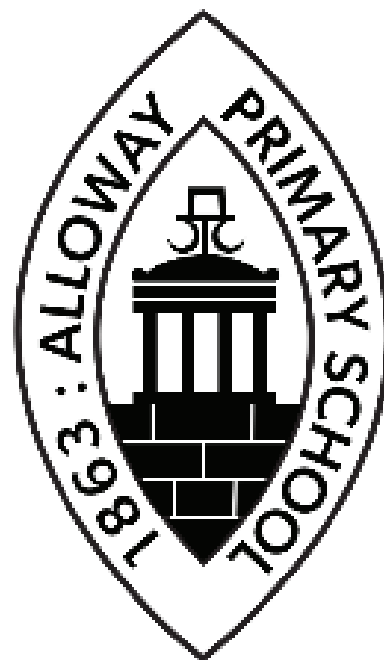


## A photograph of a modern school building. The building features a curved facade with light-colored stone or brickwork and large, multi-paned windows. In the foreground, there is a paved courtyard area with several wooden benches. A metal fence runs along the left side of the courtyard. The sky is blue with some clouds.

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2024 – 2027



## Rights Respecting Schools

UNITED KINGDOM



## Gold Rights Respecting

## 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. This session a team from His Majesty's School Inspectorate (HMI) visited the school and EYC to conduct a full model inspection. We were delighted with the evaluations that the team made. Further details can be found later on in this report. 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.

Our school vision and values are visible within the school, this is something that visitors have commented on. Children and staff can freely talk about our values and the impact that they are making. These underpin the work of the school and EYC.

### 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 collegially on agreed priorities which this year were.....

#### **Priority One:**

Raising attainment in Literacy by maintaining consistently high standards in the quality of all children's experiences.



#### **Priority Two:**

To raise attainment through further developing our wider curriculum, procedures and systems to ensure children reach their full potential.



#### **Priority Three:**

To ensure all children reach their full potential.



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 second year of a two year plan with a big focus on improving our teaching pedagogy having built robust planning, tracking and assessment in Year 1 of the plan.. We have also continued to maintain improvements in the following areas; Rights Respecting Schools, 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.

## Aims

- To provide a positive sense of community which allows all children to achieve success in different areas of activity and enables them to become confident and effective.
- To provide a curriculum of excellent that supports and enables all children to achieve their full potential.
- To create successful learners who are stimulated to think; learn and contribute to the life of the school and wider community.
- To communicate and work in partnership with teachers, pupils, parents and other agencies to create a positive learning environment where everyone feels their views, talents, skills and opinions are valued and considered.
- To develop a knowledge and understanding of the world at large thereby creating citizens who are informed about environmental, cultural and scientific matters.

## Context of Alloway Primary and EYC

Alloway Primary School serves the village of Alloway to the south of Ayr with 390 pupils in 14 classes and 60 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, 3% in deciles 3 & 4, 26% in deciles 5 & 6, 10% in deciles 7 & 8 and 60% in deciles 9 & 10. Our free school meal entitlement uptake is 4% compared to the local authority average of 21.9%. This session we received £18,375 through the Pupil Equity Fund, PEF.



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 and this is becoming a familiar pattern with many children transferring in during the school year.

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, our Alloween Fayre and Quiz night. This year, parents paid for class treats for parties as well as transition gifts for P7 leavers and new P1s. They have funded resources for the EYC, playground and classroom, including 16 new iPads. They also held a book fair and ran a Christmas Card purchasing scheme. The children enjoyed inflatables at their Summer Celebration day thanks to the Parent Council.

Our attendance this session remains above the national and local authority average. Last session our absence rate was 5.1%, this has decreased this session to 4.8%. 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



have revisited our absence policy and tracking procedures. This is on the remit of Mrs Park (Principal Teacher) who also sits on the local authority group for promoting positive 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, P4 visited Bannockburn, 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

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Evidence was gathered and validated for a local authority collaborative improvement visit in September 2024.</li> <li>• Evidence was gathered and validated for an HMIe inspection in January 2025.</li> <li>• Team with the Family 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>• Authority Child Protection visit took place in December following the school piloting the child protection audit tool developed by the local authority.</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 and 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 HGIOS 4 and HGIOELC 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> |
|---|---|



