

Standards and Quality Report

Barassie Primary School and Early Years Centre



2023-2024

Introduction and context of Barassie Primary School and Early Years Centre

The purpose of this report is to provide an answer to the question, 'How good was our school in 2023-2024?' This report:

- tells you about the quality of education in the school and how the children benefit from learning at Barassie
- is an opportunity to share the school's achievements with staff, pupils and the wider community
- allows us to celebrate successes and identify and share priorities for next session

Barassie Primary School is situated to the north of the town of Troon close to Barassie beach in a local authority housing estate. The catchment area of the school consists of this housing estate as well as two private estates and children from Dundonald Camp, quarters for the Armed Forces.

As part of South Ayrshire Council's Public Private Partnership bid, we have a fabulous building. The school has spacious accommodation and has been custom designed and built to suit the needs of education in the 21st Century. Class bases are semi-open plan with each one having their own garden. We have a Library/ICT suite, music/drama room, gymnasium, changing rooms, dining hall, pupil support room and purpose-built Early Years Centre.

The school is non-denominational and co-educational offering education from 3-year olds in the Early Years Centre to Primary 7. The roll in June 2024 is 200 pupils in the primary and 45 pupils in the Early Years Centre. Children in P1-5 receive free school meals and 23% of children in P1-7 are entitled to a free school meal. 17% of our pupils live in quintile 1 where 1 is most deprived according to the Scottish Index of Multiple Deprivation (SIMD). 22% of our pupils living in deciles 1 and 2 are also entitled to free school meals. We target 35% of our school through our Pupil Equity fund initiatives. There are 22% of children with ASN Stage 2, 9% with ASN Stage 3, 5% with ASN Stage 4 and 4% of children with EAL. Our current structure is 9 classes.

In June 2024 our staff consisted of a Leadership Team of Head Teacher 1 FTE, Depute Head Teacher 1FTE and Acting Principal Teacher 1FTE.

Primary Teaching Staff:

- 6 Class teachers at 1 FTE, 1 Class Teacher at 0.8 FTE and 2 Class Teachers at 0.6 FTE
- 2 Newly Qualified Teachers
- 0.6 Cluster Pupil Support Teacher

Support Staff

- 9 School Assistants (4 full time and 5 part time)
- 3 Part-time Clerical Assistants

The school also benefits from an allocation of time from a 0.1 FTE Woodwind instructor and a Youth Music Initiative Instructor for a block in the school year.

The Early Years Centre has 1 FTE Teacher, 5.6 FTE Early Years Practitioners (EYP) and 1 Senior Early Years Practitioner. Our EYC provides 1140 hours from 9am-3pm for a maximum of 48 children aged 3-5 years old.

We work closely with our Cluster Schools (Marr College, Dundonald, Muirhead, Troon and Struthers) with 100% of pupils this session transferring to Marr College.

We have an active Parent Council who support the work of the school and EYC. They raised funds to order new playground equipment and toys for children to enjoy, supported the associated costs of educational visits for all children, got our new waterproof suits for our

early years children and funded the P7 Leavers Treat. They also gifted all pre-school and P7 children with a tie as part of their transition from Early Years to Primary 1 and Primary 7 to S1.

This session we have introduced Learning Journals to engage with following ceasing use of the Seesaw platform. This has provided an invaluable line of communication between class teachers and families. It has also provided a regular insight for parents and carers to their child's learning journey in school and EYC.

We have enjoyed several Family Engagement and Family Learning events this session. Our Sharing the Learning morning on phonics and reading was a great success and we received positive feedback on this from those in attendance.

Our Vision, Values and Aims

Our school vision and aims were revisited in 2022 through consultation with families, children and staff.

Our Aims

BARASSIE
B
P
S
PRIMARY

At Barassie we aim to provide high quality experiences which allow children to:

GROW: We nurture all pupils as they progress through their journey at Barassie and beyond.

DREAM: We inspire and celebrate all, despite differences, in our positive and inclusive environment.

ACHIEVE: We support our pupils to be the best that they can be.

TOGETHER: We work collaboratively with children, staff families and our local community.

BARASSIE
B
P
S
PRIMARY

Vision

At Barassie we:
**GROW, DREAM,
ACHIEVE,
TOGETHER**

**RIGHTS
RESPECTING
SCHOOLS**

unicef
UNITED KINGDOM
SOLS - RIGHTS RESPECTING

Values

**Ambition
Creativity
Honesty
Kindness
Respect**

Attainment and Achievements

In October 2018 Barassie Primary and Early Years Centre were inspected by a team from Education Scotland. They inspected us on Quality Indicators: 2.3 Learning Teaching and Assessment and 3.2 Raising Attainment and Achievement/ Securing Children's Progress and gave a positive report highlighting areas of good practice.

