

# Alloway Primary School and Early Years Centre



## Standards and Quality Report 2022-23



*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 Gold school as well as a Dyslexia Friendly and Inclusive 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.





The school vision and values were created through engaging with all stakeholders previously and this is something that we plan to revisit next session.

### Our Vision

*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><b>Raising children's attainment and achievement in Literacy, with a focus on writing.</b></p> 	<p><b>Raising children's attainment and achievement in Maths, with a focus on problem solving and calculations.</b></p> 	<p><b>Meet children's needs by further implementing the GIRFEC agenda.</b></p> 	<p><b>To ensure all children and young people have access to high quality, interdisciplinary learning experiences.</b></p> 
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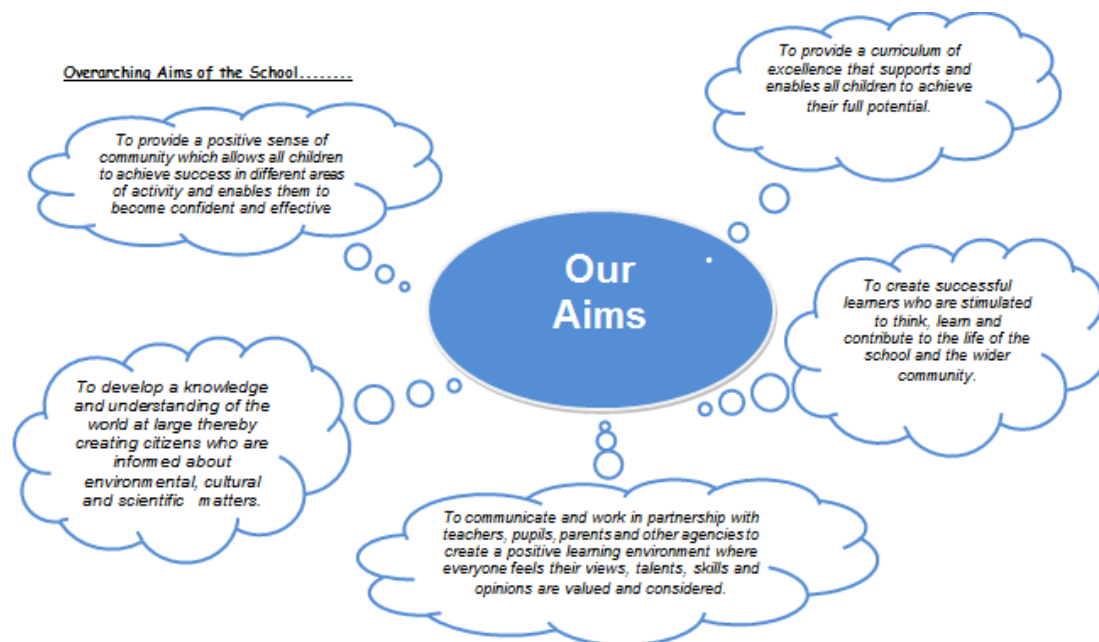
These development priorities have been scaffolded by quality CLPL, learning walks, professional discussions, parental workshops and new resources as well as materials added to our website for parental engagement. We have made significant progress in the final year of a two year School Improvement Plan. 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 and 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



## Context of Alloway Primary and EYC

Alloway Primary School serves the village of Alloway to the south of Ayr with 387 pupils in 15 classes and 56 pupils in our Early Years Centre providing Early Years education for 3-5 year olds. The school has a teaching staff of 21.5 fte, EYC staff 8.6 fte, part time PEF assistant, HT, DHT, 0.8 (part time) Principal Teacher, 0.6 (part time ) Principal Teacher and 1 acting 0.8 Principal Teacher all of whom have remits which impact on the quality of learning and teaching across the school. Within our roll, we have 1% of the school living in deciles 1 & 2. Our free school meal entitlement uptake is 5% compared to the local authority average of 21.9%.



The community is forever growing with people continually moving into this well sought-after area due to the peaceful village setting on the outskirts of town. 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 (34) 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.

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 interests. 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 group reformed this year with new committee members and office bearers. They have held events for the children to enjoy and continue to build our community, including, a Christmas film night and disco. This year, parents paid for class treats for parties as well as transition gifts for P7 leavers, new P1s and gave a generous donation to our school fund. The Parent Council held a very successful summer fayre this session, raising £5916.49.

