



Coylton Primary School Standards and Quality Report

June 2019

The purpose of this report is to provide an answer to the question, how good was our school in 2018 – 2019? This report tells you about the quality of education in the school and how the pupils benefit from learning here. Information as to how these judgements were reached is also given.

Context of the School

Coylton Primary School serves the village of Coylton and the surrounding rural areas. The school is housed in one building which has 6 closed classrooms and 6 classrooms in bays in an open area.

In May 2016, reconfiguration took place of two classrooms, pupil toilets, one office, a pupil support room and one cupboard into two new Early Years Centre playrooms, toilets and a new meeting room. The previous Early Years Centre is now being used as a classroom. Plans are in place for further refurbishment to take place during summer 2019 to create a new 2-3yr old playroom including outdoor area and a new meeting room.

We have a library area and an ICT suite which is accessed by all classes. Both these areas are housed within the open area of the school. Upstairs, the 3 closed classrooms have pupil toilets and a small ICT bank to work from.

Our main hall can be partitioned to allow 2 activities to take place at the same time. The partitions are sound proof. This main hall is used for assemblies, visiting specialists and groups, after school activities, PE lessons, school lunches and the Sunrise Breakfast Club. The floor of this main hall has been water damaged for a number of years now. The cause of the problem has now been found, and a new floor has been fitted during this session

The Sunrise Breakfast Club is run as a business by a local Childminder, and is very well attended every day. This business is ready to expand at the start of next session to include After School Care within the school. Families can also access South Ayrshire Council After School care where staff walk children to the local Activity Centre at the end of the school day.

During session 2018-19, we had 30 pupils who attended school as a result of placing requests, 12 pupils who were in receipt of FME and 4.2% of pupils who live within decile 2, according to the Scottish Index of Multiple Deprivation (2.8% within the EYC)

Vision

Our vision is to have a happy, healthy and safe school community where fairness and equality are encouraged and everyone is respected and respectful.

Values

Respect, Responsibility, Kindness, Ambition & Honesty

School Aims

We aim for excellence!

1: We aim to improve Standards and Achievements through:-

- ❖ well-planned and responsive learning and teaching which is delivered in a motivational manner
- ❖ encouraging staff to keep abreast of CLPL opportunities in-line with the School Improvement Plan and personal development
- ❖ establishment of a systematic approach to school self-evaluation and quality assurance
- ❖ recognition of personal achievement (through Assembly etc)
- ❖ tracking and monitoring of individual pupil attainment
- ❖ moderation of standards through professional dialogue.

2. We aim to promote effective partnership working with home, school and community by:-

- ❖ working closely with all external agencies to improve the quality of the support for learners
- ❖ establishing close links with local businesses and other professions in order to enrich learning experiences
- ❖ involving parents/carers in school life through monthly newsletters, Pupil Progress Reports, Parent Drop-Ins, Workshops and regular involvement in learning opportunities
- ❖ supporting the Parent Council Fundraising Group through active participation in fundraising events
- ❖ partnership working within a variety of settings including cluster family of schools and satellite working groups
- ❖ involving pupils in decision making through Pupil Groups.

3. We aim to develop a positive, caring ethos within a pleasant and stimulating environment by:-

- ❖ welcoming all who enter the school
- ❖ celebrating success through bright and attractive displays
- ❖ working with children in a sensitive and supportive manner
- ❖ demonstrating and valuing good manners and mutual respect.

4. We aim to provide a responsive curriculum to meet all needs by:-

- ❖ providing learning experiences which will challenge and support individual needs
- ❖ sharing planning with the children to allow flexibility
- ❖ using a variety of learning and teaching styles with appropriate resources
- ❖ reviewing individual needs through observation, discussion and formal reports.

We aim to create a positive school learning environment by providing a stimulating and appropriate curriculum for all which will improve their standard of attainment and assist their personal and social development. We also aim to promote an effective partnership which links home, school and community

In 2018-19, the school had 11 classes including morning and afternoon Early Years Centre classes for 2 year olds and 3-5 year olds. 3 of these primary classes are composites.

- As of June, there were **12** two-year old registered in the Early Years Centre and **63** 3-5 year olds.

For 2018-19 the teaching complement was 13.4 full-time equivalent plus 0.5 Pupil Support allocation.

| | |
|-------------------------------|--|
| Teaching staff | Head Teacher, Depute Head Teacher(vacancy from Aug 2018-June 2019) DHT due to start in August 2019 2 x Acting PT's (in place of a DHT) 9 FTE Class Teachers 4 Part time Teachers |
| Early Years Centre | 0.6 Teacher 5 Full-time Early Years Centre Practitioner 3 Part-time Early Years Centre Practitioner |
| Additional allocations | 0.5 Pupil Support Teachers 1 Vocal instructor 1 Brass instructor 1 Violin instructor |
| Other staff | 3 Permanent School Assistants 1 PEF funded School Assistant Access to 1 Admin. Team Leader Access to 1 Finance Officer 2 Clerical Assistants 1 Janitor Cleaning and catering staff |

During session 2018-19, our DHT was still on maternity leave. The acting DHT also went on maternity leave. In order to develop leadership capacity within the staff team, and for a short time, 2 Acting PT's were appointed from our permanent teaching staff. Both Acting PT's were in class 0.4 and working on PT remits 0.6. In January 2019, our DHT resigned from her post. Interviews took place in March 2019 and a new DHT was appointed. She will start officially in August 2019. Both acting PT posts have continued until the end of the school session in June, although the amount of time spent on PT remits has decreased to 0.4. School has been running 0.5 teaching staff down since January 2019.

We have an extremely supportive Parent Council. The Fundraising Group continued to raise funds for the school and the Parent Council has been focusing on road safety around the school and potential new housing developments.

