



# Standards and Quality Report Colmonell Primary School and Early Years Centre

---

## 2023-2024

## 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.

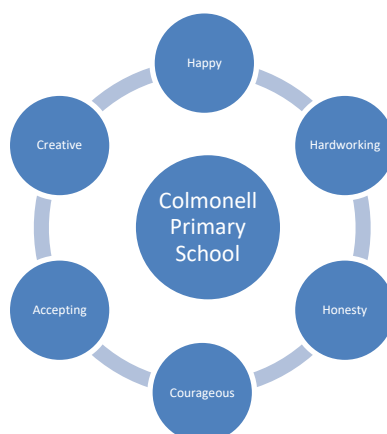
These values, contexts, entitlements, principles and curriculum areas are at the heart of how we plan and deliver our curriculum in Colmonell Primary School and Early years Centre. All staff and children at Colmonell Primary School and Early Years Centre are actively involved in developing our curriculum 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 everyone.

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, showing resilience and self-reliance. They can communicate in diverse ways, work in partnership, take the initiative and lead, apply critical thinking and solve problems

## Values

Our Values were updated during session 22-23 and involved children, families and school staff. Each value has been looked at closely and children have identified what each value looks like in action. We recognise our values on a daily basis and children are identified as Values Ambassadors on a weekly basis.



## 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 ambitious 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, allowing everyone to become responsible, global citizens.
- To inspire and support ambitious standards of teaching and learning through continuous self-evaluation of all schoolwork, ensuring all staff are given opportunities to continually develop their skills within a collegiate, cooperative and supportive learning community.

## Context of the School / Early Years Centre

Colmonell Primary School is situated within the village of Colmonell, 13 miles south of Girvan. Colmonell has a large catchment area and takes in the communities of Colmonell, Pinmore, Pinwherry and surrounding areas. The school roll this session settled at 35 children in the primary school; split between two classes - Primary 1-4, and Primary 4-7. There is an Early Years class, which can accommodate children between 2-5 years old. This session 9 children enrolled within the Early Years class; all attended 1140 hours. Children in the Early Years are achieving most of their milestones.

Pupils within the Primary School and Early Years fall within SIMD Decile 4 and 5. Our Free School Meal Entitlement (FME) was 23%; the local authority average was 22%.

Authorised absence this session within the primary school was 6.7% compared to the authority average of 8.3%. Unauthorised absence was 0.5%. There have been no exclusions.

Children are supported by teachers, school assistants, Early Years practitioners and visiting support staff for music and PE. This session, staffing has been very unsettled, due to a number of reasons. School assistant hours were reduced.

## Pupil Equity Fund

PEF (Pupil Equity Funding) funding of £4600, this session, was used to support swimming, following consultation with parents. All children being able to swim is crucial to achieving our school rationale and we know that there are a small number of children who do not get the opportunity to attend lessons in the nearby town, due to financial and transport difficulties. This session almost all children in primary school attended swimming at Quay Zone. This was interrupted though, due to damage to the Quay Zone building, however, swimming lessons were able to resume at Maybole pool. Almost all children have made progress toward being able to swim independently and confidently. Our Early Years participated in swimming lessons also and almost all children took part. Parents were very positive about this activity and most parents have stated that they support PEF funding this in future.

Additionally, a small number of children, not necessarily in our PEF cohort, have been identified as requiring some added support due to a range of educational and social circumstances. Supports identified for these children are delivered daily by school assistants. These include daily targeted intervention in 5-minute numeracy/literacy boxes, Catch-Up Literacy activities, differentiated classroom activities and Readingwise (support programmes). Achievements in their progress is monitored by class teachers

who further support learning within the wider classroom experiences. Almost all children needing additional support are making good progress from prior levels.

## 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 later 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 we continue to be required to take part in the National Standardised Assessment (NSA) project. Information from NSA will help to inform a teacher's professional judgement and allow teaching and support staff to track learning and identify next steps.

Almost all children are achieving their appropriate CfE levels. Those children not achieving these levels are in receipt of the right support and are making good progress based on prior levels of attainment.