Our attendance this session remains above the national and local authority average. Last session our absence rate was 6.7%, this has decreased this session to 5.7%. We continue to monitor and track absence and provide bespoke support where required through in school support or engaging with external agencies.

This session we were re-establishing a richer, fuller experience for the children in light of Covid mitigations being lifted. Parents are now welcome in the building. We were able to hold our open afternoon, curricular evening, parent workshops across the session and in person parents' evenings. We have moved to an online booking system for parents to help make attendance easier. Our Fabulous Fridays have been popular in the infant department, where parents come in to support learning. This session we were able to restart some sports and after school clubs and the children all benefitted from educational outings across the session, including our P7 residential visit to Inverclyde, P5 visit to the Titanic amongst many more. It was so good to go beyond the school walls again with these experiences enhancing and extending learning experiences. Classes were also exploring our local community again and we began to enjoy many visitors back into the school.

#### How evidence was gathered this session

<ul style="list-style-type: none"> <li>• TAC meetings were held for all Stage 2 and 3 children with transition reviews happening for some Stage 1B children when required.</li> <li>• STINT discussions took place in October, February and May.</li> <li>• Staff monitored pupils' experiences by having regular learning conversations and setting agreed targets.</li> <li>• Analysing results of all questionnaires and responding positively as appropriate and amending school procedures in response.</li> <li>• School Improvement Groups were formed with all staff taking an active role</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of all planning of Learning and Teaching took place through classroom observation by management and through staff conducting peer observations.</li> <li>• Tracking Conversations took place between class teachers senior management to ensure progress was being made, with support and challenge in place as appropriate.</li> <li>• HT/DHT monitored tracking in November, February and May and reports were issued to parents in June.</li> <li>• Ongoing tracking of PEF pupils and monitoring the impact of PEF funding took place.</li> <li>• We have used HIGIOS 4 and HGIOELCC for reflection and self-evaluation to identify strengths and CLPL needs across the school.</li> <li>• We use the CfE data to check professional judgement, pace and inform planning.</li> <li>• Pupils record their targets and complete individual, visual records with their teachers.</li> <li>• 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</li> </ul>
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<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Work, NHS, S.A.L.T. and Educational Psychologist Services.</p> <ul style="list-style-type: none"> <li>Parental surveys issued to EYC and School parents.</li> </ul>
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### 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.

The Talk for Writing approach (fiction) has been implemented across the school from EYC to P7. Staff have received refresher training focusing on the delivery of Talk for Writing (fiction). 2 staff members attended Talk for Writing Training, delivered by Pie Corbett and were able to cascade the information and skills learned to their colleagues. The continued implementation of Talk for Writing has had a clear impact in terms of children's attainment in writing across the school. I P1, P4 and P7. The percentage of children achieving the age and stage appropriate level or higher, has increased from the previous session. Staff will continue to implement the principles of Talk for Writing and will develop assessment methods, with a particular focus on moderation of writing. Staff referred to the SAC Literacy Skills Progression Pathways to ensure all skills are covered across each stage. In consultation with staff it was noted that Bug Club is no longer used in the upper department. 100% infant pupils have Bug Club logins assigned and P1-3 are using Bug Club weekly in homework or when accessing ICT suite. Through consultation, staff identified the assessments within Bug Club as termly assessments at the end of a reading level alongside PM benchmarking. Staff are aware of multi-sensory approach in spelling policy and are using these routines as part of literacy sessions and within morning starter activities. New online Spelling and Grammar planning documents, in line with SAC skills frameworks have been created to be used with all staff. In reading, pupils have enjoyed a variety of opportunities across the school to continue to encourage and foster a love of Literacy. Pupils enjoyed very successful World Book Day, authors visits, Authors Live sessions and Book Week Scotland. P.3 staff led a Read, Write, Count parent workshops on the use of the Read Write Count resources for all. From a survey completed throughout the school, it was apparent that all stages use handwriting jotters to teach handwriting and letter formation through a variety of approaches and resources- staff feel that teaching weekly stand-alone handwriting lessons may not be the ideal way to teach handwriting and it best reinforced across the curriculum. All staff continue to engage with the SAC Literacy Strategy, which is evident within their Literacy pedagogy and planning. All staff use the SAC Literacy Skills Framework to support planning and assessing ensuring children meet the benchmarks for their expected level. Targeted interventions continue with success, to maintain attainment and address any identified or potential gaps in achievement. Staff are becoming more confident and able to apply appropriate interventions and recovery methods in Literacy, specifically Ecological Assessments and Boxall profiles. Yearly assessment calendar was revisited this year as we evaluated our range of assessment processes. Staff were fully consulted on all assessment processes through self-evaluation activities, as well as Learning and Tracking conversations with SLT. GL assessments will form primary periodic assessment for P.3-7. Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing and analysis of attainment and achievement data has been used successfully to develop the staff's understanding of their learners and their progress. The SAC attainment tracker has been implemented. This will continue to be an area of development throughout next session. All staff enjoyed moderation activities throughout the session, focussing on writing, using a variety of pupil evidence as well as Benchmarks to inform teacher judgements. A new format for planning and recording of High-Quality assessments was successfully implemented across the school and helped to tackle bureaucracy in the creation of such assessments. Outdoor learning was explored within the Literacy group and opportunities for Literacy outdoors were identified, however this will continue to be an area of development next session, in line with school, authority and national priorities. Planning for and recording of opportunities for outdoor learning will also be explored.