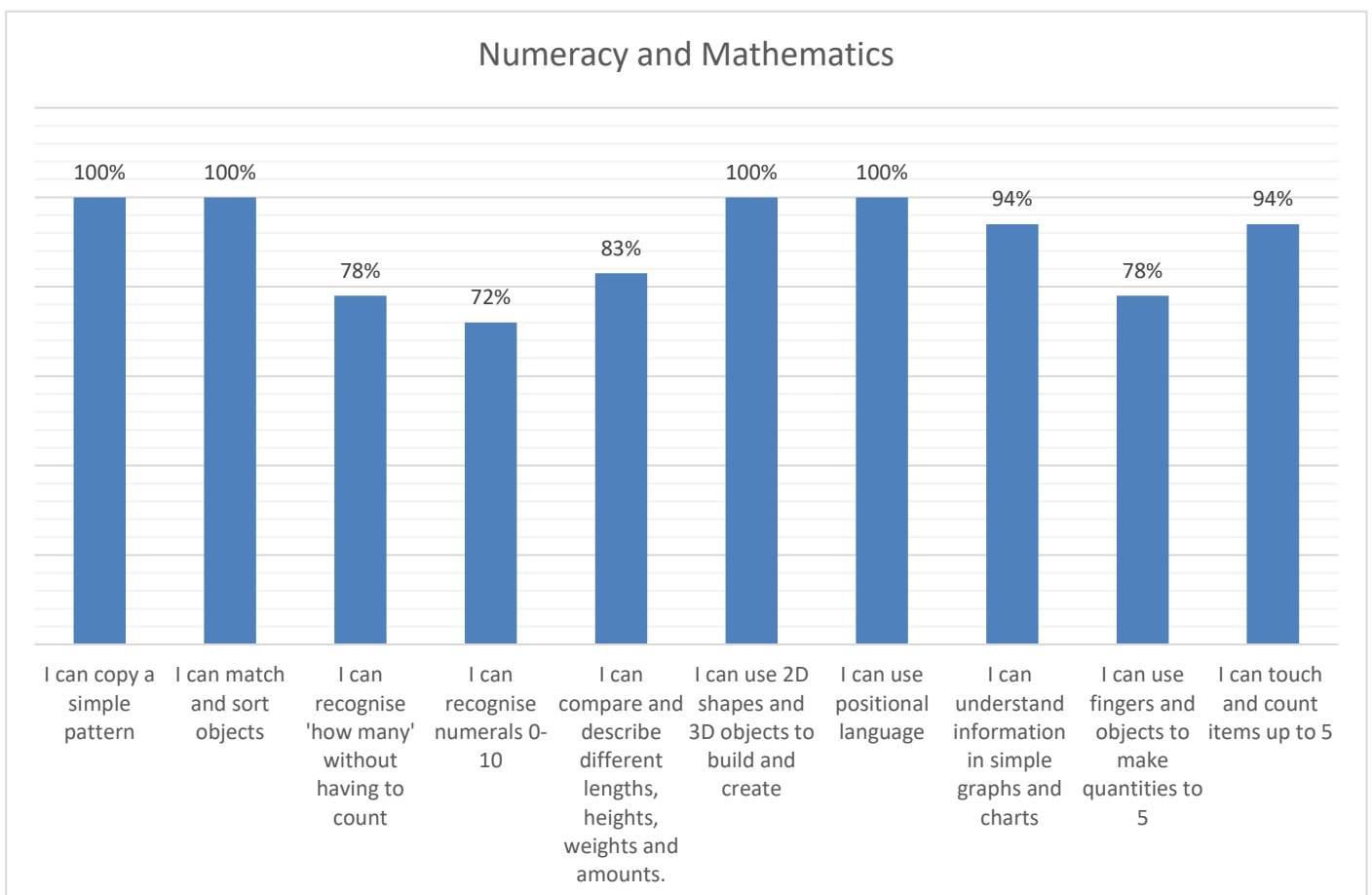
The school had a positive School Improvement Visit in February 2018 where a team from the local Authority consisting of six Quality Improvement Officers, Inclusion Manager and visiting Head Teacher spoke to parents, staff and pupils as well as visiting all classes and the Early Years Centre.

In January 2024 our Early Years Centre was inspected by The Care Inspectorate. They inspected us across four Quality Indicators: How good is our care, play and learning?; How good is our setting?; How good is our leadership?; and How good is our staff team? The report can be viewed [here](#) and highlights the positive practice and significant strengths found in our centre.