Almost all children assessed using NSA during session 2023/24 performed well and in line with teacher judgements. Primary seven children were assessed in October, and further supports in learning were identified from NSA feedback. Children in Primary 4 and Primary 1 were assessed in May. Almost all children are progressing well and are meeting expected targets and, in some cases, exceeding these. Assessment information from NSA correlates with teacher professional judgment in CfE levels.

This session children from Primary 3 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 Colmonell 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 several 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 (Career Long Professional Learning) and evaluations
- Children's reports and personal plans
- Staged Intervention processes.

### **Key Priorities for Improvement 2023-24 (see School Improvement Plan 2023-24)**

Priorities for improvement in session 2023-24 were identified and agreed using current self-evaluation information, identified local authority priorities and the refreshed National Improvement Priorities. Our School Improvement Plan 2023-24 focussed on the following:

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.

## What key outcomes have we achieved?

School Priority 1 Children's Rights	
<ul style="list-style-type: none"> <li><b>NIF Priority:</b> Placing the human rights and needs of every child and young person at the centre of education</li> </ul>	<b>Links to HGIOS 4 / HGIOELC</b>  <b>1.2, 2.1, 2.3, 3.1, 3.2</b>
<b>Outcomes Achieved:</b> <ul style="list-style-type: none"> <li>This session we achieved our Gold Rights Respecting Schools Award. Children know about Children's Rights and can talk confidently 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.</li> </ul>	
<b>Next Steps:</b>  To continue on our Gold Rights Respecting Schools pathway by: <ul style="list-style-type: none"> <li>Continuing to provide opportunities to explore and celebrate diversity in all its forms including race, gender, belief and different kinds of families. Consider working alongside another RRSA school in a contrasting area of the UK to bring this work to life</li> <li>Continuing to empower children by supporting them to develop and lead campaigns from a rights perspective.</li> <li>Developing an ambassadorial role, as a Gold Rights Respecting School, promoting the CRC and the benefits of embedding child rights in education.</li> </ul>	

School Priority 2: Learning, Teaching and Assessment	
<b>NIF Priority:</b> <ul style="list-style-type: none"> <li>Closing the attainment gap between the most and least</li> </ul>	<b>Links to HGIOS 4 / HGIOELC</b>  <b>1.2, 1.3, 2.2, 2.3, 3.2</b>



<p>disadvantaged children and young people</p> <ul style="list-style-type: none"> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>• Improvement in attainment, particularly in literacy and numeracy.</li> </ul>	
<p><b>Outcomes Achieved:</b></p> <p>As a result of whole school development of an Outdoor Learning Programme of Activities linked to Meta Skills Framework, children are becoming fully equipped with the knowledge, skills and attributes to act more ethically, thoughtfully and responsibly, as global citizens. All children appreciate and value nature around them and their personal development and health and wellbeing has been enhanced due to regular outdoor learning opportunities.</p> <p>Teaching staff participation in "Improving, Pedagogy and Equity" CLPL has improved children's learning experiences. Learning within classrooms is active and collaborative and assessment is meaningful and "in the moment". As a result, almost all children are engaged as learners and are becoming confident in leading their own learning.</p> <p>The integration of a meta skill of the month has enabled staff and children to develop an awareness and understanding of skills. Staff and children are able to apply these skills within a range of learning contexts with increasing confidence.</p>	
<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Staff participation in Adaptive Teaching CLPL</li> <li>• Continued implementation of Meta Skills in learning.</li> <li>• Completion of Outdoor Learning Programme of Activities.</li> </ul>	

School Priority 3: Health and Wellbeing	
<p><b>NIF Priority:</b></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in children and young people's health and wellbeing</li> </ul>	<p><b>Links to HGIOS 4 / HGIOELC</b></p> <p><b>1.1, 2.1, 2.4, 3.1</b></p>
<p><b>Outcomes Achieved:</b></p> <p>Children are achieving a consistent and cohesive approach to learning and teaching in health and wellbeing. Additional supports from SAMH and Ways to Wellbeing have supported our HWB programme of activities. Children are positive about their health and wellbeing. Through termly check-ins using wellbeing webs children are able to talk about their feelings and know how to</p>	

keep themselves healthy and well. Children are able to seek help from others when their health and wellbeing is compromised. In Early Years children most children are able to express their emotions appropriately. Children are prosocial, supporting each other and have a positive sense of belonging.