Coylton Primary School and Early Years Centre Class were inspected by HMIE in June 2010. An Education Scotland Follow Through Inspection took place in January 2013. Our Early Years Centre was visited by the Care Inspectorate in December 2018 and we had a South Ayrshire Council School Improvement Visit in January 2019

In session 2018-19, Coylton Primary School has been working towards making improvements in the following areas: Assessment and Moderation, Numeracy, Early Years Centre, Wellbeing and Literacy.

The associated Secondary School for Coylton Primary School is Ayr Academy. 12 Primary 7 pupils will make the transition to Ayr Academy in August 2018, 20 to Kyle Academy, 1 to Belmont Academy, 1 to Auchinleck Academy, 1 to Queen Margaret Academy and 1 to The Grange Academy

The school is an integral part of the community both educationally and socially. We all work well to foster a team spirit. The school operates an open door policy for parents.

How evidence was gathered

The evidence for this report was gathered throughout the year from our rigorous self-evaluation processes. A calendar of activities, agreed by staff, ensures that self-evaluation is frequent and ongoing in Coylton Primary School.

All teaching staff are involved in a variety of self-evaluation activities. Career Long Professional Learning sessions are organised for staff on e.g. Self-evaluation, Child Protection, GIRFEC, Dyslexia, SNSA analysis, ACE Awareness, Literacy, Mental Health/ Work Life Balance and Assessment. After each session, staff carry out an evaluation which informs our next steps.

Questionnaires are used with parents and pupils. We received feedback from the questionnaires sent out to parents and responses in 'strongly agree' and 'agree' were of high percentages.

The Management Team are involved in classroom observations throughout the session. Each observation has a particular focus and written feedback is given to staff. Jotters, pupil work and 'Learning Journey' folders are routinely monitored. Wall displays of pupil work are also checked regularly.

Attainment is tracked on an ongoing basis and comparisons are drawn with our family of schools and cluster. This year, we have also linked with a family of schools across the South West Educational Improvement Collaborative (SWEIC). We continued to make increased use of assessment data gained from in school assessments in literacy and numeracy as well as the SNSA assessments this session. Teaching staff participated in some interesting exercises using the data, making comparisons to their own judgements and identifying next steps. All staff feedback on this was positive with some making changes to classroom practice as a result of the exercise.

We primarily use How Good is Our School 4 and How Good Is Our Early Learning and Childcare to structure our formal self evaluation. The results of self evaluation are collated and distributed for comment and then agreed by staff. Early Years Centre staff have embraced both the HGIOELC document and Building the Ambition and have increased their focus on self evaluation as a result this session.

We have used the HGIOurS document this session, which has given our pupils a voice in terms of self evaluation. Senior pupils have represented all pupils at staff meetings and have a joint planned approach to whole school self evaluation.

What outcomes has the school achieved?

Our pupils are given many opportunities to achieve success within school. In session 2018-19, pupils have been awarded John Muir Awards, Awards of Ambition, KNex Challenge, Bikeability Scotland Certificates, Instrumental Certificates, Heart Start Certificates and Swimming Certificates. Staff and community partners offer our pupils a variety of opportunities for success outside the classroom and offer lunchtime and after school activities including Musical Theatre, Chess, Athletics, Tennis, Multisports, Rugby, Netball, Tai Kwando, Story Telling, Football, French, Website, Gymnastics and Dance. We have a school football team this year, for the first time and they have competed in local leagues and competitions.

Coylton Primary School did not complete CEM assessments this session but for data purpose, below is a table showing the results till 2018

For the table below, the CEM scores used are aged standardised scores. For InCAS (P3, 4, 5 and 7) pupils scoring less than 85 are deemed to have scored lower than expected for their age. For PIPs (P1) pupils scoring less than 40 are deemed to have scored lower than expected for their age.

| CEM ASSESSMENTS | | | | | | | | | | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|-------------|---------|---------|---------|---------|---------|---------|---------|
| % achieving 40 or higher standardised score (P1) | | | | | | | | | | | | | | | | |
| % achieving 85 or higher standardised score (P3-4) | | | | | | | | | | | | | | | | |
| Primary | Reading | | | | | | | | Mathematics | | | | | | | |
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| P1 | 80 | 96 | 96 | 81 | 86 | 94 | 100 | 95 | 72 | 98 | 100 | 81 | 86 | 98 | 100 | 97.5 |
| P3 | 87 | 93 | 89 | 94 | 93 | 82 | 74 | | 76 | 98 | 83 | 98 | 97 | 91 | 94 | |
| P4 | | | | | | 94 | 86 | | | | | | | 84 | 89 | |
| P5 | 90 | 94 | 89 | 100 | 88 | 98 | 91 | | 80 | 89 | 74 | 96 | 79 | 93 | 82 | |
| P7 | 76 | 75 | 83 | 89 | 89 | 85 | 84 | | 61 | 56 | 68 | 83 | 65 | 68 | 70 | |

For session 2017-18 scores for primary 1 were as follows.

Reading

In P1, almost all (95%) pupils assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

Mathematics

In P1, almost all pupils (97.5%) assessed in mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

Last year, our school completed SNSA in P1, 4 and 7.