- The inspection team found the following strengths in the school's work.
  - The headteacher, ably supported by the senior leadership team, provides staff in the school and nursery with strong leadership and direction. All staff use the school vision meaningfully to drive forward change and encourage all children to be the best they can be.
  - Across the school and nursery, children are confident and motivated to do their best. Children in the school have a strong voice in shaping their learning and are highly independent learners.
  - Across the school and nursery, staff are ambitious for themselves and children. Together, they demonstrate a strong commitment to improving the quality of learning and teaching. Staff use their agreed 'Alloway Expectations' consistently well to provide children with high-quality learning experiences across the primary stages.
  - Across the school and nursery, staff build very positive relationships with children and their families, based firmly on the school values and children's rights. They plan additional supports and interventions carefully, supporting all children to feel included and be kind to each other and adults.
  - Across the school, children's high levels of attainment are sustained over time. Staff provide children with a wide range of experiences to learn in different contexts and to celebrate success through their achievements.
- The following areas for improvement were identified and discussed with the headteacher and a representative from South Ayrshire Council.
  - School staff should, as planned continue to develop motivating and challenging learning experiences across the curriculum. Staff should continue to support children to recognise and discuss the skills they are developing through their learning and achievements.
  - Nursery practitioners should continue to engage in training and development to further enhance their skills. This should support them to provide increasingly rich learning experiences for children within a stimulating environment.

Quality indicators for the primary stages	Evaluation
Leadership of change	very good
Learning, teaching and assessment	very good
Ensuring wellbeing, equality and inclusion	very good
Raising attainment and achievement	very good

Quality indicators for the nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	very good
Securing children's progress	good

## 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.

(Links to NIF: Priorities 3, 4 & 5

Links to HGIOELC/HGIOS4: 1.3, 2.2, 2.3, 3.2)

### Progress and Impact

#### EYC

In the EYC, we have engaged with South Ayrshire Reads (SAR). We have worked closely with our link from the SAR team and have a Reading Leader in place who is driving this forward in school. Through engagement with SAR –

- All staff have engaged in bespoke, high-quality CLPL opportunities.
- All staff have had the opportunity to develop their practice in collaboration with the SAR team.
- Staff have reported that there has been an increase in children's motivation to engage in reading activities.
- Our language and communication milestones demonstrate value added across all milestones, with 47% of children achieving all milestones in this area. 100% of children regularly choose to read a book, compared to 76% in October. 94% of children can retell a familiar story, compared to 54% in October. 91% of children can tap out syllables in words, compared to 62% in October. 63% of children can identify words that start with the same sound, compared to 19% in October.

In addition to this, we have been focusing on developing early reading skills and a love for reading, through the promotion of a reading culture, both indoors and in the outdoor area. This has had an impact on children's engagement, with most children enjoying listening to stories and beginning to talk about the key features of stories. We will continue to explore how to make the environment more language and communication rich to further enhance children's early communication and language skills.

## School

This session we have engaged fully with South Ayrshire Reads (SAR) as a Phase 2 school. We have worked closely with our link from the SAR team and have a Reading Leader in place who is driving this forward in school. We have worked collaboratively with Grammar and Forehill Primary for training. This has allowed staff to work closely with staff in similar schools working at the same stage. There has been an overhaul of our resources to align our reading and spelling to the Science of Reading, this has had a positive impact on children's ability to read. Reading and Spelling plans have been updated in line with the Science of Reading. All staff have engaged in high quality training based on the Science of Reading. All staff have had the opportunity to develop their practice of the Science of Reading in collaboration with the SAR team. Parents had the opportunity to attend a workshop about SAR and our open day in February was based on SAR experiences. Information videos were sent out to parents regarding the Science of Reading. Children in school experience strong links with the local library which in turn foster a love of reading. This was commented positively during our HMIE inspection as library membership has increased as a direct result. Assessment data demonstrates improved outcomes in literacy across all stages.

- SNSA: Almost all children in P4 achieved Band 4 or above in their Literacy SNSA. 34% of children achieved Band 6+.
- June ORF assessments demonstrated improved fluency across all stages.
- Phonics screening check demonstrated improved Phonics knowledge in P2 and P3 in comparison to June 2024. There was a significant increase in P3.

Since the implementation of SAR, phonics and reading intervention has improved across the school, becoming increasingly targeted and tailored towards the Science of Reading and accounting for a wide range of needs. Use of Alphabetic code, as well as decodable texts in all stages has greatly supported this. Lynsey Watters has worked with all teaching staff and support assistants, training staff on the most effective ways to support Literacy development in either 1-1 or small group setting. The introduction of No-Nonsense Phonics has further supported this and provided a guided resource to support dyslexic learners, in particular.

Talk for Writing continues to be a resource which is utilised across all stages, termly. Further development of this through planning documents and resources would be beneficial to further support staff confidence.

## Next steps -

- In the EYC, we will continue to work with South Ayrshire Reads to build capacity within staff and strengthen knowledge of the Science of Reading within our practice.
- We will develop a language and communication rich environment to further enhance children's early communication and language skills.
- As a school we will continue to work with South Ayrshire Reads to build capacity within staff and strengthen knowledge of the Science of Reading within our practice taking account of the needs of children with dyslexia and our neurodivergent learners.
- We will continue our link with Forehill Primary for staff training and next session develop this further for moderation opportunities.
- Next session we will continue to review our approaches to writing, making strong links to Talk for Writing and linking to the Science of Reading.