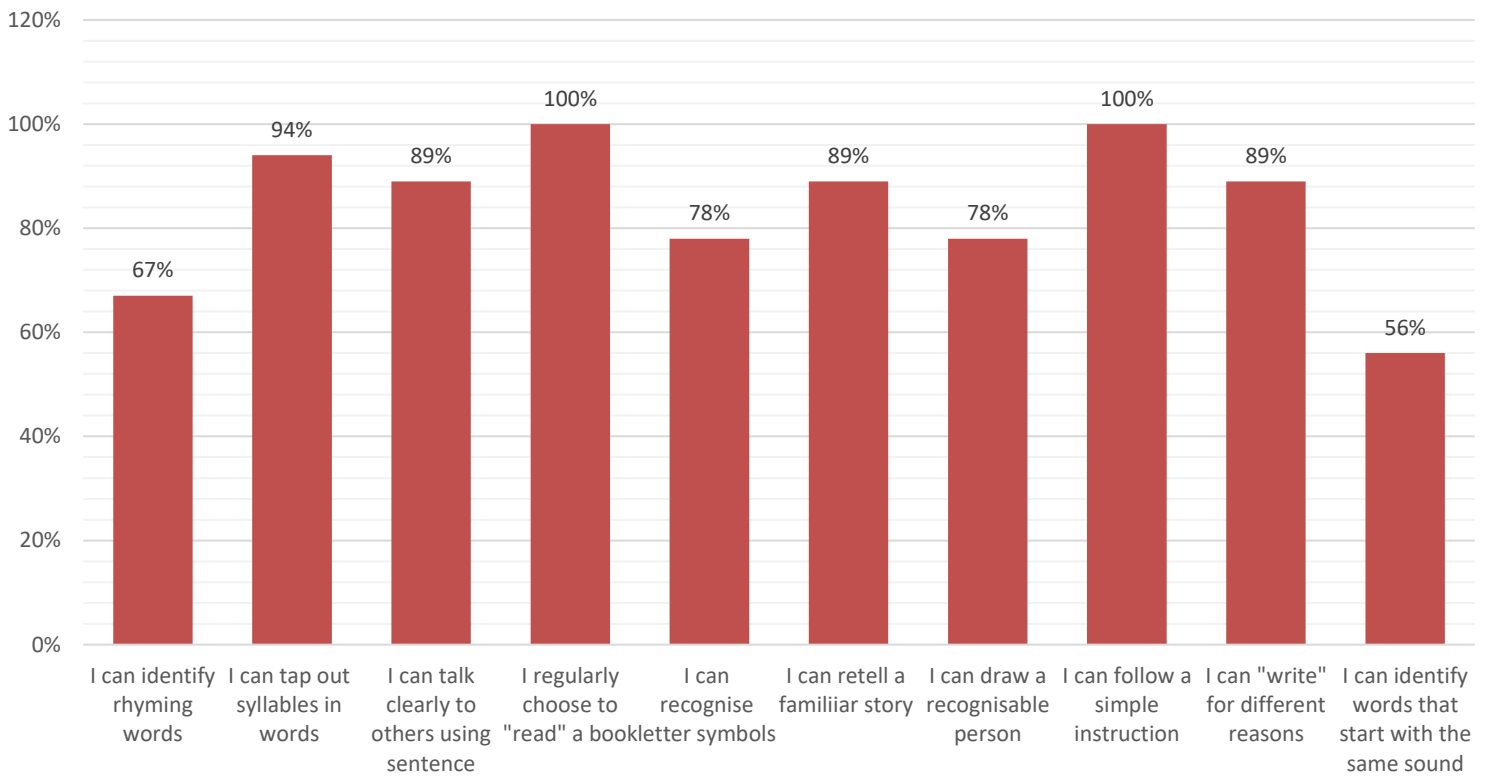
All reports are available in school and on the school website.

[Access reports here.](#)

