



BALLANTRAE PRIMARY SCHOOL AND EARLY YEARS CENTRE

Primary School and Early Years Centre

2022-2023

Introduction

Our Vision

A safe place to be where we are responsible and respectful and have no limits to our learning.

Rationale

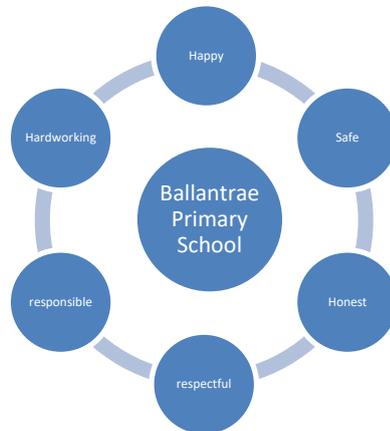
Curriculum for Excellence identifies key values for learning, life and work. It recognises the four contexts in which learning takes place: ethos and life of the school, personal achievement, interdisciplinary learning and nine curricular areas into which learning is organised. Curriculum for Excellence identifies six entitlements for learners, including a coherent curriculum from 3-18 which provides opportunities for developing skills for learning, skills for life and skills for work and seven principles for curriculum design - challenge and enjoyment, breadth, progression, depth, coherence, relevance, personalisation and choice.

These values, contexts, entitlements, principles and curriculum areas are at the heart of how we plan and deliver our curriculum in Ballantrae Primary School and Early years Centre. All staff at Ballantrae Primary School and Early Years Centre are actively involved in developing our curriculum and creating a vision of what we value and view as essential elements which underpin all that we do in our daily practice to 'bring the curriculum alive' for all our children.

Our children are:

- successful learners, showing enthusiasm and motivation for learning. They have transferable skills for lifelong learning. They can think creatively and independently and make reasoned choices.
- responsible citizens, who respect others and have knowledge and understanding of the world and Scotland's place in it. They can make informed choices and decisions.
- confident individuals, who have self-respect, secure values and beliefs, and ambition. They pursue an active and healthy lifestyle, make informed decisions and achieve success in different areas.
- effective contributors with an enterprising attitude, demonstrating resilience and self-reliance. They can communicate in different ways, work in partnership, take the initiative and lead, apply critical thinking and solve problems

Values



Our Aims

- To create a safe, happy and caring environment where children, staff and parents can work together to ensure that everyone is encouraged to have a voice and is valued as a member of our school community and enable all to become confident individuals.
- To continually encourage and support high standards of personal achievement in all aspects of life, in school and out, fulfilling each child's individual potential, enabling all to become successful learners.
- To ensure that communication with staff, parents, children and wider community is open and transparent, making regular contact with all through newsletters, school website and involvement in wider community activities and enable all to become effective contributors.
- To nurture our universal health and wellbeing, encouraging positive respectful behaviour in all, to allow everyone to become responsible, global citizens.
- To inspire and support high standards of teaching and learning through continuous self-evaluation of all school work, ensuring all staff are given opportunities to continually develop their skills within an collegiate, cooperative and supportive community.

Context of the School / Early Years Centre

Ballantrae Primary School is situated within the village of Ballantrae, 13 miles south of Girvan. Ballantrae has a large catchment area and takes in the communities of Ballantrae, Lendalfoot and surrounding areas. The school roll this session settled at 47 children in the primary school; split between three classes - Primary 1-3, Primary 4 & 5 and Primary 6 & 7. There is an Early Years class, which can accommodate children between 2-5 years old. This session 20 children enrolled within the Early Years class; all attended 1140 hours. Children in the Early Years are achieving their milestones.

Ninety-four percent of pupils within the school fall within SIMD Decile 3 and 4. The remaining 4% fall into SIMD decile 2 and 2% in SIMD 5. Current FME (Free meal entitlement) sits at 35% with the local authority average being 22%. Fifty-seven percent of pupils receive clothing grant

Attendance this session within the primary school was 92% and unauthorised absence is 0.96%. There have been no exclusions.

There are 23% of children with Additional Support Needs and 5% who are Care Experienced. Children are supported very well by teachers, school assistants, Early Years practitioners and visiting support staff for music and ASN.