**Priority Two:** To raise attainment through further developing our wider curriculum, procedures and systems to ensure children reach their full potential.

(Links to NIF: Priorities 3 & 5

Links to HGIOELC/HGIOS4: 1.3, 2.2, 2.3, 3.2)

## Progress and Impact

### EYC

In our Early Years Centre, practitioners have created a welcoming and inclusive ethos and have established caring and nurturing relationships with all children, supported by our focused work based around nurture principles. Staff have engaged with the South Ayrshire Digital Technologies library and continue to make use of this. The team are at the early stages of using digital technology to enhance learning, with some practitioners demonstrating particular knowledge and skills in this area. The effective use of digital technologies will continue as part of our maintenance agenda.

EYC staff have continued to work on the development of high-quality outdoor experiences, linked to sustainability, Forest Kindergarten and woodland. Children make regular visits to the local woodland area and these community-based visits enhance the learning taking place in the centre. Practitioners will continue to



review and develop visits to the local woods and their use of the outdoors, helping them to ensure they challenge children's thinking as part of our maintenance agenda.

In the Early Years Centre, we have worked hard to ensure that we promote high-quality numeracy and maths experiences across the EYC. This has included, increased numeracy concepts within everyday routines in the EYC, and aspects of numeracy and maths being included during Forest Kindergarten activities. Our numeracy and maths milestones demonstrate value added across all milestones, with 75% of preschool children achieving all milestones in this area.

### **School**

This session we continued to develop our play pedagogy, particularly within the infant department. Children receive an effective balance of adult-initiated, child-initiated and child-led activities. They apply and consolidate their learning in appropriate 'must do' activities. Teachers observe and record children's engagement in learning through their play. Staff continue to pilot the Leuven Scale of Engagement to assess engagement in play. Metaskills are embedded through celebrating achievements at weekly assemblies and are emerging more in planning.

We developed non-negotiables in Learning and Teaching, called the 'Alloway Expectations.' Staff have received training in these, and they have become part of our quality assurance processes. They received notable recognition in the HMIE report in the 'Practice Worth Sharing' Section.

In Numeracy, staff continued to develop the use of concrete manipulatives. Staff have continued to engage in numeracy CLPL and our Principal Teacher continues to be part of the local authority numeracy planning group. Staff have continued to consider the best way to teach numeracy skills and ensure skills are taught in a real life context.

Through staff leadership roles a progressive planner has been developed for outdoor learning. A few staff visited other establishments to see good practice in outdoor learning. All children receive creative outdoor play opportunities through accessing our loose parts play. This has impacted on an increase in children's creative and problem solving skills.

### **Next steps:**

We will further develop high-quality interactions, spaces and experiences across the EYC. We will review planning processes, including the use of floorbooks, to further support child-led planning. This will ensure a clear balance between child-led, adult-led and adult-initiated experiences. We will revisit group time to maximise learning and ensure that it is relevant to all children. We will explore the use of open-ended questions to extend children's thinking and ensure appropriate challenge for all children. We will develop our processes in documenting children's learning further to ensure our observations are specific and fully capture children's learning.

We will continue to develop approaches to observing and recording children's significant learning through play. The Alloway Expectations continue to be a focus in order to ensure consistency in pedagogy across the school. This will be a focus for new staff joining us. We will continue to develop our planning and approaches to outdoor learning.

**Priority Three:** To ensure all children reach their full potential.

*(Links to NIF: Priorities 1 & 2*

*Links to HGIOELC/HGIOS4: 3.1, 2.3, 2.6)*

We have made very good progress in reviewing and revising our attendance policies and procedures to align with South Ayrshire Council's Every Learner, Every Day policy. A clear focus has been placed on developing a multi-agency approach to attendance, recognising the importance of collaboration across services to support learners and their families effectively. Mrs Park (PT) has led this approach and has made strong links with families in order to provide support. We have begun to strengthen parental engagement around the

importance of regular attendance through more targeted communication and early intervention strategies. Staff are building on existing tracking systems to monitor attendance more rigorously, enabling earlier identification of patterns and concerns. This is helping to ensure that appropriate supports and interventions are in place for individual children and families. Attendance is a standing agenda item at SLT and Staff meetings. Attendance this session has reduced again and is currently at 4.8%. We are seeing a positive impact on our changed policy and procedures.

