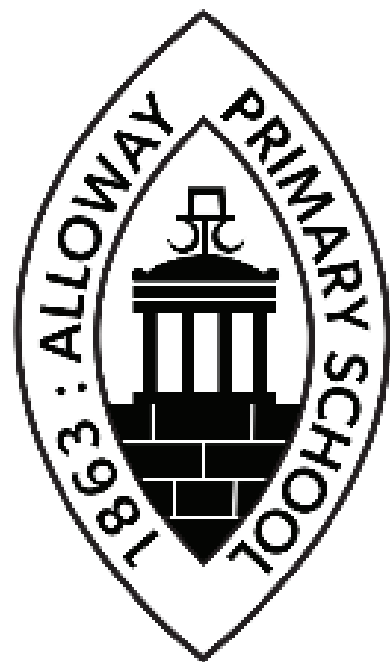


# ALLOWAY PRIMARY SCHOOL AND EARLY YEARS CENTRE



# STANDARDS AND QUALITY REPORT 2023-24



## 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 revisited this session through consultation with all stakeholders. Our new Vision and Values will underpin the work of the school next session.

### Our Vision

*To provide a safe, happy, purposeful and nurturing learning environment where everyone feels valued and respected. Everyone is supported to be the best they can be by working together to promote kindness, inclusion and resilience.*





### Our Values

At Alloway Primary we are .....



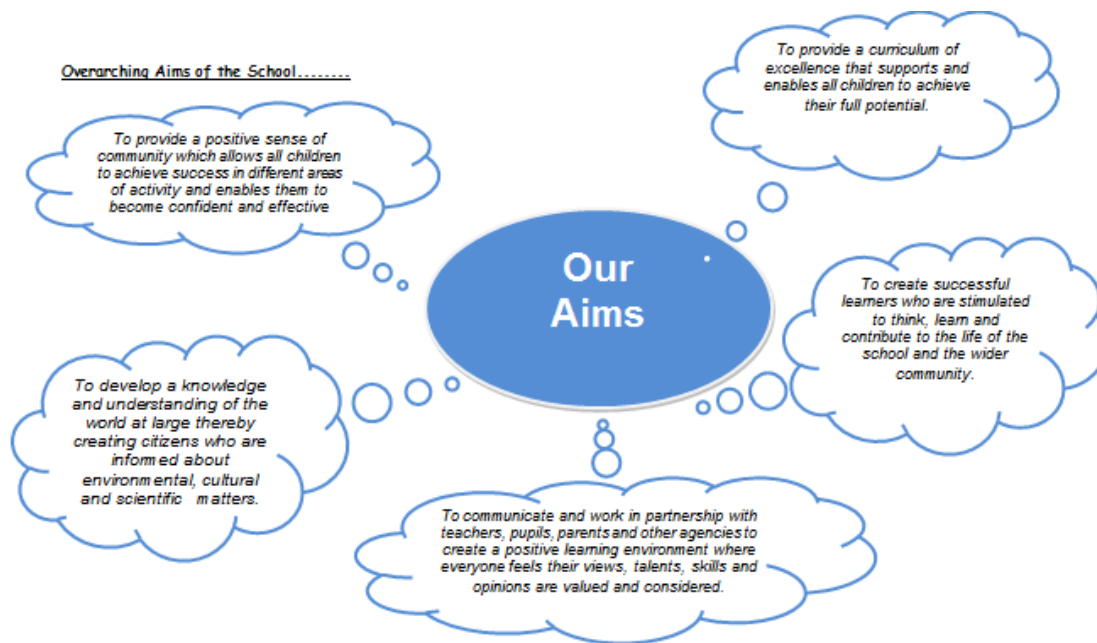
This document takes account of local improvement priorities alongside those in the National Improvement Framework (NIF). We are happy to share, with all stakeholders, a common understanding of our strengths and the local challenges we face. We hope to clearly communicate our improvement in attainment 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>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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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. This was the first year of a two year plan with a big focus on revisiting and revising our planning and assessment approaches. We have also continued to maintain improvements in the following areas; S.T.E.M. (Science, Technologies, Engineering and Maths), Moderation and assessment, two hours quality PE, Professional update and professional review, Self-evaluation, Eco Schools and Outdoor learning. We were reaccredited again this year with our Gold Rights Respecting Schools Status.