The results from these assessments are as follows:

| | Percentage of pupils who achieved a score of: | | | |
|------------|---|-----|--------|------|
| Year group | Curricular Area | Low | Medium | High |

| | | | | |
|------------|-----------------|-----|-----|------|
| P.1 | | | | |
| | Literacy | 0% | 14% | 86% |
| | Numeracy | 0% | 0% | 100% |
| P.4 | | | | |
| | Reading | 18% | 27% | 55% |
| | Writing | 25% | 22% | 53% |
| | Numeracy | 6% | 55% | 39% |
| P.7 | | | | |
| | Reading | 5% | 21% | 74% |
| | Writing | 7% | 10% | 83% |
| | Numeracy | 0% | 12% | 88% |

This year, pupils are banded in SNSA and the results are as follows:

| Percentage of pupils | | | | | | | | |
|----------------------|-------------|-------------|------------|------------|-------------|------------|------------|-------------|
| Band | Literacy P1 | Numeracy P1 | Reading P4 | Writing P4 | Numeracy P4 | Reading P7 | Writing P7 | Numeracy P7 |
| 1 or below | 0% | 0% | | | | | | |
| 2 | 0% | 0% | | | | | | |
| 3 | 0% | 0% | | | | | | |
| 4 | 3% | 0% | 2% | 12% | 0% | | | |
| 5 | 21% | 3% | 2% | 9% | 2% | | | |
| 6 | 76% | 97% | 7% | 12% | 12% | 3% | 3% | 3% |
| 7 | | | 28% | 30% | 30% | 6% | 11% | 14% |
| 8 | | | 26% | 23% | 37% | 14% | 11% | 17% |
| 9 | | | 35% | 14% | 19% | 14% | 31% | 22% |
| 10 | | | | | | 25% | 36% | 28% |
| 11 or above | | | | | | 39% | 8% | 17% |

Coylton Primary School tracks pupil attainment using the terms Developing, Consolidating & Secure at a particular level of Curriculum for Excellence. This tracking takes place three times each session. The following table details the percentage of pupils at each level who are achieving the expected level, or higher, for their age at June 2019 at P1, P4 and P7 in Literacy & English and Numeracy & Maths, and how these figures compare to the last 2 school sessions.

| Curriculum for Excellence Teacher Judgements for June 2019 | | | |
|--|---|---|--|
| Curricular Area/ organiser | Percentage of pupils Early Secure or above at P1 | Percentage of pupils First Secure or above at P4 | Percentage of pupils Second or above at Secure P7 |
| Reading | 100 | 91 | 92 |
| Writing | 97 | 79 | 86 |
| Listening & Talk | 100 | 93 | 94 |
| Numeracy & Mathematics | 100 | 88 | 89 |

| Curriculum for Excellence Teacher Judgements for June 2018 | | | |
|--|---|---|--|
| Curricular Area/ organiser | Percentage of pupils Early Secure or above at P1 | Percentage of pupils First Secure or above at P4 | Percentage of pupils Second or above at Secure P7 |
| Reading | 88 | 94 | 90 |
| Writing | 79 | 88 | 88 |
| Listening & Talk | 100 | 97 | 98 |
| Numeracy & Mathematics | 98 | 82 | 93 |

| Curriculum for Excellence Teacher Judgements for June 2017 | | | |
|--|---|---|--|
| Curricular Area/ organiser | Percentage of pupils Early Secure or above at P1 | Percentage of pupils First Secure or above at P4 | Percentage of pupils Second or above at Secure P7 |
| Reading | 80 | 86 | 87 |
| Writing | 80 | 83 | 78 |
| Listening & Talk | 100 | 94 | 97 |
| Numeracy & Mathematics | 96 | 92 | 82 |

Primary 1

Literacy and English – All pupils (100%) achieved Curriculum for Excellence levels in Reading which were in line with or higher than levels expected for their age.

Almost all pupils (97%) achieved Curriculum for Excellence levels in Writing which were in line with or higher than levels expected for their age.

All pupils (100%) achieved Curriculum for Excellence levels in Listening & Talking which were in line with or higher than levels expected for their age.

Mathematics – All pupils (100%) achieved Curriculum for Excellence levels in Mathematics which were in line with or higher than levels expected for their age.

Primary 4

Literacy and English – Almost all pupils (91%) achieved Curriculum for Excellence levels in Reading which were in line with or higher than levels expected for their age.

Most pupils (79%) achieved Curriculum for Excellence levels in Writing which were in line with or higher than levels expected for their age.

Almost all pupils (93%) achieved Curriculum for Excellence levels in Listening & Talking which were in line with or higher than levels expected for their age.

Mathematics – Most pupils (88%) achieved Curriculum for Excellence levels in Mathematics which were in line with or higher than levels expected for their age.

Primary 7

Literacy and English – Almost all pupils (92%) achieved Curriculum for Excellence levels in Reading which were in line with or higher than levels expected for their age.

Most pupils (86%) achieved Curriculum for Excellence levels in Writing which were in line with or higher than levels expected for their age.

Almost all pupils (94%) achieved Curriculum for Excellence levels in Listening & Talking which were in line with or higher than levels expected for their age.

Mathematics – Most pupils (89%) achieved Curriculum for Excellence levels in Mathematics which were in line with or higher than levels expected for their age.

We continue to increase staff confidence in making assessment judgements through moderation activities at a school, cluster and authority level. Publication of Literacy & English and Numeracy & Mathematics Benchmark Statements by Education Scotland has increased confidence further. 2019-20 will see continued focus on moderation of pupils having achieved a level and this may lead to increased numbers of pupils being deemed to be secure in their learning at a particular level than is currently taking place.

Definitions

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

Pupils who are not achieving levels expected or higher than expected for their age have been identified and appropriate supports are in places for these individuals. These supports are outlined in staged intervention action plans or individualised education plans. Additional support personnel/ resources are used to support and/ or challenge identified pupils.