Covid 19

In March 2020, Scottish Government took the unprecedented step of closing all schools across Scotland. Session 2022-23, saw the return of children to full time education. This session Covid has had less impact and attendance among pupils and staff has improved.

Pupil Equity Fund

Our PEF funding entitlement was £15120. This funding was used to employ a full time EYP in P1/2/3 to support a play-based learning approach. Most children within the PEF cohort have made very good progress against their wellbeing indicators and whilst some pupils within the PEF cohort are not achieving their age/stage appropriate levels, they are making very good progress at their own level of ability. Other supports for children, not only in PEF cohort, include daily-targeted intervention in 5-minute numeracy/literacy boxes, Catch Up Literacy activities and Readingwise. Almost all children needing additional support are making good progress from prior levels. Achievements in their progress is monitored by class teachers who further support learning within the wider classroom experiences. Targeted supports are facilitated by the existing school assistant and class teachers within the school for whom training has been provided.

The National Context

The National Improvement Framework (NIF) for Scottish Education (2021/22) sets out the Scottish Government's vision to improve continually Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Ayrshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

The drivers of improvement in the outcomes achieved by children and young people through education are:

- School and **ELC** leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

Our school is committed to taking these priorities forward and developing each driver through our school improvement plan.

Assessment of children's progress.

We are required to report on Curriculum for Excellence achievement levels for literacy and numeracy. This information is collected at the end of Early level (P1); First Level (P4) and Second Level (P7). This data is submitted to South Ayrshire Council in June each year and subsequently collected by the Scottish Government. This data is based on teachers' professional judgement, which is informed by a wide range of evidence including standardised assessments where appropriate. This session all Scottish schools have been required to participate in the new Scotland National Standardised Assessment (SNSA) project. Information from SNSA will help to inform a teacher's professional judgement.

Most children assessed using SNSA during session 2022/23 performed well and in line with teacher judgements. Primary seven children were assessed in October, and further supports in learning were identified from SNSA feedback. Children in Primary 4 and Primary 1 were assessed in May. All children are progressing well and are meeting expected targets and, in some cases, exceeding these, as evidenced by teacher judgement.

The Early Years Centre was inspected in February 2020 by the Care Inspectorate. This was a very positive inspection and the Early Years provision has been deemed very good for Environment and an excellent for Care and Support. Within Early Years, children's milestones for literacy, numeracy and health and wellbeing, in learning are recorded and our Early Years children are making very good progress overall.

Percentage pupils secure at their expected levels:

	P1	P4	P7
Literacy	86%	100%	33%
Numeracy	86%	100%	33%

This session children from Primary 2 to Primary 7 were assessed using GL assessments in literacy, numeracy and science. Assessment results for almost all children were positive and almost all children are making good progress based on prior learning.

Within Early Years, children's milestones for literacy, numeracy and health and wellbeing, in learning are recorded and our Early Years children are making very good progress overall.

Other evidence for children's learning is gathered through classroom observation, teacher peer evaluation and Learning Journals.

School Improvement Planning

This session Ballantrae Primary school stakeholders have been working towards achieving priorities identified in our School Improvement Plan. The School Improvement Plan is informed from the National Improvement Framework, Key Drivers and school self-evaluation using quality indicators in How Good Is Our School 4 and How Good is Our Early Learning and Childcare. Evidence of improvement has been gathered from a number of sources:

- School monitoring and evaluation diary.
- Tracking Personal Achievement and associated data informing children's progress
- Stakeholder views
- Children's Profiles
- Transition plans from Early Years to P1, and Primary 7 to S1.
- Teacher CLPL and evaluations
- Children's reports and personal plans
- Staged Intervention processes.

What key outcomes have we achieved?