## Aims



## Context of Alloway Primary and EYC

Alloway Primary School serves the village of Alloway to the south of Ayr with 383 pupils in 14 classes and 57 pupils in our Early Years Centre providing Early Years education for 3-5 year olds. The school has a teaching staff of 20.8 fte, EYC staff 8.8 fte, part time PEF assistant, HT, DHT, 2 x 0.8 (part time) Principal Teacher, 0.4 (part time ) 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 4% 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 (16) 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. 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. They funded a new sound system for the school which was very much appreciated at the school show this session. The Parent Council held a very successful Christmas fayre this session.

Our attendance this session remains above the national and local authority average. Last session our absence rate was 5.7%, this has decreased this session to 5%. We continue to monitor and track absence and provide bespoke support where required through in school support or engaging with external agencies. Next session we will be revisiting our absence procedures in order to improve attendance.

We continue to welcome parents into the building as parent helpers, for open afternoons and our Fabulous Fridays have been popular across the whole school where parents come in to share learning with children. Children have benefitted from sports and after school clubs and from educational outings across the session, including our P7 residential visit to Inverclyde, P5 visit to the Titanic, P2 visited Dolphin House, amongst many more. Children gain so much by going beyond the school walls, with these experiences enhancing and extending learning experiences. Classes have also been exploring our local community and Burns connections.

### How evidence was gathered this session

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|---|---|
| <ul style="list-style-type: none"> <li>• TAC meetings were held for all Stage 2, 3, and 4 children.</li> <li>• Staged Intervention (STINT) discussions took place in October, February and May. STINT procedures were reviewed in line with authority changes.</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>• All staff engaged with School Improvement Plan.</li> <li>• Staff continue to develop portfolios of children's work to evidence progress through the CfE levels.</li> <li>• Support assistants are involved in tracking pupils' progress within the interventions they deliver to help raise attainment. PT quality assures files, support trackers and gave written feedback.</li> <li>• RRS inspection visit</li> <li>• Authority Child Protection visit took place in May.</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>• Analysis of quality assurance visits - Reflections</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>• PEF Impact Review took place in March.</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>• Analysis of GL and NSA data</li> <li>• Pupils record their targets and complete individual, visual records with their teachers.</li> <li>• Parental surveys issued to EYC and School parents.</li> </ul> |
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## What key outcomes have we achieved?

### Priority One: Raising attainment in Literacy by maintaining consistently high standards in the quality of all children's experiences

**EYC** - All EYC staff have taken on board a leadership role across all SIP projects. A love for reading is being fostered across the EYC. Children access the library regularly, and public librarian supports EYC and promotes families to join up and receive a library card. Our pyjama party event for families in the on-site library was well attended. A cosy book corner has been created and children engage in the book corner. Story stones are available in the book corner to support storytelling. Texts are available across the EYC. Our Developmental Milestones data shows that 87% of children have achieved 8 or more milestones within Literacy. 53% of children have achieved all literacy milestones. We will continue to build on this in session 2024-2025, with the introduction of South Ayrshire Reads in the EYC.

**P1-7** - This session we have developed our online planning using the SAC Literacy pathway planners alongside planning literacy teaching and assessment online. All staff have engaged with this. Management presented about our online planning at a council Head Teacher's meeting. All teaching staff have been beginning to use South Ayrshire Reads strategies from universal training events and key staff have been engaging with the South Ayrshire Reads team prior to the launch in August 2024. Spelling is an integrated focus across the curriculum with a range of dyslexia friendly strategies used. Ecological assessments are being widely used to identify literacy issues with children throughout the school. All children with a dyslexic profile have a statement of identification and ecological assessment completed and shared with parents and carers. Class teachers have continued to moderate Literacy across their stage and have worked with Doonfoot Primary staff to moderate Literacy across stages and levels. Staff are continuing to engage with Talk for Writing once a term. All staff have engaged in Talk for Writing professional learning and we continue to explore planning and assessment approaches. Our assessment calendar has been updated to focus on what children have been learning and the progress that they have been making, including next steps. Staff have been producing detailed assessment grids to capture this. NSA assessments have been used in P1, 4, 7 to measure the children across a national platform. GL assessments have been used in May in P3-7 to measure children from year to year across a national platform. Primary 1 - 3 teachers have engaged in play pedagogy professional learning and have visited schools out with the authority to observe good practice. P1-3 staff have fully implemented a play pedagogy approach with children completing 'must do' tasks across the day. This ensures all children have protected small group teaching sessions throughout the day. Primary 1 - 3 have adapted the classroom environment to support Teacher Led, Adult initiated and Child lead learning within all curricular areas. Aspects of play have been adopted by P4-7 staff. Staff continue to build upon outdoor learning opportunities both within our school and within our local community.