Staff across the school are developing a deeper understanding of The Promise for Care Experienced children, with all staff committed to completing The Promise Education. This professional learning is fostering a more inclusive and trauma-informed approach, in line with both national guidance and local authority expectations. In particular, staff are working collaboratively to provide enhanced wellbeing support for care-experienced children, with a focus on building positive relationships, stability, and trust. These developments are contributing to a more inclusive, nurturing environment where all children, particularly those with care experience, are supported to thrive. This session we achieved our 'Keeping the Promise' award.

**Next steps:**

This session we will continue to embed our tracking of attendance and foster positive relationships to ensure attendance continues to improve. We will continue to embed The Promise to ensure that the needs of all our care experienced pupils are met.

## How Good is Our School Self-Evaluation

### Leadership of Change (1.3)

- At Alloway Primary and EYC, all staff actively promote and uphold the school's clear and meaningful vision for ongoing improvement and positive change. We work collaboratively to realise our shared goal of "supporting everyone to be the best they can be." This vision is consistently reflected in the interactions among staff, children, and visitors, with all staff and almost all pupils demonstrating the school's values in their daily behaviour. Our Senior Leadership Team (SLT) is a key strength of the school and EYC. They work as a highly effective and committed team, each with clearly defined responsibilities, providing strong guidance and supportive leadership to staff. Almost all pupils have a strong understanding of children's rights and how these impact both their own lives and the lives of others. Staff successfully incorporate children's rights and the UN Global Goals into school improvement planning and curriculum development. Pupils are confident, motivated, and proud of their school. There is a very positive learning culture across the school. Staff feel empowered to lead change and contribute to school and EYC development. Almost all staff play an active role in driving forward improvement in the school and EYC.
- In our EYC, senior leaders have developed a clear distributed leadership approach. Practitioners confidently lead developments suited to their interests and strengths to impact positively on outcomes for children. Practitioners look outwards by seeking out effective practice visits to other settings and they share their new learning and ideas with the rest of the team. Practitioners motivate and inspire each other well to achieve their shared vision through their individual leadership roles. This has a positive impact on children's experiences and outcomes. Senior leaders in the EYC have clear areas of responsibility and have robust quality assurance systems in place. We support all practitioners successfully to make improvements at an appropriate pace of change, and monitor and evaluate improvements effectively to demonstrate the positive impact of change on children and families.
- All teachers have improved the ways in which they help pupils to articulate their thinking. As a result, children are becoming more confident in discussing the strategies they use in their learning. Across the school, children take on a variety of leadership roles such as House Captains, Buddies, and Pupil Council members. Through their involvement in the school's Big Meetings, they lead on important themes including sustainability, children's rights, digital skills, and inclusion. We regularly seek the views of both pupils and parents to inform improvement priorities. Pupils contribute ideas during assemblies and class discussions, and they use How Good is OUR School? (HGIOURS) annually to reflect on the school's strengths. Parents share their feedback through consultations and surveys, with most reporting that their views are considered in decision-making.



- Our Senior Leadership Team employs a range of robust self-evaluation strategies to inform improvement priorities. Almost all staff reflect regularly on the Alloway Expectations, which guide effective lesson planning and delivery. This structured approach supports consistency and high standards in learning and teaching. The School Improvement Plan (SIP) appropriately focuses on raising attainment, developing the curriculum further, and ensuring that all children's wellbeing needs are effectively met both within the school and EYC. The Senior Leadership Team carefully monitors the quality of learning and teaching through well-planned, regular activities within the school and EYC. All teachers take part in valuable peer observations to share best practice and learn from one another. The Senior Leadership Team provides individual feedback, helping teachers to identify clear next steps for their professional development. Within the EYC staff have had shared visits to other centres for peer observations. The Senior Leadership Team collates and analyses findings from quality assurance activities and shares whole-school strengths and areas for development with staff. This gives everyone a shared understanding of the school's overall performance. The Senior Leadership Team has a well-developed strategy, underpinned by data analysis, to close attainment gaps, including those influenced by socio-economic factors.

### Next Steps

- Next session staff will further develop Big Meetings in order to support children in clearly expressing the skills they are developing. Moving forward we will explore more explicit consultation with all parents regarding the use of Pupil Equity Funding (PEF).
- In the EYC, we will now focus on further developing children's leadership roles. We will explore ways to further support our EYC children to understand and talk more independently about their values. We will explore further training and development for EYPs to enhance their skills, supporting them to develop their interactions, experiences and use of spaces to improve children's outcomes further.