School Priority 1 Children's Rights	
<ul style="list-style-type: none"> • NIF Priority: Placing the human rights and needs of every child and young person at the centre of education 	Links to HGIOS 4 / HGIOELC
Outcomes Achieved:	
Children know about Children's Rights and can talk about how Rights affect their everyday life. They have positive attitudes towards diversity in society and support global justice. Children are involved in decision-making within the school. CALF groups have enhanced pupil voice and pupil agency. Children plan to make a difference in their communities locally and globally.	
Next Steps:	
To achieve our Gold Award for Rights Respecting Schools	

School Priority 2: Learning for Sustainability and Developing the Young Workforce	
<p>NIF Priority:</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing 	Links to HGIOS 4 / HGIOELC 1.1, 1.2, 1.4, 1.5, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3
Outcomes Achieved:	

Community Action Groups have been reinstated allowing them to plan and act on community problems. Children continue to connect through Connecting Classrooms to schools in India and Abu Dhabi. Both Community Action Groups and Connecting Classrooms is allowing children to develop skills and attributes to act as thoughtful, ethical and responsible citizens and to contribute to global society.

Outdoor Learning is becoming embedded into the curriculum. Forest Kindergarten has become established, and children have developed an awareness of and appreciate nature and the countryside around them. Children's personal development and wellbeing has been enhanced through a wide range of outdoor experiences, from Forest Kindergarten to ACE (Adventure Centre for Education) (Adventure Centre for Education) activities. Children in Primary 4 and 5 have achieved their John Muir Award. Staff have an awareness of the benefits of outdoor learning and play and can develop a range of learning experience appropriate to the needs of our children.

Next Steps:

To complete our Outdoor Learning rationale and learning experiences policy.

School Priority 3: Curriculum Rationale

NIF Priority:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing

Links to HGIOS 4 / HGIOELC

1.1, 1.2, 1.4, 1.5, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3

Outcomes Achieved:

Early Years and Primary Staff have worked together to create and share a whole school or EY Curriculum Rationale. The curriculum rationales reflect the totality of all that we do. Both have been shared with children and parents.

Next Steps: to reflect our rationale within the day to day practice in classrooms and playroom through the development of a consistent approach to Learning and Teaching or Pedagogical approaches.

Key Priorities for Improvement 2023-24

Priorities for improvement in session 2023-24 have been identified and agreed using current self-evaluation information, identified local authority priorities and the refreshed National Improvement Priorities.

1. Focus on Children's Rights within Early Years and Primary Classes; working towards achieving our Gold Award.
2. Focus on providing a consistent approach to Learning, Teaching and Assessment from Early Years to Primary 7.
3. Implementing supports for Health and Wellbeing to support all children, either universal or targeted.
3. To develop skills, knowledge and understanding in Art across each stage throughout the cluster by focusing on assessment and moderation in Expressive Arts.

Self - Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of change	<p>Children throughout the school from Early Years to Primary 7 are very well supported by a welcoming and inclusive ethos from all around them. As a result, children are very positive about their school and relationships with each other. All school staff have undertaken a range of CLPL opportunities - STEM; Outdoor Learning; Rights Respecting School and Forest Kindergarten. This has enhanced opportunities for all children throughout the EY and school to engage with learning in the outdoors. Learning and teaching in STEM subjects is strong. Our primary children benefited highly from after school clubs in science and coding using Vex Go and Raising Robots project. Our school is highly visible in our community and our community work reflects our school values of happy, honest, hardworking, creative, courageous and accepting. Staff have consistently high expectations of learners, and all learners are aware of these high expectations and always perform their best. The strategic direction and pace of change is carefully planned for and delivered. This protects time for professional learning, collegiate dialogue and self-evaluation, ensuring the whole school community can contribute to continuous improvement.</p>
Grading: 5 very good	
2.3 Learning and teaching	<p>Children's Rights underpin the totality of our curriculum and ethos of our school. Children and staff are confident in their knowledge of children's rights and rights respecting language is used throughout our school and Early Years. Children are seen to be engaged, confident, creative, independent learners who are knowledgeable about a wide</p>
Grading: 5 very good	