#### Next steps:

- Engage fully with South Ayrshire Reads (phase 2 school) for our EYC - P7 stages
- Continued links with on-site library for EYC to P7.
- Termly home-link literacy activities for EYC.
- Continue to embed Talk for Writing and make links to South Ayrshire Reads
- Continue to develop Outdoor Learning within the school.

### Priority Two: Raising attainment in Numeracy by maintaining consistently high standards in the quality of all children's experiences

**EYC** - Indoor and outdoor areas have been adapted to ensure number is evident throughout. Children have been subitizing through experiences in the playroom and outdoors. A member of EYC staff has taken part in the Scott Morrow early numeracy course. This has been valuable CLPL which has been shared with colleagues across the centre. Visits to other centres have taken place to observe good practice. Our Developmental Milestones data shows that 100% of children have achieved 8 or more milestones within Numeracy. 77% of children have achieved all numeracy milestones. We will continue to build on this in session 2024-2025, building further links with parents and families to promote numeracy and maths skills at home.

**P1-7** - Staff are using numeracy pathway planners consistency using online planning. Pathways have been revised to suggest an order of teaching which is used flexibly throughout the school. Staff talk positively about the use of online planning in numeracy. Planning is easily accessible and shared between colleagues. We continue to follow frameworks and implement strategies and initiatives suggested by SAC. Open afternoons, parental learning journey, flyers allow parents to engage with approaches. A wide variety of numeracy approaches are used throughout the school, with CPA approach being used in all classes. We use lots of concrete and pictorial resources that deepen the understanding of learners. Primary 6 staff took part in a

cluster project with Scott Morrow focusing on the teaching of fractions. Principal Teacher works with the SAC numeracy strategy group and staff engage in cluster planning and development. Approaches to mental mathematics are varied and at teacher discretion and reference is made to real life examples, which allows for full and varied numeracy lessons. Our numeracy policy has been updated and shared. Staff have developed a bank of high quality, contextualised assessments in Numeracy. Our assessment calendar has been updated to focus on what children have been learning and the progress that they have been making, including next steps. Staff have been producing detailed assessment grids to capture this. NSA assessments have been used in P1, 4, 7 to measure the children across a national platform. GL assessments have been used in May in P3-7 to measure children from year to year across a national platform. The outdoors have been used to enhance learning and put skills into real life contexts. Play pedagogy has been fully implemented in P1-3 with staff in P4-7 adopting some approaches to play. Open afternoons have allowed parents to see how pupils explore play activities and complete Literacy and Numeracy 'have to' tasks. Play pedagogy policy has been developed and shared.

**Next steps:**

- Continue to develop numeracy and maths across the EYC, including, in the plant / food growing area/daily routines/home link
- Develop numeracy moderation opportunities in EYC and school
- Continue to develop outdoor learning
- Continue to develop CPA approaches

Priority Three: 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.

**EYC** - All EYC staff have engaged in nurture training with some staff attending additional more intensive training. Nurturing approach at lunchtime has been having a positive impact. We hosted a Nurture Network meeting to share practice with local colleagues. We have developed 'Snuggle Start' which has been developed for individual children to help develop feeling and provide a focused, nurturing start to the day. Parents of the children supported within this group have commented positively on the impact this is having on the children. There has been an 88% decrease in the number of incidents from September 2023 to June 2024.