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

Staff use authority framework planner and pathways of core skills to ensure progression and achievement of a level. Planners used appropriately for each ability group to ensure differentiation and adequate support and

challenge. Following a staff survey in term 2, it was highlighted that most staff are confident using these pathway planners. Staff engaged with the authority Numeracy Strategy and which has been evident through a round of numeracy observations. Acting PT of maths attended and delivered numeracy sessions across the authority focussed on improving pedagogy and fed this back to staff through staff meetings. Staff have engaged in team teaching and peer learning observations, sharing good practice in numeracy. As a staff, we agreed to streamline our approach to teaching numeracy and condensed our Number Talks and Big Maths within contextualised, relevant learning experiences. We are moving towards removing the importance of timed accuracy (e.g. recall of table facts) through Big Maths challenges. We provided lots of real life, contextualised learning with links to Developing the Young Workforce. Throughout the year we have developed the progression of skills in numeracy throughout themed weeks such as Scottish Fortnight and DYWF Fortnight. EYC staff continue to provide opportunity and exposure to numeracy across the EYC and other curricular areas. P1, P3 and P7 provided parental workshops, providing an insight into numeracy and mathematics in our school and how to support children at home. Big Maths and Number Talks planners were sent home in August for all stages. Staff regularly share updates with parents via Seesaw and invite in parents/carers for STINT meetings to discuss targeted numeracy support. Robust assessment and tracking of children has identified those requiring interventions and the impact has been regularly measured using baseline data (GLs, HeadStart) in-line with assessment calendar. SNSAs were completed by Primary 1, 4 and 7 with 90% of children scoring average or above. Staff use both formative and summative assessment to track progress in numeracy and have created high-quality, contextualised assessments to provide opportunities for application. This has been evident through planning and tracking conversations. CfE outcomes and benchmarks are used to inform teacher judgement in tracking. Staff have engaged in data analysis to further develop and understanding of pupil progress. P7 teacher, Caroline Harrison, was worked as part of a cluster project embedding a consistent approach to developing algebraic reasoning across primary and secondary sectors. The project focussed on teaching for understanding and made use of concrete materials, which has now transferred across to class lessons. This facilitated collaborative learning and enquiry between practitioners and is working to develop consistently.