### Learning, Teaching and Assessment (2.3)

- Staff within the school and EYC work collaboratively to create a nurturing, inclusive, and purposeful learning environment. Almost all pupils are polite and demonstrate appropriate behaviour. Staff make effective use of quiet areas and tailored adult support to help children feel calm and ready to learn. They are skilled in helping children manage their emotions and remain engaged in learning. Most pupils report that their teachers involve them in deciding what they want to learn. All staff consistently engage with the *Alloway Expectations* guidance, supporting a shared and high-quality approach to learning, teaching, and assessment. In every lesson, teachers clearly communicate the purpose of learning and success criteria. In most cases, these success criteria are co-created with pupils. Teachers also use helpful examples of completed work to illustrate what success looks like. Children learn purposefully in well-equipped learning spaces. Teachers are increasingly making use of outdoor environments to develop pupils' skills for learning, life, and work. In almost all lessons, learning is appropriately differentiated, with tasks tailored effectively to meet pupils' varying needs and interests. Opportunities for additional challenge are becoming more embedded. As a result, almost all children are highly engaged, motivated, and keen to do their best.
- Teachers use digital technologies effectively to support and extend learning. Pupils use devices and apps independently to consolidate their understanding. Some children also use assistive technologies appropriately, helping remove barriers to learning. In the early level, a thoughtful play-based approach enables children to learn through a balanced mix of adult-led, child-initiated, and child-led activities. A wide range of assessment approaches, both formative and summative, are used effectively to evaluate learning progress. Teachers provide both verbal and written feedback that helps pupils understand their next steps. Formative assessment is used effectively in most lessons to inform responsive teaching. The Senior Leadership Team (SLT) has developed a robust whole-school assessment calendar and tracking system. Attainment data is carefully analysed, including for children affected by socio-economic factors, and appropriate interventions and supports are identified at individual, group, and cohort levels.
- Pupil Support Assistants work closely with class teachers in almost all lessons to deliver targeted interventions and support children who need additional help with their learning. All teachers engage in relevant moderation activities throughout the year. They collaborate regularly within and beyond the school to maintain shared standards of achievement across Curriculum for Excellence levels. Children are meaningfully involved in planning aspects of their learning. This helps them take ownership and develop as independent learners. In almost all lessons, teachers make explicit links to the skills pupils are developing. Children are given regular opportunities to reflect on and evaluate these skills, which supports the

setting of personal learning targets and helps them understand the relevance of their learning to the world of work. Teachers plan learning and assessment using a comprehensive online planning tool. Through staged intervention, teachers identify and address individual learning needs within the classroom setting, ensuring that all children can continue learning alongside their peers

- In the EYC, practitioners have created a range of learning opportunities accessed through free play and make use of a variety of resources to motivate and interest children. Most children explore confidently the different play experiences offered indoors and outside and sustain their play independently. All practitioners engage in conversations with children and interact positively with them in a calm and caring manner, giving children the time and space to explore their own interests. Practitioners have developed block play successfully, enabling children to demonstrate creativity and problem-solving skills. Practitioners track children's progress using local authority milestones and early level benchmarks. Practitioners meet with DHT three times each year to review formally children's progress. DHT ensures all staff are aware of all children's learning targets through comprehensive overviews. DHT and practitioners hold regular meetings to plan learning and assessment and discuss children's progress.

#### **Next Steps:**

- Teachers should continue to embed approaches that support pupils in clearly recognising what successful learning looks like. Staff will continue to develop outdoor learning experiences that build children's skills progressively. Staff in early years should continue to develop their approaches to observing and recording significant learning through play, building on current good practice.
- In the EYC, we will explore the use of open-ended questions to extend children's thinking and ensure appropriate challenge for all children. We will develop processes further to ensure their observations are specific and fully capture children's learning. EYC staff will be supported to increase opportunities for digital technology to be used across the curriculum, enhancing children's learning and develop their digital skills. SLT will review EYC planning processes including the use of floorbooks to further support child-led planning to ensure a clear balance between child-led, adult-led and adult-initiated experiences. We will also revisit group time to maximise learning and ensure that it is relevant to all children