**P1-7** - Our Fresh Start topic was a cohesive start to the year and allowed for natural links across levels and stages. Whole school now follow HWB overview using our online planning tool. Medium term plans show detail planning of experiences and skills being taught with assessments included. New planning format has helped to make learning and teaching clear with a focus on skills and assessment. Wellbeing indicators are taught each term and children use these to evaluate their own wellbeing using SHANNARI trackers which are updated each term. Whole school Rise resilience programme used to highlight development needs within our classes in relation to building resilience. Staff continue to track well-being indicators and track RISE resilience which is interrogated and targets created. Time has been dedicated to focus on nurture activities and all staff have received training on using the nurture principles. Strong links were made with Chestnut Cottage nurture provision. Key staff have attended more focused nurture training. We work closely with our local nurture team to upskill staff and to support individual children. This has had a direct impact on securing positive outcomes for individual learners. School spaces have been redeveloped in response to children's needs to include a nurture hub, chill zone, sensory space and newly created quiet space in the infant department. The Exchange Counselling service and Barnardos have been used to support individual families and children. All teaching staff have undertaken training in The Promise. Our Primary 7 classes have been working with our Educational Psychologist as part of transition work where they took part in CBT activities. This session we undertook a review of our current attendance policies and procedures. Information has been shared with parents and carers regarding promoting good patterns of attendance. A new attendance role has been created to track, support and promote good attendance. Mrs Park our Principal Teacher has undertaken this role. She has visited other schools and is taking part in a local authority working group. Close links have been made with our Educational Psychologist to help promote good attendance. Our new approach will be based on establishing good relationships to encourage increased attendance. This session we achieved our Gold re-accreditation for Rights Respecting Schools. UNCRC is embed in all classes. Children were able to talk about their rights confidently. All classes have class charters and a playground charter. Rights are embedded throughout our school from EYC to P7. Children's experiences have been underpinned by a refreshed school vision and values which was created through consultation with all stakeholders.

**Next steps:**

- To continue to develop nurturing approaches in the EYC.

- Develop more robust attendance procedures throughout the school.
- Continue to develop UNCRRC and Global Goals within our planning

**Priority Four: 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.**

**EYC** - Through working in partnership with children, staff, Mitie and Parent Council the EYC garden has been developed. Children demonstrated high levels of engagement in these experiences. QR codes have been displayed around the EYC for staff and parents to engage in document and experiences. Children have increased opportunity to access digital technologies including, Beebots, and the interactive whiteboard. Mr McGill has attended block play training, and has developed this within the EYC. Children access this area regularly, and show high levels of engagement. Food technology and textiles have been targeted through the planning. Children use Google image search during Forest Kindergarten. Tools are being used by children within the outdoor area, following CLPL from Kate Hookham.

**P1-7** - Medium term planning has been developed in all areas of the curriculum. This has provided a clear pathway of skills progression. Curriculum maps and medium term planners are detailed and ensure no skills/benchmarks are missed. Whole school themes have been developed including, Fresh Starts, a History theme and an Enterprise theme. Our timeline became a history museum, showcasing all the history work carried out across the school. There has been increased focus on promoting creativity and curiosity in experiences through play and exploration. Online planning supports teaching and assessment in all curricular areas. There has been a focus on the development of meta skills through direct teaching at assembly, achievement assemblies, classwork and through tracking wider achievements and clubs. Global Goals are delivered and taught in most classes. We will continue to focus on this. Our Enterprise theme led to a focus on developing the young workforce. A few parents have taken us up on the offers to share learning about their jobs with classes. We will continue to explore better ways to do this. How Good is OUR School was a big focus during assemblies, where we explored themes and evaluated our school. The theme was launched at assembly with follow up work done in class. Our Assembly format was changed to a rotational format that children enjoy more as they move between a shorter assembly, achievement assembly and daily mile. Staff have been using Learning Journals to share learning with parents. We will continue to develop this across the school. Parents also share wider achievements through Learning Journals and these are celebrated in class. Staff work with children to differentiate target setting each term.

**Next steps:**

- Continue to look for funding opportunities in order to continue to develop the EYC garden.
- Continue to develop approaches linked to sustainability and social enterprise in EYC.
- Further develop woodwork within the EYC.
- Further develop Developing the Young Workforce, STEM and meta skills.
- Continue to find ways to increase parental engagement