**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.

Robust EYC to Primary 1 programme is in place for transition. EYC and P1 staff have worked closely to plan coherent experiences that will help our EYC children transition to Primary 1. Children from partnership nurseries attend special play dates in order to experience Primary 1. The Primary 1 information night and induction days help parents and children experience life in Primary 1. SAC policy on transition is followed. Bump up days and transition meetings allow robust transfer of information about children. Primary 7 enhanced transition visits were planned for dyslexia groups, nurture groups and children with ASD. Children really benefitted from individual and family visits to help familiarise themselves with their new school. Transition TACs were set up to add sharing of information. Families had access to a survey from Belmont in order to share information. Our Educational Psychologist has delivered a CBT approach course with a focus on transition to all Primary 7 children along with our Nurture PT. The impact of this is that children will be more emotionally equipped for the transition to secondary. Enhanced transition for vulnerable Primary 6 children has started with TAC meetings, transition work and visits to the academy. Primary 6 found these really beneficial. There has been an increased focus on children's emotional and mental health. Every class does an emotional check daily with teachers responding to needs when they arise. Referrals have been made to external agencies for additional support for children. The increased referrals to services reflects the needs within the school community. Rise Resilience profiles were completed by all teachers for every child. From this information we created class and whole school profiles which identified our school resilience needs. This highlighted the greatest need was in developing the coping skill. Next session we will be looking at revisiting our HWB planners across the school but with a focus on resilience. Staff lead a working party and will be looking at planning across the school in developing HWB with a particular focus on mental and emotional health. Children have continued to complete SHANARRI wheels to discuss with staff. There has been a focus on developing emotional and mental health focuses during school and departmental assemblies. Lead PT for

nurture has worked with nurture groups and individuals on bespoke programmes focusing mainly on anxiety. The continued focus on social, emotional and mental health is reflective of the ever-changing needs of our children. Our nurture hub has been re-established and a second created to be a safe space for vulnerable children. This will continue to be developed next session. Lead PT of nurture has worked closely with our Educational Psychologist as nurture work has been developed in the school. Staff have worked closely with the SAC nurture team to support individual pupils. Training has been delivered to help staff with individual pupils both within the school and EYC. Staff have all received nurture training. Nurture PT has been tracking PEF pupils closely in order to ensure correct interventions are in place. PTs in infant and upper department responsible for STINT within their departments to establish consistency across the school to ensure children's needs are met. Staff have all been involved in standardised assessments and used this information to analyse children's progress. The format of planning and tracking meetings were revised to ensure staff were engaging with tracking and involved in setting next steps. Our assessment programme will be reviewed next session in relation to our planning and tracking and new SAC policy. Parents have been provided with pastoral support from SLT where needed. This has been informal and formal. Parents have benefitted from support from school and external agencies. Our pupil groups have set up a New to You rail in the library supported by the Parent Council. This rail not only has uniforms available but also seasonal items too. Cost of the School Day policy has been developed along with the Parent Council this session and continues to be a focus.

**School Priority 4** To ensure all children and young people have access to high quality, interdisciplinary learning experiences.

Working party engaged in professional reading and dialogue around Inter Disciplinary Learning (IDL) and identified that, based on this, the current approach to teaching IDL required change. 'Themes' were being delivered in large blocks and there were a large number of 'themes' being taught consistently each year, leaving little room for more responsive approaches to learning. It was agreed that a shift to a more skills-based approach was required. Working party members consisted of a representative from each stage which made communication of a skills-based approach effective. The group have delivered 2 x whole school 'themes' this year (World Cup and Scotland) where skills development from Early through to Second level was a main focus. Skills were identified at each stage with flexibility and pupils leading learning evident within the activities. Making Thinking Visible strategies support children in taking an active role in their learning. Some class teachers found it difficult to give up 'themes' due to concern about not covering the correct Experiences and Outcomes. Therefore, the delivery of the whole school themes identified a need for a change to planning to reflect a more responsive, skills-based approach next session. Class teachers within the Infant Department have continued to develop play, with provocations and a variety of child-led learning opportunities becoming embedded. A recent authority visit from Nita Ferguson, highlighted our P1 practitioner as delivering excellent practice. Primary 3 are also demonstrating appropriate, stage-level, play experiences - a model that could be shared with upper school in the next session. Parents have been invited in to school for 'Fab Friday' events where they are able to witness and support play-based learning across the infant department. This has provided parents with a deeper understanding of what play-based learning looks like and how they can foster this at home.

## How Good is Our School Self-Evaluation

### Leadership of Change (1.3)

Staff, children and parents have a good understanding of the vision and values that underpin the school and Early Years Centre. Children know and demonstrate these values. Our vision and values have been in place for a number of years. With our changes in management this session we intend to revisit the vision and values across the coming session to reflect the current outlook of the school community. All stakeholders will be involved in reviewing these. There have been recent changes to our leadership team this session with a new Head Teacher and Depute Head Teacher, returning Principal Teacher and new acting Principal Teacher. As a result, we have reviewed remits to ensure greatest impact. The new team is embedded and providing strategic leadership across the school. Staff take leadership opportunities across the school to make an