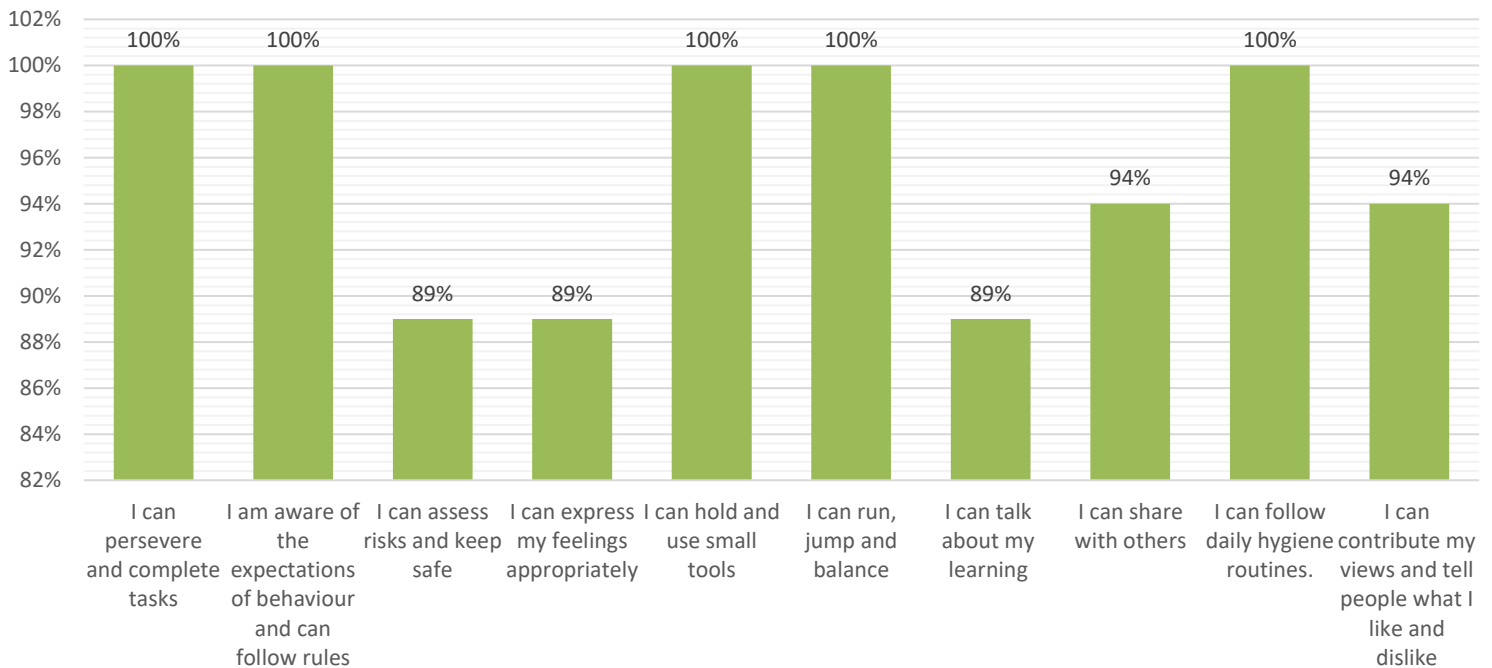
Early Years Developmental Milestones Data



Language and Communication



Health and Wellbeing



- ❖ 89% of children have achieved 8 or more milestones in Health and Wellbeing.
- ❖ 61% of children have achieved 8 or more milestones in Communication and Language.
- ❖ 78% of children have achieved 8 or more milestones in Numeracy and Mathematics.

We are continually striving to increase levels of attainment and providing opportunities for all pupils to achieve.

The tables below show the percentage of pupils that are achieving Curriculum for Excellence levels expected or higher than expected for their age.

ACEL DATA FOR LITERACY AND ENGLISH – READING, WRITING, LISTENING AND TALKING
% of Children Achieving the Expected Level

	READING					WRITING					LISTENING AND TALKING				
	2018-19	2020-21	2021-2022	2022-2023	2023-2024	2018-19	2020-2021	2021-2022	2022-2023	2023-2024	2018-19	2020-2021	2021-2022	2022-2023	2023-2024
P1 Early Level	95	52	71	88	85	85	17	57	83	80	90	69	67	92	85
P4 First Level	96	71	65	65	82	96	40	47	59	77	96	83	56	97	91
P7 Second Level	81	61	76	88	85	81	59	68	81	71	88	63	96	100	90

ACEL DATA FOR NUMERACY AND MATHEMATICS

Year	18-19	19-20	20-21	21-22	22-23	23-24
P1 Early Level	85	Not Available	60	92	96	80
P4 First Level	96	Not Available	66	47	73	86
P7 Second Level	92	Not Available	57	88	100	85

Definitions

Almost all Over 90%	Most 75% – 90%	The majority 50% - 74%	Less than half 15% - 49%	Few Up to 15%
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Reading

In P1, P4 and P7, most pupils assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

Writing

In P1 and P4 most pupils assessed in writing achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P7 the majority of pupils assessed in writing achieved the expected level in line with their age compared with others nationally.

Mathematics

In P1, P4 and P7 most pupils assessed in numeracy and mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

Attendance Rates and Absences

School	CURRENT YEAR 23-24			PREVIOUS YEAR 22-23		
	Attendance @ end of Term 3	Percentage authorised absence @ end of Term 3	Percentage un-authorised absence @ end of Term 3	Attendance @ end of Term 3	Percentage authorised absence @ end of Term 3	Percentage un-authorised absence @ end of Term 3
Barassie PS	93.8	4.6	1.5	93.3	5	1.7
South Ayrshire	92.8	4.8	2.3	92	5.7	2.3
Barassie EYC	88.1	11.9	0	87.8	12.2	0
South Ayrshire	87.4	10.2	2.4	84.1	13.4	2.4

What key outcomes have we achieved?