Session 2018-19

During session 2018-19 Coylton Primary School has worked on the following improvement priorities:

| School Priority 1 : Raising Attainment in Literacy and English | |
|--|---|
| NIF Drivers: School Improvement, School Leadership, Teacher Professionalism, Assessment of Children's progress, Performance information | Links to HGIOS 4 1.2 Leadership of Learning: Professional Engagement and Collegiate working 2.3 Learning, Teaching and Assessment: Quality of teaching 2.4 personalised Support: Targeted Support 3.2 Raising Attainment and Achievement: Attainment in Literacy |
| Progress | Impact |
| <ul style="list-style-type: none">• We held a pupil led parent workshop to raise the profile and interest of reading for enjoyment, vocabulary and dyslexia. This has been supplemented by a range of literacy focused initiatives including The First Ministers Reading Challenge, Author visits, World Book Day, buddy reading, whole school Christmas Story writing and Read Write Count.• Whole school completion of base line assessments using the Burts Reading Scale.• Developmental milestones completed in the EYC, as well as the Renfrewshire Vocabulary Assessment in EYC and P1.• STAR reading assessments and accelerated reading in P5- 7 classes.• Talk 4 Writing training complete and all staff from EYC-P7 engaging in some aspects of the programme | <ul style="list-style-type: none">• Pupils and parents have a better understanding of ways to engage in reading, and to the ways in which reading is taught in school. Our Christmas story was published with copies available to purchase.• Almost all pupils showed an increase in their reading age, and a wider vocabulary used in written pieces of work• Information from milestones has helped to steer the direction of learning in both EYC and P1 classes.• All pupils made progress, and levels of reading for enjoyment rose. The roll out will include P4 pupils next session• Further training has been undertaken by staff in CfE levels with all staff taking part in CLPL in August to develop a whole school literacy strategy. |

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|---|--|
| <ul style="list-style-type: none"> • Primary 7 critical literacy skills have been developed through a novel study and a transition project with Ayr Academy. • SNSA staff training completed and pupils assessed. • TLC peer visits with a focus on writing. <ul style="list-style-type: none"> • Increase in the number of pupils identified as Dyslexic Learners • Included Gaelic lessons in the literacy plan for p5-7 pupils | <ul style="list-style-type: none"> • Increase in cluster working and transition due to shared expectations and the use of benchmarks to moderate. • Staff more confident in the administration of SNSA and also in their ability to analyse the data • Staff opted in as CLPL to a peer visit with TLC schools. All staff involved completed an online survey, the results of which showed that staff felt it to be a valuable experience and one which enhanced their own practice. • More robust mechanisms in place for early intervention. • Pupils gained an insight into another language in line with the 1+2 programme. |
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Next Steps

- Extend Accelerated Reading to include p4 -7 pupils and continue to add to resources, with help money raised from the sale of the published Christmas Story.
- Focus on a play based approach to literacy across p1
- Continue with training and CLPL on Talk 4 Writing across school and TLC
- Increase parental engagement through Family Learning
- Language enrichment programmes continue to be developed.
- Identify Speech and Language difficulties and increase intervention programmes.
- Word aware embedded and monitored.
- Further develop curriculum mapping across all stages.
- Audit literacy resources and highlight gaps.
- Continue to use Literature Circles and class novel projects.
- Agree and embed targeting interventions for raising attainment and pupil support.
- Further develop tracking systems to measure impact of interventions and support and to include soft data.
- Continue with improved dyslexia screening and support in line with Dyslexia Friendly Schools.
- Implement the new SAC Curriculum Framework for Literacy.

| School Priority 2 : Numeracy and Mathematics | |
|--|--|
| NIF Driver: School Improvement, School Leadership, Teacher Professionalism, Assessment of Children's progress, Performance information | Links to HGIOS 4 1.3 Leadership of Change: Implementing improvement and change 2.2 Curriculum: Development of the Curriculum 2.6 Transitions: Collaborative planning and delivery 3.2 Raising attainment and achievement: Attainment in Numeracy |
| Progress <ul style="list-style-type: none"> • All staff have continued to develop teaching of Number Talks. • Benchmarks used to develop high quality learning intentions and success criteria. • Successful pupil led Number Talks workshop for parents held with positive feedback. | Impact <ul style="list-style-type: none"> • This has resulted in increased confidence and embedding of Number Talks across the school and pupils engagement in mental maths activities increasing. SNSA maths results have improved or have been maintained across this session. • This has now become part of teaching practice, and staff are now skilled at using the benchmarks to make professional judgements on achievements at a level. • Feedback from parents was very positive, and the leadership of pupils was increased. This has |

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|--|---|
| <ul style="list-style-type: none"> Successful P7 transition event at Ayr Academy | <p>continued into daily practice with pupils leading the learning in almost all classes.</p> <ul style="list-style-type: none"> Increase in cluster working and transition due to shared expectations and the use of benchmarks to moderate. |
| <p>Next Steps</p> <ul style="list-style-type: none"> Continue to monitor challenge, boost and support groups and evaluate all interventions. Continue to ensure Number Talks and progression of skills across school consistently and streamline with Benchmarks. Provide further opportunities for peer observations across other classes or other schools. Explore further opportunities for parental engagement. Continue to work with Ayr Academy in enhancing transitions incorporating maths. Monitor progress and evaluate impact of whole school priorities and interventions in order to identify good practice Investigate opportunities for application of Maths through the STEM project. Continue EYC / P1 transition curriculum tracking using the developmental milestones to enhance P1 attainment. Implement the new SAC Curriculum Framework for Numeracy and Maths. | |

| School Priority 3 : Health and Wellbeing | |
|---|--|
| <p>NIF Driver:</p> <p>School Improvement,</p> <p>School Leadership,</p> <p>Teacher Professionalism,</p> <p>Assessment of Children’s progress,</p> <p>Performance information</p> | <p>Links to HGIOS 4</p> <p>1.5 Management of resources to promote equity: Management of resources and environment for learning</p> <p>2.5 Family Learning: Engaging Families in Learning</p> <p>2.7 Partnerships: Collaborative learning and improvement</p> |
| <p>Progress</p> <ul style="list-style-type: none"> A range of initiatives developed to increase fitness levels including; Big Pedal, Daily Mile, Bikeability, Active Schools fitness testing carried out 2 times. Positive relationships have been further enhanced with partner agencies to improve Health and Wellbeing. After school activities have included activities every day of the week, and available to all stages in school. School participation in many Active schools competitions across the year such as netball, basketball, athletics, tennis, triathlon and relay Wellbeing web used to track wellbeing across the school twice yearly. | <p>Impact</p> <ul style="list-style-type: none"> Most classes have continued to monitor and track data related to daily Mile but this isn’t consistent Active schools have played a big part in developing activities to suit all ages and abilities and we have increased the amount of competitive events we have entered this school session. Staff have robust discussions with pupils individually with regard to how they are feeling. |