impact on school improvement. All teaching staff sign up to an area of leadership which is linked to their professional learning and development. This session we are revisiting our planning, tracking and assessment and have a strong staff group leading this. Continued Professional Learning of staff is reviewed through the PDR process with staff reflecting on the GTCS standards. Our Head Teacher was involved in the Education Scotland Self-Evaluation Programme. This gave time to reflect on our own self-evaluation approaches and implement changes accordingly. Quality Assurance is well planned and rigorous and has been reviewed this session. We are continuing to assure that there is a strong link between our professional learning, improvement priorities and quality assurance. Over the past year staff have been involved in self-evaluation of our planning, tracking and assessment which is our informing our next steps for the upcoming session. Staff have been involved in peer reviews within the school. Children are beginning to contribute their views on what we need to do to improve the school. Next session we will be including children more with this as we explore How Good is OUR School. The school improvement plan has had a manageable number of improvements. This is the final year of this plan. The cluster improvement plan focused on Numeracy development. Staff in our Early Years Centre have been involved in rigorous self-evaluation that has led to changes within their planning and nurture approaches. All staff are clear about the context of the school and the school community. They are aware of the gaps that children have in their learning. We have rich information about our local context and know that our poverty related attainment gap doesn't always follow the national trend. Through regular monitoring and staff meetings we can show the positive impact of our School Improvement Plan. Over the course of the year we have used self-evaluation to identify next steps in our planning, tracking and assessment for next session. Staff are fully committed to this.

*Overall the Leadership of Change at Alloway Primary is Very Good.*

### **Learning, Teaching and Assessment (2.3)**

Staff work together to create a nurturing approach that reflects our school values. We have revisited the nurture principles with all staff and worked with our Educational Psychologist and local authority Nurture Team. The school values encourage a positive ethos across the school and are evident in class practice and assemblies. We have invested in sensory equipment in our EYC and nurture hub. Staff have been increasing time spent learning in the outdoors, there has also been whole staff training in this area. Some staff have taken a lead role to help develop our outdoor area which will continue into next session. Children have opportunities to be confident and independent in their learning. Pace is appropriate and provides support and challenge. This will continue to be a focus next session as our planning and assessment approaches are reviewed with staff. In our school all staff have high expectations of learners within their class. Staff are increasing their knowledge of current pedagogy which is linked to their own professional learning. As we continue to look at play based pedagogy staff are developing in their own knowledge and developing experiences for children to ensure continuity and progression across the Early Level. Staff are accessing Implementation of Realising the Ambition has been a focus in the Early Years Centre and Primary 1 classes. This will continued to be developed next session. Children are clear about the purpose of learning and can make links to real life contexts and prior learning. Staff have been engaged in self-evaluation this session about what we expect to See, Think and Feel within classes at Alloway. Staff reflected on this during peer visits to other classes. This has had a positive impact on sharing good practice across the school and developing consistency. Children have good opportunities to work independently and with their peers. In order to meet a range of needs for our children in our classes we will continue to focus on differentiation. Teachers interact sensitively with children and young people and using higher order questioning to support and challenge learners. In our school we are continuing to add to our ICT resources to ensure children have access to technology that will enhance their learning. We have been supported by specialists in the local authority and will continue to develop this next session. Next session we will work towards gaining our Digital Schools Award. We have been working with our authority digital development officer and she is impressed with the progress that we have made in this area. Across the school staff know children very well and talk to children about their strength and areas of improvement. Staff knowledge was evident during planning and tracking conversations. We are streamlining our links our planning, assessment and reporting procedures to ensure consistency across the school. Online planning is being implemented to help improve collaboration between staff. All teachers are keen and willing to work in this way, the enthusiasm of staff has been highlighted by our local authority Digital Learning Development Officer. Teachers have been identifying ways to improve our assessment approaches in order to make best use of the data to inform next steps for children. Staff have been involved in moderation across the cluster in writing and in school. This is helping



to ensure our assessment information is reliable and valid. Tracking procedures have been reviewed this year to ensure that staff are making confident predications about children's progress. The Senior Leadership Team work regularly with staff to monitor the tracking and progress with individuals and groups of children. As a result learners who are not achieving well are identified at the earliest stage in order to identify needs and next steps for children.