School Priority 1: Raising attainment in Literacy for all learners.		
<p>NIF Driver:</p> <ul style="list-style-type: none"> ▪ Improvement in attainment, particularly in literacy and numeracy ▪ Closing the attainment gap between the most and least disadvantaged children 	<p>SAC Priorities:</p> <ul style="list-style-type: none"> ▪ Equity, wellbeing and inclusion ▪ Learning, teaching and assessment ▪ Curriculum ▪ Self-evaluation for self-improvement 	<p>Links to HGIOS 4 / HGIOELC</p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>
<p>Progress and Impact</p> <ul style="list-style-type: none"> ➤ All teaching staff have engaged in career long professional learning on The Science of Reading (SoR). ➤ All teachers and school assistants have engaged in a high-quality professional learning programme focused on phonological awareness, phonics and fluency as in line with South Ayrshire Reads (SAR) Phase 1 priorities. ➤ Implemented a sequential scoping sequence to ensure appropriate progression in the teaching of phonics from P1-P7. ➤ A consistent approach to the teaching of phonics has been developed across all stages of the school. This is further enhanced by the development of a policy document to ensure consistency in terminology and practice when teaching phonics. This has had a positive impact on attainment with a 6% increase to our combined data for reading at P1, P4 and P7, exceeding the stretch aim of 5% set in session 2022/2023. ➤ All teaching staff engaged in peer learning visits to observe and share good practice in the teaching of phonics and reading. This has contributed to the consistency we have achieved this year and ensured shared expectations. ➤ Decodable readers for P1-P3 were replenished as were those for P4-P7 intervention programmes. ➤ Reviewed our interventions to support phonics (both decoding and encoding) to ensure they align with the SoR. ➤ ACEL data for P1 reading exceeds the authority average by 1 percentage point at 85%. ➤ ACEL data for P4 reading has increased to 82% which is in line with the authority average. ➤ ACEL data for P7 reading has increased for the cohort and highlights an increase of 14% more learners have achieved in line with national expectations. ➤ Fluency assessments carried out with all P4-P7 children and intervention put in place to support those where data highlighted support was required. A positive impact was noted with 90% of children showing an increase in their fluency using the DIBELS assessment for oral reading fluency from the baseline to mid-year assessment. 64% of this targeted group demonstrated further improvements with oral reading fluency during end of year assessments. ➤ Our reading culture has visibly improved across the school with all children having opportunities to read for pleasure on a daily basis. ➤ We have increased family engagement and learning opportunities with a focus on supporting learners and reading for enjoyment in a variety of ways including: SAR Phonics Workshop, calendar of events and opportunities during Book Week Scotland, weekly after school Family Library Sessions, Phonics Sharing the Learning Event and our Marr Cluster Family Learning Evening. ➤ Following our Phonics Sharing the Learning Event, 100% of respondents stated they had a better understanding of how we teach phonics and feel more able to support their child's learning at home. This is highlighted below: <p style="text-align: center;"><i>"The South Ayrshire Reads presentation was superb and really helped me understand the methodology behind literacy teaching. It was also great to be able to see this being taught practically in the class."</i></p>		

- We are delighted to have achieved our Core accredited Reading Schools status in May 2024 due to our ongoing work to developing our reading culture and instil a love of reading in our learners and families.
- All of our EYC team have been trained in Early Talkboost.
- Baseline audits have taken place of our EYC and school environments as part of our journey with Communication Friendly Environments.
- Communication Champions identified in EYC and school to take a lead on developing our communication friendly approaches.

Pupil Equity Fund Initiatives

- We appointed a Library Assistant who has collaborated with children to develop our library space to ensure it is an inviting and exciting space to read for all children in EYC to P7. 92% of learners said they enjoy visiting the school library when surveyed with 88% stating they enjoyed reading.
- Our Library Assistant has promoted a love of reading through leading regular Bookbug sessions with our EYC, Bookworms Club, engaging in national events and seeking children's views about what they would like to read.