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|--|---|
| <ul style="list-style-type: none"> • Tiny Tough Mudder event in the EYC • P7 John Muir award through the residential visit to Dolphin House • 100% of P7 completed award of Ambition. • Lead staff attended termly TLC meetings sharing good practice and working collaboratively. • Weekly Focus Time for p1-4 pupils with links to school values • TLC Healthy Workplace Inservice day with a focus on staff health and Wellbeing • | <ul style="list-style-type: none"> • High levels of engagement from pupils and parents. • Pupils gained a better understanding of their role within school and the community. • An increased focus on the school values, and linking them to excellence this session. We purchased a number of story books in order to promote discussions with younger pupils at a focus time. • This event included all staff from all roles within school. Overwhelmingly positive feedback via survey monkey with staff saying that they felt valued. Increase in engagement with partner agencies too. |
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Next Steps

Continue to develop systems for tracking and monitoring HWB.
Analyse and use data from fitness testing.
Consider another staff wellbeing event.
Look at aspects of children's mental health such as sleep and screen time.
Develop use of Ice Pack resources.
Develop transition opportunities for P6 and P7

School Priority 4: Learning, Teaching, Assessment and Moderation**NIF Driver:**

School Improvement,
School Leadership,
Teacher Professionalism,
Assessment of Children's progress,
Performance information

Links to HGIOS 4

1.1 Self-evaluation for school improvement: collaborative approaches to self-evaluation
2.3 Learning, teaching and assessment: Effective use of assessment and planning, tracking and monitoring.
3.2 Raising attainment and achievement: Overall quality of learners' achievements

Progress

- Cluster working on planning and moderation of assessments at twilight and in-service day.
- Cluster piloting 4 stages of progress within a level, with a view to changes in the way we report to parents.
- All teachers have attended assessment and moderation training at authority level.
- Curriculum mapping facilitated through staff meetings and development time to ensure outcome coverage and skills development across our curriculum.
- Evaluation of learning journey and pupil profiles across stages with all stakeholders
- Strategic calendar for assessment.

Impact

- Staff felt that the relationships within the cluster were further enhanced. Feedback from cluster staff indicates that confidence is increasing around what secure at a level looks like as well as understanding the benchmarks when making professional judgements.
- This had a few issues along the way, however staff felt that the 4 stages of progress were easy to work with and opened up the learning for all pupils. Almost all parents have given positive feedback to the new reporting system.
- With a focus on writing across the cluster, staff feel that they are using holistic assessments well and that pupils are benefiting from a much more joined up curriculum.
- Ensures progression across a level and promotes rich professional dialogue.
- Learning Journeys continue to evolve through self evaluation processes with changes to be made next session.
- This gives staff the mechanism to put assessment at the planning stages, and see at a glance the expectations for the year.

Next Steps

- Continue to develop staff's working knowledge and confidence at using 4 stages of progress within a level next session.
- Continue to work with cluster staff in the moderation process. Curricular area still to be agreed.
- Continue to involve pupils and parents in the tracking and reporting system.

Evaluation Summary

| Quality Indicator | School Self Evaluation (Please add 3 or 4 evaluative statements linked to the themes) and include Evaluation |
|--|--|
| 1.3 Leadership of change 5 | <ul style="list-style-type: none"> We are committed to ensuring that we achieve high standards and success for all learners through a wide range of participation in engaging and challenging events and opportunities. Through active collaboration, the school and the community have ownership of the values and vision which underpin the curriculum and are relevant to the social, economic and cultural context of our community. Parents, pupils and staff contribute to development and strategic improvement. All staff feel confident to initiate change and are committed to improving learning outcomes for children. Time is protected for professional dialogue, collegiate learning and self-evaluation through planning time in stages and through cluster and Satellite (TLC) developments All staff take responsibility for promoting social equality and social justice through innovation, creativity and practitioner enquiry, choosing appropriate approaches to facilitate equity for all learners. |
| 2.3 Learning and teaching 4 | <ul style="list-style-type: none"> The ethos and culture of the school reflects a commitment to positive relationships and most pupils are eager and active participants who are engaged and interact well during activities. Learners' experiences are challenging and enjoyable and matched to their needs, taking increasing responsibility as they become more independent in their learning. All pupils have opportunities to contribute to the life of the school and the wider community in a range of well planned activities and their views are sought. Teaching is underpinned by our shared vision and values and we use a range of environment, including the outdoors, as well as creative teaching approaches. Assessment is integral to practice and we use a variety of assessment approaches. Assessment evidence is valid and reliable and provides reliable evidence which we use to report on progress. We are developing more robust arrangements for moderation. We have developed manageable processes to monitor and evaluate progress and have clear information on attainment in Literacy and English, Numeracy and Mathematics and Health and Wellbeing. |
| 3.1 Ensuring wellbeing, equity and inclusion 4 | <ul style="list-style-type: none"> As a result of our approach to ensuring the wellbeing of children we are improving outcomes and can demonstrate that most children feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Relationships across the school community are positive and supportive, founded on a climate of respect and sense of community. Staff and partners are proactive in promoting positive relationships in the classroom, playground and wider community. We comply and actively engage with statutory requirements and codes of practice. We have effective strategies in place which are improving achievement for pupils. |
| 3.2 Raising attainment and achievement 5 | <ul style="list-style-type: none"> Staff make effective use of assessment and their shared understanding of standards to make confident professional judgements about how well children are learning and progressing. Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school. We have robust systems in place to promote equity for pupils. |

How well does the school meet the needs of the school community?