Children experiencing grief can now be positively supported by trained staff in Seasons for Growth. Implementation of the Boxall Profile has enabled staff to create clear plans which identify challenges and supports required for individual children. Children experiencing challenging circumstances are supported to develop their social, emotional and cognitive skills within a nurturing learning environment.

**Next Steps:**

EY - Development of PATHS programme

Primary - Implementation of Treehouse Wellbeing Programme throughout the school.

## Self - Evaluation Summary

Following a very successful HMIE inspection in our Early Years and Primary School in April 2023, the following areas for improvement were identified:

- Continue to develop the use of digital learning journals to support planning and tracking of children's learning.
- Building on the strong practice in the Early Years Centre, continue to develop approaches to high quality learning through play at the primary stages.

This session we have continued to develop the use of Learning Journals and these now fully encompass planning and tracking of children's learning from Early Years through to Primary 7. Parents are kept fully informed of their children's progress in learning Journals in all curricular areas.

Play based learning continues to feature highly throughout the school. Children are given opportunities to play outdoors in a range of environments. Tinker Time allows children the opportunity to play and explore a range of equipment and resources, promoting curiosity, enquiry and creativity. As a result, children are confidently applying these skills in other areas of the curriculum, particularly in STEM activities.

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 - Rights Respecting School; Cluster Art Project; STEM: Vex Go; South Ayrshire Reads; Improving Pedagogy and Equity; PATHS; Zones of Regulation; Boxall Profile and Nurture. This has enhanced opportunities for all children throughout the school to become agents of their own learning. Staff confidence in pedagogical approaches has been enhanced and as a result, children are engaged in appropriate learning activities which suit their individual needs. Our primary children benefited highly from after school clubs in coding using Vex Go. Expressive arts has been a strong feature of our school development this session. Children are benefiting from a structure approach to the development of skills within visual arts. This has been further enhanced by the implementation of an online program, The Superpower of Looking and visits to local art galleries. Children engaged well in afterschool clubs in Drama and Dance. The after-school drama club, culminated in a very well supported final performance to parents and community. Almost all of our youngest members engaged very well in Primary Steps on Demand, a dance programme organised by the Royal School of Ballet. Our school is highly visible in our community and our community work reflects our school values of happy, honest, hardworking, creative, courageous and accepting. CALF (Community Action Learning Families) groups have been successful in involving all children to campaign in a project of their own interest. This session children and staff have been involved in:.....Staff have consistently high expectations of learners, and all learners are aware of these high expectations and learners 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	Children's Rights underpin the totality of our curriculum and ethos of our school. This session we achieved our Gold Rights Respecting Schools Award. All children and all 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 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 India. 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. Staff are beginning to use Meta Skills to structure plenaries in areas of cooperative, self-led learning. 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. These activities are enabling almost all of our learners to become independent, confident, creative learners. Staff feedback from reciprocal visits to other classes within the cluster have improved the quality of learning and teaching in art. This has been observed in action in classrooms. Children create their own art work of a high standard.
Grading: 4 good	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, almost all learners continue to make very good progress in their learning and build effectively on prior learning

3.1 Ensuring wellbeing, equity and inclusion		All staff prioritise children's wellbeing and health and as a result, almost all children feel safe and secure. All children benefit from the range of activities to promote wellbeing. This session staff and children took part in SAMH workshops and older children benefited from Ways to Wellbeing, an 8-week course implemented by the Educational Psychologist. All children have a voice in school through their CALF groups and other activities. Almost all children use the language of the wellbeing indicators every day through daily check ins and termly wellbeing webs, from which, personal wellbeing targets are identified. Almost all children are making very good progress with their skills in turn taking, problem solving and sharing ideas through their use of loose parts during break times. Skills in problem solving, questioning and creativity are further enhanced through Tinker Time in the upper school. Almost all children benefit from a daily healthy snack service. They eat a wide variety of fruit and vegetables and this is improving their health and wellbeing and awareness of healthy foods. Staff undertake appropriate professional learning to ensure they are kept up to date with information relevant to children requiring additional support. As a result of appropriate interventions fewer children are being identified for targeted support and children's needs are being met through adaptive learning and teaching approaches within classrooms. The school value of "accepting" supports discussion and approaches towards diversity and inclusion. Most children recognise behaviour that is inclusive and challenge discrimination. Almost all children are supportive of each other.
Grading: 5 very good		
3.2 Raising attainment and achievement		Overall children's attainment in literacy and English and numeracy and mathematics is very good. Most children are achieving expected CfE levels in reading, writing talking and listening and numeracy. Almost all children are making very good progress from prior learning. Children at Early Level listen well to adults. They contribute their thoughts, feelings and ideas very well. At first level, almost all children talk about their experiences and share ideas with confidence and at Second Level almost all children are confident in sharing their view, ideas and opinions. Children throughout the school read well and with fluency and
Grading: 5 very good		