Children shared their views about what they felt was working well in our library. Feedback on the impact of our Library Assistant was positive:

*"Debbie is helpful with book suggestions."
 "If we don't know what to get Debbie will help."
 "Getting new books!"*

Next Steps

- Implement our phonics policy and support new staff to engage with it to ensure we continue to embed approaches and pedagogy.
- Introduce revised phonics scoping sequence in P1-P7 resulting in a consistent approach by further embedding the phonics routine.
- Boost groups and further support for P3, P5, P6 and P7 cohorts in writing to raise attainment by at least 5% in relation to those on track within the four stages of progress.
- Continue to embed and further develop the positive reading culture at Barassie through participation in Year 2 of SAR.
- Identify Literacy Leads in EYC to support the wider team as we begin our SAR journey in the EYC through engaging in professional learning on phonological awareness, vocabulary and early writing skills.
- Continue to upskill teaching and non-teaching staff in best practice with teaching of phonics and fluency.
- Introduce new pedagogy and approaches to the teaching of vocabulary.
- Continue to engage in the Reading Schools accreditation programme and achieve Silver status.
- Continue to ensure a focused approach to developing children's reading fluency by using a data informed methods and measurable tests of change.
- Implement Early Talk Boost in the EYC to accelerate children's progress in language and communication.
- Collaborate with Speech and Language to further enhance our Early Years Centre and School as a Communication Friendly Environment.
- Build on approaches to shared professional learning across the Marr Cluster through a focus on the moderation of writing.

School Priority 2: Literacy: To Raise Attainment in Numeracy and Mathematics for all Learners.**NIF Driver**

Improvement in attainment, particularly in literacy and numeracy:

SAC Priorities:

Learning, teaching and assessment
Curriculum
Improvement in employability skills

Links to HGIOS 4 / HGIOELC

2.2 Curriculum
2.3 Learning, Teaching and Assessment
2.5 Family Learning
3.2 Raising Attainment and Achievement
3.3. Increasing Creativity and Employability

Progress and Impact

- Our EYC have had a strong focus on number recognition this session through story and song. All staff have incorporated this into daily play and practice in the centre and outdoors. The percentage of children achieving this milestone has increased by 1% to 72%.
- Whole school events organised to support the application of skills in a range of contexts including: STEM Week; Barassie Maths Day; Times Table Rockstar Competitions; Virgin Money workshops and an enterprise focus for our Christmas Fair.
- The majority of class teachers revisited Number Talks approaches and some teachers engaged in CLPL as part of the authority Teaching and Learning Conference.
- Resources to support assessment were discussed and agreed with all class teachers to support their professional judgement of children's progress within a level.
- Good practice shared with school numeracy leads through promotion of Maths Week Scotland resources and content.
- Family learning opportunities planned and delivered in CPA approaches for addition and subtraction and multiplication and division. These sessions were supported by the authority Numeracy Development Officer and identified lead from the Marr Cluster.
- Combined ACEL data for P1, P4 and P7 for session 2023/2024 is 84%. This is a total of 4 percentage points lower than last session's data at 88% however this session sees an 13% increase in achievement of First Level at 86%.
- GL assessment data highlights an improvement for assessed cohorts (P3 and P6) in problem solving skills.

Pupil Equity Funded Initiatives

- School Assistants have continued with targeted interventions and have fed back to classroom teachers through verbal communication and Staged Intervention processes.
- Children have benefited from small group teacher support and boost groups through increased staffing from PEF.

Next Steps

- Ensure a focus on application of skills in numeracy to other areas of maths across the school through project-based learning and relevant contexts for learning.
- Provide increased opportunities for children to develop mathematical reasoning and problem-solving skills.
- All teaching staff to receive CLPL on Number Talks to ensure a consistent approach across the school and cluster.
- Cluster approach to CLPL on mental agility, mathematical reasoning and word problems.
- All teaching staff to engage in Improving Pedagogy and Equity programme with a view of developing approaches to formative assessment and quality feedback.
- Continue to develop a numeracy rich environment indoors through careful planning to embed opportunities for exploring number e.g. QR codes for independent access to online resources and ensuring every area has opportunities for number exploration.

School Priority 3: Supporting the Wellbeing of Children and Families

<p>NIF Driver: Curriculum and Assessment School and ELC Improvement Parent/Carer Involvement and Engagement</p>	<p>SAC Priorities: Equity, wellbeing and inclusion Self-evaluation for self- improvement</p>	<p>Links to HGIOS 4 / HGIOELC 1.1 Self-evaluation for self- improvement 1.2 Leadership of learning 1.3 Leadership of change 1.5 Management of resources to promote equity 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p>
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Progress and Impact