All members of our school community are treated with equality, fairness and respect. All pupils are actively involved in their own learning and development. All pupils, including those at risk of missing out and the most vulnerable have made progress from prior learning. We work in partnership with schools in our cluster and other clusters. We also work closely with data from our 'TLC' linked to the schools who have been part of the Raising Attainment for All projects. Staff are involved in school developments, including peer observations, across the cluster and within our TLC schools and with the local authority.

We provide a range of activities to allow pupils the opportunity to experience personal achievement such as Chess, Athletics, Tennis, Multisports, Rugby, Netball, STEM, Story Telling, Football, French, Website, Gymnastics and Dance.

Throughout the year our pupils are involved in Enterprise activities such as Fair-trade topics, Burns Supper, Eco-Warriors and Pupil Council. We continue to further develop these existing community and business links and cultivate new links in relation to on-going class work. This year, we embarked on our second whole school musical event, involving all pupils from P1-P7. This was held in Ayr Academy in order that the whole school community could be together at the same time. Feedback from all stakeholders has been once again, overwhelmingly positive. Having the event in Ayr Academy also gives parents and young people aspirations for the future in terms of secondary school provision.

Our pupils are also involved in a wide variety of different activities. These include schools' tennis tournaments, Active Schools events, Bikeability, Youth Music Initiative Big Sing concert with Annbank Primary, Awards for Ambition, KNex Challenge, Rugby Tournaments, Triathlon Event, South Ayrshire Relay Championships, swimming lessons, athletics transition event and JRSO activities. Pupils are also given a variety of opportunities to learn beyond the classroom and visits have been made to Scotland Street School, Glasgow Science Centre, Culzean Castle and Country Park, Vikingar, Whitelee Wind Farm, The Gaiety Ayr, The Kings Theatre Glasgow, The Playhouse Theatre Edinburgh, Lime Tree Larder, Kelvingrove, Burns Cottage and Museum and Dumfries House

We seek the views of our pupils regularly, through surveys, questionnaires and group consultation. The Pupil Council actively seek the views of all classes. Pupils know that their views are valued and where possible acted upon. Our Rights Respecting Pupil Council Noticeboard allows pupils to see what suggestions have been made and what action has been taken as a result. Our pupils are successful, responsible and confident and contribute to the life of the school and wider community. Pupils feel safe, nurtured, healthy, achieving, active, included, respected and responsible. Our School Improvement Plan is displayed in reference to our school Twitter account, and pupils can track the progress of our improvement priorities from the tweets displayed there.

Pupils had the opportunity to take part in a whole school initiative based on the GTCs Review of Professional Standards. This was led by school House Captains and all pupils had the opportunity to have their say with regard to the question 'What Makes a Good Teacher?'

Our School Captains have led the pupils in various rounds of self evaluation using The HGIOurS document to compliment the staff use of HGIOS4. This has been a very valuable experience for all, and will be continued next session.

Parents are made to feel very welcome at Coylton Primary School. We operate an open door policy and listen carefully to feedback given by parents. A team of staff and parents have worked this year to deliver cycling training to our Primary 5 and 6 pupils. Parents, in particular those with vulnerable pupils, play an important part in their children's learning. They contribute to key aspects of their children's education and development. Our Parents notice board was maintained throughout this session as well as a 'Quick question' during monthly stay and play sessions in our Early Years Centre. . Parent visitors continued to

share their skills and knowledge with us through dance classes, sharing information about their jobs and giving their time to support projects. We are lucky to have a parent body that support a variety of events during the year; these include coffee afternoons, class assemblies, sports events and educational outings. This session we have really promoted the use of our Twitter account and we have received positive feedback from parents who have enjoyed the regular photographic and informative updates.

In our school, staff are valued, consulted and supported. Their views and skills influence how the school moves forward and improves the quality of its work. Staff have volunteered to use their strengths, skills and talents to deliver in house CLPL and also lead authority CLPL sessions.

At Coylton Primary we recognise the importance of being part of the community and we are working towards increasing our involvement further. In session 2018-19 examples of the community initiatives the school undertook are involvement in competitions relating to the Energy Agency, Coylton Gala Day, monthly visits to John Hodge Court, The Gaiety Autumn Showcase and the Ayr Show.

Figures show that our attendance continues to be better or equal to the local figures in school, and slightly below the authority average in the EYC.

| | 2012/13 | 2013/14 | 2014/15 | 2015/16 | | 2016/17 | | 2017/18 |
|---------------------|---------|---------|---------|---------|-------|---------|-------|---------|
| Coylton Primary | 95.2% | 95.5% | 95.6% | 95.5% | | 95.4% | | 95% |
| Coylton Primary EYC | | | | 80.4% | | 82.6% | | 89.5% |
| Authority | 95.0% | 95.4% | 96.1% | 95.2% | 88.8% | 95.1% | 88.6% | 94.7% |

How good is the education the school provides?

Our curriculum has a clear rationale based on shared values. It is designed to enable all children to make progress in their learning and development. The development of our curriculum is based on effective self-evaluation and makes the best use of the expertise and involvement of staff. We develop and refresh our curriculum on a regular basis involving all staff in the process and taking account of the views of our children and parents. We regularly reflect as a staff on learning and teaching at staff meetings and we strive to improve the range and quality of experiences for all our children, the impact on them and the outcomes they achieve.