## How Good is Our School Self-Evaluation

### Leadership of Change (1.3)

This session we consulted with all stakeholders to refresh our vision and values to take account of changes within the context of the school. Children, parents, staff, community and partners all actively added to this consultation, helping us to focus on being more ambitious with our learning and teaching and further develop a positive ethos within the school. Vision and values are regularly visited through assemblies, lessons and communication with parents and are evident in the daily life of the school. We are now in a position with an established leadership team with clear remits to drive forward school improvement. The leadership team are effective in leading change throughout the school and encouraging leadership in others. The majority of staff embrace leadership roles which has a positive impact on learning and teaching. Most children take leadership opportunities across the school and we are continuing to develop through using the Lundy Model for pupil participation. Continued professional learning has impacted on our approaches to nurture across the Early Years Centre and School, this has led to improved outcomes for individual children whilst ensuring a nurturing and inclusive ethos across the school and Early Years Centre. Teaching staff have been empowered this session to evaluate and refresh our planning and assessment approaches which has supported us to develop a more focused, consistent approach which ensures staff reflect more on the benchmarks for

planning and assessment. There are clear processes in place for self-evaluation and quality assurance, which have been re-evaluated this session. The School Improvement Plan is clear and manageable taking forward improvement priorities with the majority of staff taking on leadership roles that link directly to this. This is the first year of a two year plan. The School Improvement Plan is regularly evaluated and we see the impact of the strategies that we have put in place. This session we can clearly see the impact of refreshed approaches to planning and assessment through our quality assurance processes. Staff have a real understanding of our children and our local community and we have agreed evidence strategies to mitigate some of the barriers that our children are facing. As a result we can see the positive impact on improving outcomes for children. Next session we are going to build on children and parents taking forward aspects of the school improvement plan.

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

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

Staff have worked together to create a nurturing environment that reflects our school values and children's rights. The school values encourage a positive ethos across the school and are evident in class practice and assemblies. Children are confident and begin to talk more about their learning. Children are engaging in an increasing level of play experiences which have increased motivation. This is a direct result of staff CLPL and visits to other establishments. Staff have a good understanding of approaches to learning and teaching. We have developed our school spaces in response to children's needs, creating a sensory room, our chill out zone, our hub and a newly created quiet space within the infant department. 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. We continue to ensure that there is a consistent approach to high quality learning and teaching and that there is an appropriate pace. Higher order questioning is used in almost all classes to encourage deep learning. Approaches to play based pedagogy are having a positive impact within our infant department. These have been rooted in self-evaluation, visits to other establishments and staff CLPL. Staff know children well and are responding to individual needs. Changes to our assessment calendar has allowed staff to drill into what their children know and identify next steps for learning. Staff have engaged in moderation across their stage and within our cluster to confirm professional judgements, linking closely with our neighbouring school. Changes to our planning format have resulted in staff engaging more with the benchmarks through planning, assessment and moderation. All staff are now fully engaged with the benchmarks when planning across the curriculum. This is helping to ensure that our assessment information is reliable and valid. We are confident in teachers' professional judgement. We use a range of assessment information to validate and confirm teacher's professional judgment. Staff interrogate the assessment information to inform next steps in learning. Children are becoming increasingly involved in planning learning with plans to continue this into next session. Senior Leadership work with staff to regularly monitor and track the progress of children. As a result we ensure that interventions impact on raising attainment. In order to build consistency of learning and teaching across the school staff engage in peer monitoring across the school and visit other schools. As a result we have developed a shared understanding of high quality learning and teaching across the school to promote consistency. Staff work collectively to analyse data and how this impacts on learning and teaching.

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

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

Wellbeing and relationships are central to the work of our school. Positive relationships and children's rights underpin the ethos of our school. Our recent Gold RRS inspection demonstrated how children can talk about their rights and wellbeing which resulted in a second Gold Re-accreditation. We actively promote children's wellbeing and rights through our assemblies, class lessons and class and playground charters. 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. From our pupil survey we recognise that almost all children feel safe in school and that staff help them to understand their work. This session almost all children have reflected on school improvement through a focus on using How Good is OUR school through assemblies and class work. They were able to identify our strengths as a school and what we need to do to improve. Staff have interrogated these results in order to drive forward school improvement. We continue to revisit our approaches to pupil voice through refreshing



how we implement committees, we are using the Lundy Model for increasing pupil engagement. We are aware of and meet all the statutory duties which involves keeping children safe in our school and community. A recent authority Child Protection visit highlighted strong approaches to safeguarding and child protection. We provide 2 hours quality PE and planning was refreshed to reflect the benchmarks. 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 EYF children are in place within 28 days. We use a range of evidence based strategies to implement a range of interventions in order to improve the outcomes for children. The interventions that have been put in place are ensuring that we are mitigating against barriers and that children are improving in Literacy and Numeracy. Staged Intervention processes and policies were refreshed to reflect changes within the local authority, ensuring we have rigorous processes that result in improving outcomes for children. We have a very close working relationship with a range of agencies in order to support children and families. We have worked closely with the local authority nurture team to ensure all children who require more focused nurture approaches receive appropriate support. This has resulted in positive outcomes for all children involved. The Parent Council continue to work with us in implementing the Cost of the School day policy. 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.