- All teachers and school assistants engaged with and completed the Child Poverty Action Group (CPAG) Cost of the School Day (COSD) e-learning module and now have an increased awareness of the impacts of the varying costs for families.
- Project lead for COSD has carried out awareness raising activities at our Family Hub during Pupil Progress Meetings.
- A COSD display is prominent in our Lifelong Learning Suite.
- Access to New to You uniform rails and Community Freezer enhanced to ensure the dignity of families and encourage more to access.
- Pupil voice sought through COSD Committee who meet on Feel Good Fridays.
- Project lead attempted to form a family focus group to gather views in relation to COSD. This was poorly attended but resulted in financial support for all families from The Parent Council towards the cost of educational visits.
- Uniform badging project linked with The Micah Project has been successfully implemented and handed over to our Parent Council to continue. We have noticed a marked improvement in the number of children attending school in their uniform more frequently from the introduction of the low-cost badges. Feedback from parents/carers has also been positive.
- We have established links with the Information and Advice Hub to ensure monthly drop-in sessions for families. Feedback from families who have accessed the service has been positive and enabled them to access more financial support.
- Making Thinking Visible (MTV) ambassador delivered some CLPL for teaching staff on the new routines. Further work is required to embed these into practice across the school.
- Our EYC home visit programme was well received by our families who opted in. Feedback received was positive:

“Made my child feel more at ease with nursery staff visiting his home and playing with his toys. After an initial shyness, he felt confident to talk and play.”

“I imagine it will make the first day of nursery less daunting for her since she will see some familiar faces.”

- Our buddy programme is well established with the introduction of our Bookworms who have supported their peers to read for enjoyment at playtimes and lunchtimes. They have worked collaboratively with our Library Assistant to ensure the book trolley is readily available and accessible. Our P7 pupils have supported our P1 children effectively with transition.

Pupil Equity Funded Initiative

- The earlier start of 8:20am of our daily Breakfast Club has provided a calmer start to the school day for most who attend by offering a space to check-in with staff and peers. This has also supported working families by providing accessible, free childcare every morning. The impact on attendance has been positive with the target of 90% being exceeded and attendance for PEF cohort is now at 91.3%.

Attendance at the end of Term 3 for the whole school is reported at 93.8%. 45% of children who regularly access breakfast club are from our targeted PEF cohort. The 45% of children who attend regularly equates to 33% of our total PEF cohort.

- The PT PEF and PEF appointed School Assistants have worked with teachers and families of our PEF cohort to provide additional support to these children through targeted groups to address health and wellbeing needs with support offered through specific interventions such as alternative curriculum opportunities, HWB groups, a family learning programme and supporting to register for extra-curricular activities during holiday periods.
- The PEF appointed School Assistant has facilitated weekly after school clubs for P2-P7 children.
- All EYC staff have engaged in the authority two-day nurture professional learning. This has impacted positively on practice and has ensured nurturing principles are embedded in our environment to support children and meet their needs. Our nurturing environment was highlighted as a strength in our report following our inspection from The Care Inspectorate:

"Children were well-supported in the indoor and outdoor environments by staff who knew about nurturing principles and delivered them calmly and with warmth."

Next Steps

- Target late comings and explore implementation of a walking bus.
- MTV lead to create CLPL offering for all staff.
- Continue to develop our approaches to reducing the cost of the school day for families.
- Continue to explore the reintroduction of the intergenerational project for EYC to engage with local sheltered housing residents.
- Continue to explore children's rights with them in our early years environments.
- Continue to embed the Family First model and identify how we can use this support to reduce barriers to learning and attendance experienced across the cluster.
- Increase opportunities for pupil leadership through regular 'masterclasses'.

Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of Change	<p>Good</p> <ul style="list-style-type: none"> ➤ Staff are clear on our strengths as a school and EYC through our self-evaluation processes and use of data to inform practice. This evidence has been used to shape our rationale for future improvements. ➤ All staff are encouraged to engage in distributive leadership opportunities to collaborate and lead areas of school improvement throughout the year. ➤ Our school and EYC vision and values are clearly communicated and are integral to our work as a school and EYC. Following consultation and creation in 2022 we have continued to ensure they underpin all that we do as we strive to exceed our aims and expectations. Children are recognised for demonstrating our school values during achievement assemblies and talk about the importance of them. ➤ All staff are committed to career long professional learning and engage in professional dialogue and reflection to support change and empower each other to apply their learning to have positive outcomes for children and families. This has been clear through the commitment to our South Ayrshire Reads work this session. ➤ Children have active leadership roles across the school community ensuring they have regular opportunities to contribute effectively to the wider life of the school. Opportunities are there for children to lead learning for others through the introduction of masterclasses. <p>There are key strengths in this aspect of the school's work and we will continue to strive for further improvement by continue to embed these approaches and ensuring new staff, children and families are aware of key pedagogy, our strengths and areas of development at Barassie.</p>
2.3 Learning and teaching	<p>Good</p> <ul style="list-style-type: none"> ➤ The ethos and culture of our school reflects our clear commitment to children's rights and promoting positive relationships at all levels. Children's views are sought, valued and acted upon. Relationships between families and school are very positive. ➤ Children engage well in their learning in our supportive learning environment and staff are creative in their approaches to meeting learners' needs. ➤ Tracking and monitoring of children's progress takes place regularly to ensure appropriate support and challenge and impact of strategies and interventions in place. ➤ Most lessons are well planned and differentiated with children having regular opportunities to engage in outdoor learning, use digital technology and in Primary 1, play-based learning. ➤ Teachers have opportunities to participate in moderation activities both within our own setting and wider cluster, including with secondary colleagues. <p>There are important strengths in the school's work in learning and teaching and these have a significantly positive impact on almost all young people. The school will improve further the areas of important strength, and also act to address the areas for improvement in line with the priorities set out in our improvement plan for next session through engaging with educational research.</p>

