aligned the planning and tracking process in school with the new Curricular Benchmarks still ensuring the focus is on progressive skills development. They share good practice willingly and are very supportive of developments in the curriculum in and out with the classroom gap in skills development.

Staff have continued to engage in planned training events with a continued focus on health and wellbeing and recovery within school for now. All staff have a shared vision of where the school should be and everyone will continue to work hard at achieving this. We currently have an acting Principal Teacher in post. We continue to revisit our Overarching Curriculum Rationale to ensure equity and equality but the recovery rationale will supersede this for now. We sit well within the Belmont Cluster of schools and continue to lead Technologies within the cluster and steer the moderation and assessment arrangements in the Belmont Cluster. We will continue to engage with the updated Skills Progression Frameworks in all curricular areas. We are committed to the National Improvement Framework and the key priorities of excellence and equity for all and raising attainment through narrowing the attainment gap.

We have been given £18,375 in Pupil Equity Funding (PEF). We have planned projects which will target pupils who we have identified ensuring their needs are met. We have the capacity, drive and willingness to continue to ensure improvements make the biggest difference to the children of Alloway Primary School and beyond. The school will continue to be well led by a new senior management team next session.