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

- Relationships across the school community are consistently positive and respectful, with the school's values deeply embedded in everyday interactions. All staff demonstrate a strong understanding of how to support and develop children's wellbeing. The Senior Leadership Team and staff systematically track and monitor pupils' wellbeing. This information is used effectively during progress meetings to plan timely and appropriate interventions. Staff conduct daily emotional check-ins to monitor the ongoing wellbeing of all pupils. Learning environments are welcoming and safe, with designated breakout spaces available to support children who require a quieter setting. Calm corners are used effectively by pupils to self-regulate and successfully re-engage in their learning. The Senior Leadership Team and staff work collaboratively to meet the wellbeing needs of children using a broad range of universal and targeted supports. 'Helper boxes' in every classroom provide practical tools to help children manage their emotions and needs. Partner agencies speak highly of the school's commitment to collaborative working. Almost all children who require additional support are making good progress towards their individual goals, with a majority achieving very good progress. The Senior Leadership Team have robust systems in place to identify, plan, and monitor support for pupils with additional needs. These plans are reviewed regularly to ensure ongoing relevance and impact. We have taken proactive steps to raise awareness of dyslexia in partnership with staff, parents, and pupils. All staff have a clear understanding of their roles and responsibilities within the *Getting it right for every child (GIRFEC)* framework. Staff provide strong, individualised support for care-experienced children. Their attendance, attainment, and wellbeing are carefully tracked and reviewed.
- The Senior Leadership Team work in close partnership with the local authority's Young Carer Coordinator. They ensure that young carers are considered for a young carer statement and receive appropriate support. Mrs Goodwin is our Young Carers' Champion, who plays a key role in raising awareness and supporting children and families. This work has been nationally recognised through an accreditation award. Neurodiversity is explored and celebrated through whole-school assemblies and within some classrooms. This is helping to foster respect and understanding among almost all pupils. The Senior Leadership Team maintain strong partnerships within the local community, including with the local church, Active Schools, and the foodbank. Together with staff, they work with families to support local and

national charitable initiatives, which help children understand their role as responsible citizens and effective contributors.

- In the EYC, we create a warm, nurturing and positive ethos where children feel valued and trusted. We know all children very well, responding sensitively to their individual needs. We manage children's play sensitively to ensure there are smooth transitions during their sessions. A strong example of this is during lunch, where children choose when they wish to go and eat their lunch. This gives children time to explore and be curious during activities they enjoy without interruption. Children experience a very calm, settled and nurturing lunch time experience whilst listening to classical music and enjoying a choice of food. In the EYC, we create a culture where diversity is valued and barriers to learning are effectively addressed and managed, providing effective support to children and families. We have established clear, measurable and appropriate targets for all children with additional support needs, reviewing these regularly and updating children's targets to ensure children make effective progress in their learning.

#### **Next Steps:**

- As a next step, our Senior Leadership Team should ensure all planned wellbeing interventions are consistently monitored and evaluated to clearly demonstrate their impact on children's outcomes. Creating more formal opportunities for staff to collaborate with one another will further enhance the school's collective capacity for improvement. Professional learning for all staff on neurodiversity and effective approaches to meeting diverse learner needs will be provided.

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

- Almost all of our children are making strong progress across the four capacities of Curriculum for Excellence. They demonstrate confidence, achieve success in their learning, and contribute positively to the life and ethos of the school. Attainment in literacy and numeracy remains high, with almost all children achieving age-appropriate levels. In session 2024/2025, the majority of pupils achieved or exceeded the expected national levels in both literacy and numeracy. A few children at early level, and a minority at first and second levels, are working beyond expected standards in certain aspects of these areas and continue to be challenged at this level.
- Our engagement with South Ayrshire Reads to develop the Science of Reading pedagogy within the school has resulted in children are making continued very good progress in reading, as well as in listening and talking. While writing attainment is also progressing well, we still recognise the need to continue prioritising this area for further improvement. Attainment levels in literacy and numeracy continue to be above both local authority and national averages. Overall, almost all children who require additional support are making good progress towards their individual targets, with the majority achieving very good progress. Children across the school are making good progress in all areas of the curriculum. Staff are increasingly confident in gathering, analysing, and using data to support learning.
- This session, the Senior Leadership Team has continued to implement robust systems to track progress over time. These developments have increased teachers' confidence in using assessment evidence to support their professional judgements. Literacy attainment has remained above the local and national average. Staff know the children well and have robust plans in place to help support children where required. A continued focus on Concrete, Pictorial, and Abstract (CPA) methodologies in numeracy has positively impacted attainment. Numeracy outcomes align with local and national trends. Our main attainment gap lies within our ASN (Additional Support Needs) profile, rather than between children from our most and least deprived backgrounds. Staged Intervention plans are in place to help support children to achieve their full potential. This session 30% of the school being supported through Staged Intervention Plans. Within this cohort, 52% of children are making very good progress, 40% are making good progress and 8% are making limited progress. We continue to monitor these learners closely to ensure interventions are effective in raising attainment.
- Staff consistently recognise and celebrate children's successes through assemblies, wall displays, and the school's online platform. Children take justifiable pride in their achievements. All children benefit from access to a broad selection of extra-curricular clubs during lunchtime and after school. These opportunities help them to develop new skills in areas like sport, music, and digital literacy, while also building social confidence. Older pupils take on leadership roles such as house captains, buddies, or pupil council members, where they demonstrate a wide range of skills and understanding.
- Our Senior Leadership Team and staff have a strong understanding of the socio-economic challenges some families face. In response, we offer a variety of support, such as a school uniform clothing rail.