*Overall Learning and Teaching at Alloway Primary is Very Good.*

### **Ensuring wellbeing, equality and inclusion (3.1)**

Positive relationships are central to work of the school and underpin the ethos of our school. We worked hard to form strong relationships with children, parents and staff. We have benefitted from the easing of Covid restrictions and welcomed more parents into school this session. We have focused on relationships in our school and encourage and expect good behaviour. Staff have a good understanding of wellbeing. From recent work with our children on self-evaluation, children have identified that they feel listened to and feel safe in school. Children know that staff care for and nurture them. We continue to promote Children's Rights. Children's voices have been developed in the upper department this session through pupil committees. The impact of this has been that children have a clear role in leading school developments. We provide 2 hours quality PE. Development time has been spent this session on developing our PE plans to ensure children get high quality PE experiences and good opportunities for physical activity. Attendance has been closely monitored this session with supports in place for families to promote good attendance. Our attendance sits in line with local authority average. We have been looking at ways to encourage good attendance patterns across the school. Care Plans are in place for all EYC children are in place within 28 days. We currently use a range of group and individual interventions to make a positive impact on attainment. These are closely tracked by all working with children. We have adopted child's plans as part of our TAC meeting process for Stage 2 and 3 children. All STINT plans are individual and reviewed 3 times a year and audited by Principal Teachers. We have a close working relationship with a range of agencies in order to support children and families. This session we develop a Cost of the School day policy along with our Parent Council. This has been a focus this session with a range of sensitive strategies in place to support children and families. We have developed close links with our local library to ensure parents have easy access to uniform, clothes and food. Cost of school trips have been reviewed and parents have been consulted over this. PEF spending this year focused on increasing school assistant hours to ensure more children have access to targeted interventions. Funding also allowed 0.4 of a Principal Teacher to focus on nurture approaches across the school and with our PEF cohort.

*Overall Wellbeing, Equity and Inclusion at Alloway Primary is Very Good.*

### **Raising Attainment and Achievement (3.2)**

Staff are more confident in using, gathering and analysing data and approaches are being streamlined to improve consistency across the school. Targeted tracking conversations have allowed staff to reflect on the progress of individual children and tracking grids have been implemented to allow data to be interrogated and plan next steps for learners. This session the Senior Leadership Team have set up robust systems about how we track the progress of children over time. This is having a positive impact on teacher's confidence in using assessment evident to inform their professional judgement. The South Ayrshire Council Attainment tracker has been used to gather data along with the data dashboard. Our attainment took decreased in line with the local and national trends during Covid times (2021-22). We are now seeing attainment rising steadily across the school. Our attainment on the whole, remains above the local and national average, not only in CfE levels but when using standardised assessments also, with some children scoring very highly. Children across our school are making good progress in all areas of the curriculum. Literacy attainment in school follows the local and national trend with an overall increase of 2% from last session. We have had a focus this session on our writing pedagogy through our School Improvement Plan and staff professional learning where we have been implementing Talk for Writing within our context. This has had a positive impact on our attainment our ACEL data in Primary 1, 4 and 7 remains above the authority average in writing with an increase from last session in Primary 1 of 3%, Primary 4 of 2% and Primary 7 of 10%. We will continue to develop this pedagogy within the next school session. Staff had a continued focus on implementing Concrete, Pictorial and Abstract methodologies which has had a positive impact on our Numeracy attainment, which continues to follow the local and national trend, along with an increase of 9% from last session. Staged Intervention targets are in place to help support children throughout the school reach their full potential. Attainment in our PEF cohort remains high with appropriate supports in place. Our attainment gaps lies within our ASN profile compared

to attainment in our most deprived to least deprived. Children benefit from leadership opportunities across the school. We are very proud of the opportunities we provide for wider achievement. All Primary 7 children achieved their Sports Leaders Award and all our Primary 1 children achieved their Junior Duke award for their age and stage. Activities have been increased since the lifting of Covid restrictions with children attending more after school clubs and competing in local Active Schools competitions. School staff and sports coaches have provided a range of experiences. Children across the school have contributed to numerous charitable events, shared achievements in home and in class at assemblies. Our Primary 7 children achieved success in a National STEM competition. Children have taken leadership roles across the school and all upper primary children have been part of a school pupil voice committee.