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

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

Almost all of our children are developing across the four capacities and demonstrate confidence and success in the learning and make positive contributions to the school. Almost all children are achieving age appropriate levels in Literacy and Numeracy. Children are making very good progress in reading and listening and talking, although children are making very good progress in writing we recognise that this still needs to be a focus for continued improvement. Attainment in Literacy and Numeracy remains above local authority and national levels. Attainment over time in Reading, Writing, Listening and Talking and Numeracy are improving from pandemic levels. Children across our school are making good progress in all areas of the curriculum. Staff are more confident in using, gathering and analysing data and approaches have been streamlined to improve consistency across the school. Targeted tracking conversations have allowed staff to reflect on the progress of individual children. 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. Literacy attainment in school follows the local and national trend with an overall increase of 2% from last session with almost all pupils attaining age appropriate levels. 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 2% from last session, with almost all children achieving age appropriate levels. In our school community there are a range of barriers that children are facing. We work with our partners to mitigate these barriers in order to improve wellbeing and attainment. 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. Staged Intervention targets are in place to help support children throughout the school reach their full potential. In Literacy within P1, 4 and 7, 56% of children with one of more ASN needs are achieving age appropriate levels, which is 2% higher than the local authority level. In Numeracy within P1, 4 and 7, 76% of children with one of more ASN needs are achieving age appropriate levels, which is 10% higher than the local authority level. We continue to monitor progress of children on Staged Intervention to ensure interventions are resulting in raising attainment. Children benefit from leadership opportunities across the school. This session there has been a focus on metaskills across the curriculum, through assemblies, tracking of wider curriculum and learning in classes. Most children are able to talk about metaskills and how they demonstrate these. A focus on enterprise across the school has resulted in an increased focus in skills for learning, life and work. In a majority of classes children have been involved in campaigning for change with the community and beyond. 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.

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

## Curriculum For Excellence Data

% achieving age and stage appropriate level or higher

Primary 1, 4 & 7					
%	2018-19	2020-21	2021-22	2022-23	2023-24
<b>Literacy</b>					
<i>Alloway PS</i>	92	77	80	88	90
<i>Local authority</i>	78	66	70	78	78
<i>National</i>	71	66	71	73	--
<b>Numeracy</b>					
<i>Alloway PS</i>	95	79	82	93	94
<i>Local authority</i>	81	72	78	84	85
<i>National</i>	76	72	76	80	--

Primary 1					
%	2018-19	2020-21	2021-22	2022-23	2023-24
<b>Literacy</b>	93	86	90	88	90
<b>Reading</b>	100	87	90	90	90
<b>Writing</b>	93	87	90	93	90
<b>Listening and Talking</b>	100	95	98	88	92
<b>Numeracy</b>	100	86	96	93	94
<b>Primary 4</b>					
<b>Literacy</b>	89	80	88	88	91
<b>Reading</b>	92	88	90	90	97
<b>Writing</b>	90	80	88	90	91
<b>Listening and Talking</b>	90	89	95	97	98
<b>Numeracy</b>	89	86	87	90	97
<b>Primary 7</b>					
<b>Literacy</b>	92	77	80	88	89
<b>Reading</b>	95	83	92	93	93
<b>Writing</b>	92	79	80	90	89
<b>Listening and Talking</b>	97	88	93	93	98
<b>Numeracy</b>	95	79	82	93	91

## 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 97% of children achieved 8 or more milestones.
- In Communication and Language 86% of children achieved 8 or more milestones.
- In Numeracy and Mathematics 100% of children achieved 8 or more 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 24 hours for the session. This impacted positively on our ability to deliver interventions across the school. Our Principal Teacher tracks the progress of our PEF cohort. Most of the PEF cohort are on track and achieving well.