Our curriculum, programmes and courses are built within the framework for Curriculum for Excellence and have been designed to ensure challenge, enjoyment, personalisation and choice. Learning experiences are planned to ensure coverage of the whole curriculum to ensure high quality learning and achievement of the 4 capacities. Experiences and outcomes provide guidance on the knowledge, understanding and skills children are expected to develop and ensure that literacy, numeracy and health and wellbeing permeate the curriculum. Our curriculum has breadth, balance and depth and this is ensured by tracking the experiences and outcomes covered by each class and group. We allow staff sufficient flexibility to be creative and innovative which results in engaged pupils who are meeting their potential.

In order to ensure that we are getting it right for every child, the seven wellbeing indicators - safe, nurtured, healthy, active, achieving, respected, responsible and included have become embedded in our working practices. All staff are trained annually on Child Protection Procedures and Getting it Right for Every Child and the Child Protection Coordinator continues to attend training to further develop skill in this area. Staff know how to contribute to chronologies for individual pupils and understand the importance of these, particularly for vulnerable pupils.

As a school, we pay very good attention to continuous progression in children's learning, including how they learn during all transitions e.g. Early Years Centre to Primary 1, Primary class to Primary class and Primary 7 to Secondary 1.

Staff follow an agreed assessment policy which has embedded Assessment is for Learning in our classrooms. Pupils receive high quality and timely feedback from staff and engage in peer and self assessment in all curricular areas.

We aim to meet the needs of all learners. This is accomplished through a programme of early intervention and identification. Staged intervention paperwork is regularly reviewed and shared with parents and pupils, contributions to this from pupils and parents are welcomes and valued.

All staff model respectful and fair behaviour, providing an excellent example for pupils to follow. The school values agreed by all stakeholders are honesty, responsibility, respect, kindness and ambition. We continue to place a great deal of importance on our school values and insist that our pupils keep these in mind when relating to others. We promote these values using a whole school reward system where pupils are awarded house point stickers by members of staff who see them demonstrating one of our values. An increased focus on our school values this session has resulted in children having a much better understanding of what they mean. We have linked weekly excellence awards to the values, in order that pupils can see which value they are living linked to their learning. A whole school display outside the assembly hall provides a visual representation of these values. Class, school and playground charters are in place which has embedded the United Nations Convention on the Rights of the Child in our school. We are on track to complete the assessment process of RRSA Gold next session.

We communicate with parents in a variety of ways. Staff are approachable and friendly and many parents drop into school on an informal basis to share information. We issue monthly written school newsletters to all parents to inform them of whole school events and celebrations. We have a parents' notice board in our foyer. Early in each session, we hold a 'Meet and Greet' night where parents and teachers have an opportunity to meet informally and become familiar with the types of learning going on in each class. Pupil led Parent Workshops on numeracy and literacy were very well attended and feedback was very positive. This session we introduced Dyslexia Parent Drop In sessions, and similar Drop In's for Cogmed to give further opportunities for parents to be involved in their children's learning. We have also been part of a pilot group within South Ayrshire Council where we have changed the way in which we report to parents. The focus for staff is more time sent in dialogue with parents regarding their child's progress and achievements, with 2 short tracking reports and one full tracking report being sent home annually. Feedback this session has been positive from all.

How good is the management of the school?

Our leadership team is child-centred, ambitious, focused, dedicated and enthusiastic. Our leadership team consists of HT and DHT, and we strive to ensure that the opportunities offered to our learners continue to be varied and plentiful. The challenges of an ever expanding EYC with no additional management time will continue next session and so our priorities will continue to be evaluated regularly.

Staff are encouraged to make full use of CLPL opportunities offered by South Ayrshire Council through the Book and Go system. 2018-19 has continued to see difficulties in covering teaching staff when CLPL takes place during the school day, but where possible management have arranged cover internally to allow staff to attend training. Within the school, staff offer twilight training to others in a variety of areas. This session has seen focus on Moderation, ICT, Making Thinking Visible, Gaelic, Dyslexia Friendly Schools, Literacy and Numeracy.

Teaching staff are fully engaged with Professional Update. Support staff, teaching staff and Early Years Centre staff meet with the Head Teacher and Acting Depute Head annually to complete PDR and PRD. Teaching staff complete the 'sign off' process for Professional Update on the General Teaching Council for Scotland's website as and when required.

Regular support staff meetings were planned this session, chaired by the Head Teacher or Depute Head Teacher. This has allowed non-teaching staff to be kept up to date with the developments of the school and to have a platform to discuss any aspect of school life. Non teaching staff have reported that this makes them feel valued. There has been an increase in the interventions that support staff have delivered this session. They are able to evaluate the progress of these interventions against individual children and report on this termly to the SLT.

All members of our school community are committed to our vision, values and aims. Our policies are reviewed on a regular basis to ensure compliance with Curriculum for Excellence, national and local guidance and the care, welfare and protection of children. They are designed to provide helpful guidance to improve classroom practice. We are committed to communicating, consulting and engaging with all our stakeholders.

We have a developing cycle of self-evaluation and improvement planning which involves all staff. We draw on evidence about the quality of learning and teaching and attainment and achievement when producing our plan. We work in collaboration with our cluster and family of schools to ensure a common theme.

Through careful use of our devolved budget we are currently a well resourced school. We make efforts to continually refresh resources and ensure that resources which have outlived their usefulness are disposed of and, if appropriate, replaced. An on-going programme of upgrade to pupil resources continues. This session we worked to enhance literacy and numeracy resources and textbooks as part of our School Improvement Plan.

How good is the leadership of the school?

We provide opportunities for staff to undertake lead roles in a variety of contexts as leaders of learning. Leadership at all levels from within and beyond the school is essential in securing continuous improvement. All teaching staff lead the school improvement planning agenda through their contribution to whole school development. We have a very supportive work environment in which staff share a sense of responsibility to ensure success and achievement for all. We have a highly skilled staff whose key focus is on adding value in ways that deliver maximum impact for learners. Our working relationships are built on trust. We operate in a climate of collective responsibility. We use partnership working and team development to secure continuous improvement. An ethos of teamwork is evident in our school.