*Overall Raising Attainment and Achievement at Alloway Primary is Good.*

## Curriculum For Excellence Data

### % achieving age and stage appropriate level or higher

Primary 1, 4 & 7					
%	2017-18	2018-19	2020-21	2021-22	2022-23
<b>Literacy</b>					
<i>Alloway PS</i>	88	92	77	80	88
<i>Local authority</i>	76	78	66	70	78
<i>National</i>	70	71	66	71	--
<b>Numeracy</b>					
<i>Alloway PS</i>	95	95	79	82	93
<i>Local authority</i>	81	81	72	78	84
<i>National</i>	75	76	72	76	--

Primary 1					
%	2017-18	2018-19	2020-21	2021-22	2022-23
<b>Literacy</b>	96	93	86	90	88
<b>Reading</b>	96	100	87	90	90
<b>Writing</b>	96	93	87	90	93
<b>Listening and Talking</b>	96	100	95	98	88
<b>Numeracy</b>	95	100	86	96	93
<b>Primary 4</b>					
<b>Literacy</b>	88	89	80	88	88
<b>Reading</b>	91	92	88	90	90
<b>Writing</b>	92	90	80	88	90
<b>Listening and Talking</b>	92	90	89	95	97
<b>Numeracy</b>	89	89	86	87	90
<b>Primary 7</b>					
<b>Literacy</b>	88	92	77	80	88
<b>Reading</b>	97	95	83	92	93
<b>Writing</b>	92	92	79	80	90
<b>Listening and Talking</b>	95	97	88	93	93
<b>Numeracy</b>	95	95	79	82	93

## 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 91% of children achieved 8 or more milestones, with 91% completing all milestones.
- In Communication and Language 95% of children achieved 8 or more milestones, with 73% completing all milestones.
- In Numeracy and Mathematics 95% of children achieved 8 or more milestones, with 86% completing all milestones.

## 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 23 hours for the session. This impacted on our ability to deliver interventions across the school. We also used the money to fund part of the promoted element of an 0.4 Acting P.T. for part of the session. The Principal Teacher role was developed to nurture within the school and track our PEF cohort. The link between nurture and PEF was very clear and strong, with our Principal Teacher identifying a need for nurture within the PEF cohort and being able to work directly with these children, provide advice to class teachers or engage other agencies to support.

## Parents' and Carers' Views

### EYC

In the Early Years Centre, we recognise the benefits of involving parents and families in their child's learning journeys, and we actively encourage parental and family involvement in a range of ways -

- Engaging with online Seesaw profiles and communications.
- Engaging in the Care Plan process, and contributing their views in relation to their child's learning.
- Engaging in the STINT and TAC meeting process, and contributing their views in relation to their child's progress and specific needs.
- Attending EYC events in school, and in the local community. These have included Forest Schools, Church Stay and Play sessions and local trips.
- Sharing and contributing resources and expertise to allow us to constantly improve the service we provide.

We are always keen for feedback from our parents and families, and we use this feedback to actively adapt our service, where required. In a recent survey through which we asked our parents carers for their views as we strive for continuous improvements, we received 8 responses. This is 16% of our EYC population. In 13 out of 14 questions, 100% of our parents/carers strongly agree or agree with the question asked. In the question which related to the work of the Parent Council, 1 parent/carer answered *don't know*.

### School

We are always keen to involve parents and carers, understanding that parental involvement enriches the work and life of the school. 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
- 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 and STINT/TAC reviews
- Supporting the work of the Parent Council.
- Attending EYC and school events both in school and in the local community

We asked our parents/carers for their views to help inform our decision making as we strive for continuous improvements. We received 56 responses which was 15% of our school population. Between 89% and 96% of parents/carers strongly agree or agree with all questions asked.

## 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.

School	Previous Year			Current Year		
	Percentage total absence @ June 2022	Percentage authorised absence @ June 2022	Percentage un-authorised absence (no exclusions) @	Percentage total absence @ June 2023	Percentage authorised absence @ June 2023	Percentage un-authorised absence (no exclusions) @
Alloway PS	6.7%	5%	1.7%	5.7%	5.2%	0.5%
Alloway EYC	10.7%	10.2%	0.5%	11.6%	11.2%	0.4%
<b>South Ayrshire Council Attendance</b>						
	<b>Attendance (%)</b>					
<b>Primary</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>		
<b>Percent total absence - all pupils</b>	94	95	92	92		