	<p>range of current global issues. For example, climate change, gender equality, life on land and peace and justice have been focus areas for our Connecting Classrooms project with a partner school in Abu Dhabi. Children can talk about wanting to make a difference and can put into action plans to make a difference. A wide range of out of school learning experiences, such as after school clubs, swimming, Biosphere and ACE activities ensures that all children are included and have equity of opportunity. Active schools have provided opportunities for our older children to take part in Spirit of Sport and Junior Coach Academy, enhancing leadership skills and resilience. Children in the Primary School are actively encouraged to share their views and make choices in their school environment. They are actively involved in planning learning experiences in CALF groups, Assemblies, Outdoor Learning, Tinker Time and Loose Parts. Classroom visits observe that higher order thinking skills are encouraged throughout lessons. Staff are beginning to use Meta Skills to structure plenaries in areas of cooperative, self-led learning.</p> <p>Play pedagogy is evident throughout the school. Early Years and Early Primary has an ethos of play-based learning embedded in the day-to-day curriculum. Children's skills are enhanced through a range of child initiated and teacher led activities. Play continues to be crucial in the upper school and is evident through Loose Parts, Tinker Time and Outdoor Learning. Staff feedback from reciprocal visits to other classes within the cluster have improved the quality of learning and teaching. This has been observed in action in classrooms.</p> <p>Staff know their children well by planning approaches to assessment at several levels, both formative and summative. GL Assessments in literacy and numeracy continue to be used. Results are analysed collegiately with partner school and next steps are collegiately identified. As a result, learners continue to make very good progress in their learning and build effectively on prior learning</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>Grading: 5 very good</p>	<p>Children have a strong sense of self-worth because of a strong, collegiate, whole school staff team, who embed a quality nurturing approach, ensuring all children are treated with dignity and respect. There is a culture and ethos within the school and Early Years centre of shared responsibility for promoting wellbeing. All children demonstrate a sound knowledge and awareness of wellbeing indicators especially feeling safe, included and respected in school. All children are actively aware of their rights and the rights of others locally and globally, due to a participative approach to global citizenship. There is</p>

	<p>a strong sense of community throughout the school and local area. Wellbeing and Health is at the heart of all that we do and underpins our vision, values, aims and rationale for the curriculum. Children respond well to consistent behaviour strategies employed throughout the school. These strategies fully reflect articles within the UNCRC.</p> <p>A strong approach to inclusion, equality and equity by all staff, has led to improved outcomes for almost all learners and their families, in all areas, through supported engagement and involvement in the ethos and the life of the school. All who are involved in the school, feel respected and included and those children and families facing challenges are supported in a fair and just way. This has led to an increased engagement of almost all parents in the school life of their children.</p> <p>We comply and actively engage with statutory requirements and codes of practice. Partnership working is very strong and leads to positive outcomes for our children.</p>
<p>3.2 Raising attainment and achievement</p>	<p>Almost all children in our Early Years and Primary School are making good progress from prior levels of attainment in literacy and numeracy. Staff are confident in their professional judgements and together with benchmarking and other appropriate information; improvements in attainment are evident in all children at their own level. Staff effectively use a range of assessment evidence to make sound professional judgments about how well children are learning and progressing in all areas of the curriculum. Our learners are confident, successful and responsible global citizens who contribute to the local and global community. Through a diverse range of activities and experiences, in and out of school, children are aware of skills for learning, life and work. Success and achievement in others areas of the curriculum, such as outdoor learning and play based learning, have a positive effect on our most challenged learners. Effective systems are in place to track and monitor children's access to the wider curriculum, ensuring equity of opportunity for all. Children are applying and increasing their achievements through active participation in their local community.</p>
<p>Grading: 5 very good</p>	

What is the capacity for improvement?

The capacity for improvement within the school is very good. A full and consistent staffing compliment is currently in place, including additional support staff through pupil equity fund and inclusion. All staff within the school are highly qualified and seek to improve their own professional learning at every opportunity. There is a very positive link with the local community. A collaborative approach to planning, assessing and recording has increased teachers' and EYP confidence in their professional judgment. Closing the gap and attainment in literacy and numeracy is a continuous focus and remains a high priority and regular, informal monitoring of day-to-day class work is leading to improvements, particularly this session, following Covid 19 restrictions. Parents are very positive about the work of the school and their children's learning and development. Leadership of change is well managed and at an appropriate but challenging pace.