The following table outlines the variety of unpromoted staff who have taken on additional responsibilities within the school.

| <u>Staff member (Position)</u> | <u>Area of Responsibility</u> |
|---|-------------------------------------|
| Class Teacher | Junior Road Safety Officers |
| Class Teacher | Rights Respecting Pupil Council |
| Class Teacher | Assessment & Moderation Facilitator |
| School Assistant x 2 | Responsibility for Eco Schools |
| School Assistant x 2 | Nurture |
| Class Teacher | Responsibility for Bikeability |
| Class Teacher and Pupil Support Teacher | DfS Group |
| Class Teacher | Website |
| Class Teacher | Mindfulness |
| Class Teacher | Staff link |
| Class Teachers x 3 | TLC Literacy Work |
| Class Teacher x 2 | TLC Numeracy Work |
| Class Teacher | TLC HWB Work |
| Class Teacher | Making Thinking Visible |
| Class Teacher | Gaelic |

In formulating our improvement plan our aim is that we continuously improve in pursuit of excellence. The plan is based on outcomes for learners and linked to classroom practice. Resources are allocated to this end. We routinely use the results of self-evaluation to consolidate what we do well and prioritise a manageable number of initiatives.

We work in partnership with a variety of agencies to best meet the needs of our pupils. We have close links with cluster staff, school nurse, educational psychologist, social workers, CAMHS personnel, Inclusion Team, Women's Aid, Barnardo's, Visual Impairment Teacher, Hearing Impairment Teacher and Speech and Language Therapists.

What is the school's capacity for improvement?

Our school continues to be forward thinking and driven by challenges. Leadership across all staff groups is distributed and embraced.

The effectiveness of our self-evaluation has brought about improvement to our pupils' learning experiences, achievements and attainments. Observation of learning and teaching, discussions with staff, pupils and parents, records of achievement and attainment and pupils' work have provided evidence to support improvement. We are ambitious and aim to make things better for our pupils. We make considered decisions about actions which will result in clear benefits for our pupils. The school is very well placed to build on current good practice if staffing standards are maintained. Our outlook will continue to be ambitious; however, we recognise that it has been a challenging session in 2018-19 due to the increased challenges of a bigger Early Years Centre with increased provision, and that this will continue as we move further towards 1140Hours provision by 2020

We will work on the following agenda items during session 2019-20

- Continue to raise attainment in Literacy and Numeracy through TLC planning and through the use of the new SAC frameworks and Scottish Government Benchmarks.
- Continued commitment to Assessment and Moderation in school and at cluster and authority level
- Participation in a cluster pilot based on the STEM subjects.
- Global Citizenship and links to RRS will be reintroduced to assemblies and class structure with a view to completing the assessment process for RRSA Gold
- SAC guidelines on Religious Observance will continue to be followed.
- Technologies and Digital Literacy will be increased due to a commitment to funding additional hardware.
- Family Learning enhanced.
- An increased focus on Outdoor learning and enhancing the school grounds.
- Continue to consider DYW in all aspects of school life, and continue to establish and maintain community links.

Fiona Donnelly

Head Teacher

June 2018

APPENDIX 1- Glossary of Terms

| | |
|---------------------------|--|
| ADHD | Attention Deficit Hyperactivity Disorder |
| Award of Ambition | The Award of Ambition is a South Ayrshire initiative which encourages and recognises wider achievement. All schools are offered the opportunity for upper primary pupils to participate in the Award of Ambition. In order to achieve this award, pupils are asked to complete a range of activities which relate to five key areas: community, environment, personal stretch, health active life and cultural rucksack. |
| BGE | Broad General Education- The period from age three to the end of S3, covering all of the experiences and outcomes across all curricular areas. |
| Bloom's Taxonomy | Bloom's Taxonomy is a way of distinguishing the fundamental questions within the education system. It is named after Benjamin Bloom, who chaired the committee of educators that devised the taxonomy. |
| Care Inspectorate | The independent scrutiny and improvement body for care services in Scotland. The Care Inspectorate's role is to regulate and inspect care and support services and conduct joint inspections with other scrutiny partners of services for adults and children. |
| CAMHS | Children and Adolescent Mental Health Service |
| CEM | Centre for Evaluation and Monitoring, based in Durham University. |
| CfE | Often shortened to CfE, Curriculum for Excellence is the curriculum in Scotland which applies to all children and young people age three to eighteen. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work. |
| CLPL | Career Long Professional Learning (teaching staff) |
| DFS | Dyslexia Friendly Schools. |
| FTE | Full time equivalent. Used in relation to counting employee numbers. |
| GIRFEC | Getting it Right For Every Child |
| GP | General Purpose |
| HMI | Her Majesty's Inspectorate of Education, now known as Education Scotland, has responsibility on behalf of the Scottish ministers to provide an external evaluation of the quality of education provision within Scotland. |
| ICT | Information and communication technology. |
| JRSO | Junior Road Safety Officers |
| NQT | Newly Qualified Teachers (Probationers). |
| PDR | Professional Development and Review (non-teaching staff) |
| Professional Update | The name of the scheme of reaccreditation for all teachers in Scotland. This scheme came into effect in August 2014. |
| PTA | Parent and Teacher Association |
| Rights Respecting Schools | The Rights Respecting Schools Awards (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. |
| SAC | South Ayrshire Council |
| SIP | School Improvement Plan |
| SHANARRI | Wellbeing indicators: safe, healthy, achieving, nurtured, active, respected, responsible, |

| | |
|------|--|
| | included. |
| SMT | Senior Management Team |
| STEM | STEM is an acronym for Science, Technology, Engineering and Maths. |