## Celebrating Success in 2022-23

<ul style="list-style-type: none"> <li>🚩 Burns Ambassadors taking part in Ayrshire Hospice Annual Burns Supper and SAC Burns Supper</li> </ul>	<ul style="list-style-type: none"> <li>🚩 Increased uptake in children learning a musical instrument and playing our musical groups. Children participating in the Ayrshire Music Festival.</li> </ul>
<ul style="list-style-type: none"> <li>🚩 Success in the National STEM Awards</li> </ul>	<ul style="list-style-type: none"> <li>🚩 Supporting charities: Food Bank, Children in Need, Ukraine, Whitley's Retreat, Malawi school project, Night Before Christmas Campaign</li> </ul>
<ul style="list-style-type: none"> <li>🚩 P5 children taking part in SAC swimming lessons</li> </ul>	<ul style="list-style-type: none"> <li>🚩 Taking part in a variety of sporting workshops and clubs</li> </ul>
<ul style="list-style-type: none"> <li>🚩 Primary 1 taking part in the Junior Duke Award</li> </ul>	<ul style="list-style-type: none"> <li>🚩 P7 children taking part in Level 1 and 2 Bikeability with P5 and P6 children taking part in Level 1.</li> </ul>
<ul style="list-style-type: none"> <li>🚩 Success in the Ayrshire Swimming gala with children winning medals and beating their own personal best.</li> </ul>	<ul style="list-style-type: none"> <li>🚩 Inclusive football training for 3 terms that reached 50 children and provided all with opportunities to represent their team. Success in winning the Mackie Cup and reaching the final of the League Cup and semi final of the Large Ayrshire Cup.</li> </ul>
<ul style="list-style-type: none"> <li>🚩 Children from the school invited to take part in a fundraising concert for Ukraine which was organised by the Alloway Rotary Club.</li> </ul>	<ul style="list-style-type: none"> <li>🚩 Gymnastics club formed and took part in SAC Flipfest and performing at the School Summer Fayre.</li> </ul>
<ul style="list-style-type: none"> <li>🚩 Primary 7 conducted a successful Dragon's Den enterprise which resulted in designing school show t-shirts.</li> </ul>	<ul style="list-style-type: none"> <li>🚩 Strong links with the Robert Burn Birthplace Museum continued this session. Our Primary 7s created films about Robert Burns. We were invited to share these films by a local councillor with a school who was opening in Kenya.</li> </ul>
<ul style="list-style-type: none"> <li>🚩 Primary 7 children completed their Awards of Ambition.</li> </ul>	<ul style="list-style-type: none"> <li>🚩 Children set up New to You clothes recycling bank in the public library.</li> </ul>

## The key priorities for improvement in 2022-23

<p><b>Priority One:</b> Raising attainment in Literacy by maintaining consistently high standards in the quality of all children's experiences.</p> 	<p><b>Priority Two:</b> Raising attainment in Numeracy by maintaining consistently high standards in the quality of all children's experiences.</p> 	<p><b>Priority Three:</b> To ensure all children meet their full potential, are inclusive, develop resilience and aware of their own health and wellbeing through developing consistent practices across the school.</p> 	<p><b>Priority Four:</b> To increase attainment through further developing our wider curriculum, practices and systems to enrich the pupil learning experience and develop skills for learning, life and work.</p> 
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## What is the capacity for improvement?

All staff have a shared vision of where the school should be and everyone will continue to work hard at achieving this. 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. This session staff have self-evaluated our planning, tracking and assessment procedures and have worked together to look inwards, outwards and forwards in order to review these procedures and implement change. Staff have taken on leadership roles and have shown great capacity for improvement and change. Our curriculum planning group will continue to lead change to our curriculum planning and teaching methodologies. Our Curriculum Rationale will be updated to reflect this change. We will continue to engage with the updated SAC Skills Progression Frameworks in all curricular areas. Staff are keen to take on leadership roles within the school with one member of staff being appointed 0.4 PT and another to cover this maternity leave. Some staff are going to apply for Education Scotland professional enquiry and leadership programmes and show a desire to take their own skills to the next level. Staff are going to engage in the Microsoft Innovator Educator programme as we move towards applying for our Digital Schools Award.

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 our senior management team next session, always striving for improvement and the best outcomes for children.