They also provide personalised assistance and discreetly signpost families to further help when needed. Additional staff, funded through the Pupil Equity Fund (PEF), deliver targeted interventions and universal support for all children. Leaders and staff regularly analyse a range of data to evaluate the impact of PEF on closing learning and attainment gaps. There is clear evidence that these measures are accelerating progress and improving outcomes for learners. Staff work closely with the Parent Council and the wider parent community to minimise school-related costs.

- In our EYC, most children make good progress over time in early communication and language, numeracy and mathematics and health and wellbeing. Most children communicate confidently with practitioners and peers and enjoy sharing ideas as they explore learning spaces within the setting. Most children show a keen interest in mark making and writing and contribute their thoughts and ideas to floorbooks. Most children enjoy listening to stories and are beginning to talk about the key features of stories.
- Most children demonstrate their understanding of numeracy and mathematics as they play and learn across the setting. Most children count with one-to-one correspondence and are beginning to develop an understanding of subitising. Children order objects by size and demonstrate their understanding of measure using a variety of tools, for example containers, tapes and rulers. In health and wellbeing, most children make good progress. Most children play cooperatively with friends, sharing, turn taking and developing teamwork skills. Most children confidently talk about their feelings. Most children demonstrate their agility skills confidently in running, jumping and climbing. Children are developing their fine motor skills through a range of high-quality creative activities. Most children develop a sense of wonder about the world around them through indoor and outdoor learning experiences. Children lead improvements in the outdoor area, helping them understand how to care for a garden. Most children take pride in this work and enjoy talking about what they have planted and grown. In the EYC, we encourage families to share children's achievements from beyond the setting and celebrate these on the 'WOW' wall. We know children and families very well and take account of the different learning needs of children, with robust plans in place to support identified children, including those affected by socio-economic circumstances. This ensures children make progress in their learning.

### Next Steps

- To continue to monitor attainment over time and employ strategies to reduce the attainment gap. Staff encourage children to record their accomplishments in class achievement trackers, and should continue to monitor skill progression through regular 'Big Meetings'
- In the EYC, we will continue to explore how to make the environment more language and communication rich, further enhancing children's early communication and language skills. We will continue to encourage children to develop attributes of responsible citizens through task roles such as snack helper. We will explore how these opportunities can be developed further to increase opportunities for children to take on responsibilities confidently.

	Alloway EYC	Alloway Primary
<b>Leadership of Change (1.3)</b>	Very Good	Very Good
<b>Learning, Teaching and Assessment (2.3)</b>	Good	Very Good
<b>Ensuring wellbeing, equality and inclusion (3.1)</b>	Very Good	Very Good
<b>Raising Attainment and Achievement (3.2)</b>	Good	Very Good

### Curriculum For Excellence Data

% achieving age and stage appropriate level or higher

Primary 1, 4 & 7					
%	2020-21	2021-22	2022-23	2023-24	2024-25
Literacy					
Alloway PS	77	80	88	90	87
Local authority	66	70	78	78	73
National	66	71	73	74	--
Numeracy					
Alloway PS	79	82	93	94	91
Local authority	72	78	84	85	80
National	72	76	80	80	--



## Alloway Early Years Centre – Developmental Milestones

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

- In Health and Wellbeing 94% of children achieved 8 or more milestones.
- In Communication and Language 84% of children achieved 8 or more milestones.
- In Numeracy and Mathematics 84% 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. It was noted during our recent HMIE inspection that there was clear evidence that these measures are accelerating progress and improving outcomes for learners.

## 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 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 TwF 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, EYC and Church Stay and Play sessions, and local trips.
- Sharing and contributing resources and expertise to allow us to constantly improve the service we provide.

During the HMIE inspection parents and carers were surveyed on their opinion of the EYC.

### **Almost all parents and carers feel:**

- My child likes being at this setting.
- Staff treat my child fairly and with respect.
- I feel that my child is safe at the setting.
- The setting helps my child to feel confident.
- I feel staff really know my child as an individual.
- The learning experiences my child has at the setting are at the right level for them.
- My child's learning and development is well supported by the staff in the setting.
- My child is encouraged to be healthy and to be physically active.
- The setting supports my child's emotional wellbeing.
- My child is making good progress at the setting.
- I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles.
- The information I receive about how my child is learning and developing is shared with me when I request it.
- I understand how the setting monitors my child's progress in learning.
- The setting gives me ideas on how to support my child's learning at home.
- The setting takes my views into account when making changes.
- The setting encourages children to treat others kindly and with respect.
- I would recommend the setting to other parents.
- My child was well supported as they started at the setting or moved to a new room or group.
- Overall, I am satisfied with the setting.