### 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 Learning Journal 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 10 responses. This is 18% of our EYC population. Within the survey, respondents commented on the 'welcoming, nurturing, engaging and fun' environment, and commented positively on the opportunities for outings. We used the results from the survey to create a 'You Said, We Did' board in the EYC foyer to inform parents of our continuous strive for improvement.

### 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 Learning Journals 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 Learning Journals. Providing comments and/or providing feedback to further encourage their child's learning.
- Engaging in parents' nights and Staged Intervention and Team Around the Family 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 37 responses which was 10% of our school population. Almost all parents/carers feel that staff treat their child fairly and with respect.

- **All parents/carers** state that their children like being at Alloway Primary.
- **Almost all parents/carers feel** that their child is safe at school; are comfortable in approaching the school with a problem or enquiry; that the school is well led and managed; the school encourages children to treat each other with respect; are aware of the work of the Parent Council; are encouraged to take part in the work of the Parent Council and are satisfied with the school.
- **Most parents/carers** feel that staff know their child as an individual; that their child receives the help they need in order to do well; that the school supports their child's emotional wellbeing; that they are happy with the quality of teaching within the school and that the school deals well with any bullying or haven't experienced it.



## 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. Next session we will have an increased focus on Attendance and will be promoting the local authority policy, 'Every Learner, Every Day.' Our Principal Teacher, Mrs Park will lead this.




School	Previous Year			Current Year		
	Percentage total absence @ June 2023	Percentage authorised absence @ June 2023	Percentage un-authorised absence (no exclusions) @	Percentage total absence @ June 2024	Percentage authorised absence @ June 2024	Percentage un-authorised absence (no exclusions) @
Alloway PS	5.7%	5.2%	0.5%	5.1%	4.0%	0.9%

## Celebrating Success in 2023-24

Achieving our Gold Rights Respecting Schools re-accreditation.	One member of staff gaining GTCS Professional Recognition from Scotland's Languages Leadership Programme (SLLP) 2023-24	One member of staff has become a Promethean Expert.
Achieving our Digital Schools Award Equitable Creative Coding Award.	Increased uptake in children learning a musical instrument. Children participating in the Ayrshire Music Festival.	Primary 7 conducted a successful Dragon's Den enterprise which resulted in designing school show t-shirts.
Burns Ambassadors leading our own Burns celebrations and taking part in the SAC Burns Supper.	Supporting charities: Food Bank, Children in Need, Whitley's Retreat, Night Before Christmas Campaign	Gymnastics/Dance club formed and took part in SAC Dance Mania and Flipfest Event at the Gaiety Theatre.
EYC - P7 have all contributed to the Alloway Tunnel Project.	Taking part in a variety of sporting workshops and clubs, including golf taster sessions, which were delivered to pupils from the EYC to P7.	Primary 6 pupils took part in the Spirit of Sport award. Primary 7 children completed their Awards of Ambition and Junior Coaching Award.
P5 children taking part in SAC swimming lessons.	P6 and P7 children taking part in Level 2 Bikeability with P5 children taking part in Level 1.	Our Euro Quiz team performed so well in the South Ayrshire Competition.
Whole school was 2 <sup>nd</sup> in the South Ayrshire Beat the Street Competition.	Inclusive football training that reached 50 children and provided all with opportunities to represent their team. Teams achieving success in a variety of competitions.	Strong links with the Robert Burns Birthplace Museum continued this session.
Netball team formed and participated in SAC Active Schools competition and friendly competition with a local school.	School choir has continued, with our choir performing at Church Services.	A high number of P4-7 pupils took part in the Cross Country event at Rozelle.



**The key priorities for improvement in 2023-24 (Year 2 of SIP)**

<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> To raise attainment through further developing our wider curriculum, procedures and systems to ensure children reach their full potential.</p> 	<p><b>Priority Three :</b> To ensure all children reach their full potential.</p> 
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**What is the capacity for improvement?**

Overall our capacity to improve is very good. All staff have a shared vision of where the school should be and everyone will continue to work hard at achieving this. Our School Improvement plan is very focused on what we need to do in order to improve outcomes for all children. 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 implemented change to our planning and assessment procedures which was firmly based on self evaluation. 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 and show a desire to take their own skills to the next level. All staff are committed to adopt the South Ayrshire Reads approach which is firmly rooted in developing staff's professional learning in the Science of Reading. 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.