	<p>comprehension. They have access to a wide range of texts both in school and from the visiting library van. They can explain their preferences for different types of texts and authors. Children throughout the school write well for a range of purposes. Early Level children and use their knowledge of sounds to spell common word and can create sentences independently. A few children within First Level require additional support to write independently. Second level children write very well. Most can write a variety of texts in a grammatically accurate way, with appropriate spelling and punctuation. They can create interesting characters and settings and apply features of a chosen genre. Overall most children are making very good progress in numeracy and maths and attainment is very good.</p> <p>Staff praise and encourage children's achievements through weekly celebrations of success within classes. Children receive house points, values certificates and can become a Values Ambassador. Children's achievements are shared and celebrated in their individual Learning Journals. This is as a result of very successful partnerships with parents and carers who take account of their children's achievements and share these with school. Achievements are linked to the CfE four capacities and skills for learning, life and work. All children are increasingly linking achievements in and out of school to meta-skills.</p> <p>Staff across the school have a very good understanding of the social, economic and cultural context of the school community. They fully understand the demographics and unique rural context that the school operates within. As a result, they know and support their families very well, understanding their learner's needs. All staff within the school and Early Years place high importance on supporting the motional and social needs of all children.</p> <p>The Parent Council provide very good financial support through a range of fund-raising activities in order that all children experience a variety of educational visits i.e. to Rozelle Art Gallery, the pantomime and Culzean. This year's residential for P7 to The Field Studies Council in Millport was also funded by a Parent Council application to Foundation Scotland.</p>
--	--

## What is the capacity for improvement?

The capacity for improvement within the school is very good. A full staffing compliment is currently in place, including additional support staff through inclusion. All staff are very positive on return to school. All staff within the school are highly qualified and look 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' 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 which is leading to improvements. 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.

## School Improvement Plan 2024-2025

### Key priorities of the National Improvement Framework

- 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 achievement, particularly in literacy and numeracy. ✓

Our Improvement Plan, this session, focuses on the priorities of the National Improvement Framework first and foremost. Our School Improvement Plan's priorities, reflect the NIF in the following ways:

School Priority 1 - Curriculum  
School Priority 2 - Adaptive Teaching  
School Priority 3 - Health and Wellbeing  
Cluster Priority 4 - Expressive Arts  
PEF - Swimming

Following our successful implementation of 2023/24 school Improvement plan, our focus this session will be on Curriculum. Within this theme, our aim is to create progressive and coherent pathways in learning throughout the school, relevant to children's everyday lives and interests. Our curriculum will be responsive and child led. Pupil voice will feature highly. Teaching and support staff will effectively develop curriculum, based on a clear understanding of pedagogical approaches in learning and teaching. These will be embedded within consistent, high quality approaches across all stages in the school. Profiling children's learning and sharing learners progress in all curricular areas with parents will continue through Learning Journals. Knowledge and understanding of meta skills will continue to enhance learning and teaching within all areas of the curriculum but in particular outdoor learning and play based learning.

Local Authority Improvement Planning, including South Ayrshire Reads and South Ayrshire Learns will run parallel with our own school improvement plan.

Scotland's curriculum - Curriculum for Excellence - helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century. Using the refreshed narrative, the School Improvement Plan will focus on the following key considerations:

#### How we do it

Taking curricular aims and translating them into practice is a continuous process. Getting this right is critical and this diagram sets out key considerations, activities and ways of working to support the process of curriculum making.