<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Very Good</p> <ul style="list-style-type: none"> ➤ Children requiring additional support benefit from carefully considered plans to support and improve learning and wellbeing through the 'Team Around the Family' approach. ➤ We are sensitive and responsive to the wellbeing of each individual child, family and colleague. We consider each child as an individual with their own needs and strive to adapt to support these by working closely with children, families and partner agencies. ➤ We continue to ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole school community through adopting our 'Ready, Respectful and Safe' approaches and our work as a Gold Rights Respecting School. Children's wellbeing and rights are central to our work. ➤ Our free breakfast club is well attended and supports children to have a positive settled start to their day and emotional check-in with key members of staff. <p>There are notable strengths in this aspect of our work. The school will make continued use of self-evaluation to plan further improvements and will work towards continuing to improve our provision in line with our school improvement plan.</p>
<p>3.2 Raising attainment and achievement</p>	<p>Good</p> <ul style="list-style-type: none"> ➤ Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment. Targeted interventions in literacy and numeracy are having a positive impact on attainment for almost all children. ➤ We have an increasing trend with combined P1, P4 and P7 ACEL data for reading and writing, however recognise these do not yet reflect pre-pandemic levels. ➤ The majority of children across P1, P4 and P7 are attaining the expected levels in Literacy and most are attaining the expected levels in Numeracy. ➤ Attendance levels are high and improving, especially for those children in our targeted cohort. ➤ Children's achievements are well recognised and celebrated through our House Postcard system and planned assemblies with a focus on achievements. We are developing our Masterclass programme to ensure that children's achievements from out with school are applied and utilised in school. <p>There are important strengths in this aspect of our work. We will seek to improve further the areas of important strength, and also act to address the areas for improvement. Our attainment levels are showing signs of recovery towards pre-pandemic levels and in some instances exceeding them. We will continue to work towards having almost all children attaining appropriate levels or exceeding them.</p>

What are the key priorities for improvement in 2023/24?

Based on the progress made with the School Improvement Plan 2023-2024, the school's self-evaluation, the National Improvement Framework and South Ayrshire Council's priorities, our identified area for improvement for 2024-2025 is:

1. To improve the quality and consistency of learning, teaching and assessment across the school and EYC by:
 - ✓ Supporting and developing staff to implement best practice through a culture of shared knowledge, collaboration and enquiry.
 - ✓ Working collaboratively to innovate and elevate our curriculum.
 - ✓ Developing confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society.
 - ✓ Developing a deep, conceptual understanding of mathematics, problem solving skills, mathematical reasoning and increased confidence and motivation.
 - ✓ Increasing teacher confidence in embedding the five key formative assessment strategies into ongoing everyday practice to ensure measurable improvements for learners.

What is the capacity for improvement?

The school and EYC are well placed for improvement with an established Senior Leadership team and experienced staff team in place. In our Early Years Centre, we have a Senior Early Years Practitioner who has made positive contributions during her first year in post.

The staff team are well placed to build on training and professional development this session to improve the quality of learning and teaching for our young people. All staff are committed to Career Long Professional Learning and engage in Professional Development Review meetings annually. School Improvement meetings have a clear focus on professional learning to enhance learning and teaching across the curriculum and in turn improve attainment.

A distributed leadership approach has continued to increase the capacity for improvement with class teachers and school assistants developing and leading areas of particular interest and expertise too. Next session we have 1 FTE PEF PT and no change to the teaching and support staff team. The model of professional learning adopted through South Ayrshire Reads has had a positive impact on staff knowledge, skills and confidence and is one we will continue to follow. We will engage in this model further through our commitment to the Improving Pedagogy and Equity programme.

As a cluster, we have a clear approach to improvement and have ensured protected time for collegiate working across our schools and sectors through in-service days and twilights.

We are focused to identify our key strengths and next steps on our improvement journey. Our next steps will also continue to be guided by educational research and the data available to us. Knowing ourselves well we are well placed to continue on our journey of improvement with confidence, building on our current successes to ensure the best possible outcomes for all children.