**Most parents and carers feel:**

- My child's behaviour is managed effectively.
- The setting organises activities where my child and I can learn together.
- I feel comfortable approaching the setting with questions, suggestions and/or a problem.
- I feel encouraged to be involved in the work of parent groups.
- I am kept informed about the work of parent groups.
- The setting is well led and managed.

**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
- Attending a workshop on Internet Safety.
- Supporting the work of the Parent Council.
- Attending EYC and school events both in school and in the local community

During the HMIe inspection parents and carers were surveyed on their opinion of the School.

**Almost all parents and carers feel:**

- My child likes being at this school
- Staff treat my child fairly and with respect.
- I feel that my child is safe at the school.
- The school helps my child to feel confident.
- I feel staff really know my child as an individual.
- My child finds their learning activities hard enough.
- My child receives the help he/she needs to do well.
- My child is encouraged by the school to be healthy and take regular exercise.
- The school supports my child's emotional wellbeing.
- My child is making good progress at the school.
- I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles.
- I feel comfortable approaching the school with questions, suggestions and/or a problem.
- I am satisfied with the quality of teaching in the school.
- The school is well led and managed.
- The school encourages children to treat others with respect.
- I would recommend the school to other parents.
- Overall, I am satisfied with the school.

**Most parents and carers feel:**

- The information I receive about how my child is doing reaches me at the right time.
- I understand how my child's progress is assessed.
- The school gives me advice on how to support my child's learning at home.
- The school organises activities where my child and I can learn together.
- The school takes my views into account when making changes.
- I feel encouraged to be involved in the work of the Parent Council and/or parent association.
- I am kept informed about the work of the Parent Council and/or parent association.







## Attendance

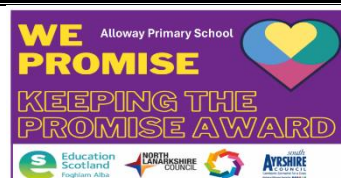
Our attendance rates are still above the Authority and National levels. We track and monitor and attendance and discuss any irregular patterns with parents. Unfortunately, term time holidays account for some of our unauthorised absences. Parents are aware of the authority attendance policy. This session have had an increased focus on Attendance and will be promoting the local authority policy, 'Every Learner, Every Day.' Our Principal Teacher, Mrs Park has led this.



School	Previous Year			Current Year		
	Percentage total absence @ June 2024	Percentage authorised absence @ June 2024	Percentage un-authorised absence (no exclusions) @	Percentage total absence @ June 2025	Percentage authorised absence @ June 2025	Percentage un-authorised absence (no exclusions) @ June 2025
<b>Alloway PS</b>	5.1%	4.0%	0.9%	4.8%	2.9%	1.8%

## Celebrating Success in 2024-25

Very positive inspection reports in the EYC and school. 	Increased uptake in children learning a musical instrument. Children participating and performing well in the Ayrshire Music Festival.	Primary 7 conducted a successful Dragon's Den enterprise which resulted in designing school show t-shirts.
Supporting charities: Food Bank, Children in Need, Whitley's Retreat, Night Before Christmas Campaign	Primary 6 pupils took part in the Spirit of Sport award. Primary 7 children completed their Awards of Ambition and Junior Coaching Award.	Burns Ambassadors leading our own Burns celebrations and taking part in the SAC Burns Supper. 
Taking part in a variety of sporting workshops and clubs, including golf taster sessions, which were delivered to pupils.	Our Euro Quiz team performed so well in the South Ayrshire Competition. 	Our P7 Rotary Quiz team performed so well at the Rotary Quiz both locally and regionally.
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.	Strong links with the Robert Burns Birthplace Museum continued this session.
School choir has continued, with our choir performing at Church Services and performed on stage with the Ayrshire Fiddle Orchestra.	Inclusive football training that reached 50 children and provided all with opportunities to represent their team. 	Our League, Cup and Girls team have had numerous successes and trophies this session.
Strong presence of Young Carers in the school. Young Carers contributing to local authority projects. Achieved our Young Carer award.	Netball team formed and participated in SAC Active Schools competition and friendly competition with a local school.	Various dance and gymnastics teams performed successfully at a range of venues. 
This session we achieved our 'Keeping the Promise' award. Staff took part in specific training to help us meet the needs of children within our school who are care experienced.		



## The key priorities for improvement in 2025-27 (Year 1 of a 2 year SIP)

<p><b>Priority One:</b> Raising attainment in Literacy by maintaining consistently high standards in the quality of all children's experiences through implementing the Science of Reading.</p>	<p><b>Priority Two:</b> To empower all learners to reach their full potential by enriching our wider curriculum and ensuring robust, supportive systems are in place to raise attainment.</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 new two year 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. 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 further develop the South Ayrshire Reads approach which is firmly rooted in developing staff's professional learning of 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.

