

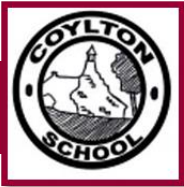
COYLTON PRIMARY SCHOOL & EARLY YEARS CENTRE

STANDARDS & QUALITY REPORT

JUNE 2023



The purpose of this report is to provide an answer to the question, how good was our school in 2022–2023? 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.

Our Early Years Centre comprises of two 3-5 year old playrooms and a 2-3 year old playroom, all with outdoor areas. Reconfiguration of the school entrance and main corridor took place during summer 2022, with the enhancement of all other ground floor corridors planned for summer 2023.

We have a library area which is accessed by all classes, and an ICT suite which is accessed by classes in the open area. All classes have access to an iPad trolley, and P4-7 classes have a laptop trolley. Both are timetabled to support learning and teaching.

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 whole school assemblies, visiting specialists and groups, after school activities, PE lessons, school lunches and the Breakfast Club and After School Club.

The Sunrise Breakfast Club and After School Club are run as a business by a local Childminder, and are very well attended every day. This means that families can now have access to wrap around care from 7:15 until 9:00 and from 3:15-5:45.

During session 2022-23, we had 38 pupils (14%) who attended school as a result of placing requests and 26 pupils (10%) who were in receipt of FME. We also have 18 pupils (7%) in receipt of clothing grants. Attendance for 2022/23 was 93% which was above the South Ayrshire average of 92%. Our school roll was 265 pupils and our EYC roll included 57 3-5 year olds and 10 2 year olds.

In 2022-23, the school had 11 classes as well as Early Years Centre classes for 2-year olds and 3-5 year olds. 4 of these primary classes were composites.

For 2022-23 the teaching complement was 15.5 full-time equivalent plus 0.8 Pupil Support allocation.

Teaching Staff	Head Teacher Depute Head Teacher 1 Principal Teacher (PEF Funded) 8 FTE Class Teachers 6 Part time Teachers 1 NQT
Early Years Centre	0.6 Teacher 1 Depute Manager 1 FTE Senior EYP 9 Full-time Early Years Centre Practitioner 5 Part-time Early Years Centre Practitioner
Additional Allocations	0.8 Pupil Support Teachers 1 Vocal instructor 1 Violin instructor 1 Brass instructor
Other Staff	4 Permanent School Assistants 2 Temporary School Assistants (1 PEF funded) Access to 1 Admin. Team Leader Access to 1 Finance Officer 3 Clerical Assistants 1 Janitor Cleaning and catering staff

We have an extremely supportive Parent Council. The Fundraising Group continued to raise funds for the school and the Parent Council focused on the acquisition of two defibrillator units, one of which is located at the school and the other at the community hall within the village. This was a joint project with community groups. They also focused on road safety around the school and potential new housing developments. All Parent Council meetings were held on Zoom during session 2022-23. This proved to be positive as it allowed more parents to join meetings and access Parent Council.

The associated Secondary School for Coylton Primary School is Ayr 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. We worked closely with our families to welcome them back into our school this session.



Our vision is to **C**ultivate **O**ur **Y**oung **L**earners **T**hrough **O**utstanding **N**urture

Our values are Ready, Respectful and Safe

We aim for excellence!

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.

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

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- 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.

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.

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.



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.

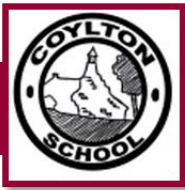
All teaching staff were involved in a variety of self-evaluation activities and Career Long Professional Learning sessions such as Child Protection, Literacy, Numeracy, Mental Health/ Work Life Balance, Additional Support Needs and Nurture. After each session, staff carried out an evaluation which informed our next steps. Many of these sessions were open to Support Staff.

Microsoft Forms were used to gather the views of staff, parents and pupils on a variety of aspects of school life such as Outdoor Learning and Transition. Parents also had the opportunity to comment 3 times on Staged Intervention paperwork for children with ASN, and all parents had the opportunity to comment on their child's final tracking report in Term 4.

The Leadership Team were involved in classroom visits throughout the session. We worked together with staff to agree the format of these class visits. Staff were also involved in peer visits within our school, with Cooperative Learning as a shared focus. Jotters were routinely monitored. Wall displays of pupil work were also checked regularly.

Attainment was tracked on an ongoing basis and comparisons were drawn with our cluster. We continued to make increased use of assessment data gained from in school assessments in literacy and numeracy, as well as GL assessments from P3-7. More than ever, our staff used assessment data, for example NSA data and CfE professional judgement to plan learning this session.

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 Realising the Ambition document.



WHAT OUTCOMES HAVE THE SCHOOL ACHIEVED?

Pupils were given many opportunities to achieve success within the EYC and school. Staff, community partners and P7 Sports Leaders offered our pupils a variety of opportunities for success outside the classroom through lunchtime and after school activities such as Netball, Football, Tennis, Rugby, Multi Sports, Chess and Crafts.

Coylton Primary School tracks pupil attainment using a 4 stage process:

B - beginning to make progress

S - making some progress

G - making good progress and

V - making very good progress, before achieving a level.

Tracking of pupils progress took place three times this session.

The following data shows tracking of CfE levels over a 3 year period.

% of P1 pupils achieving Early Level				
	Listening and Talking	Reading	Writing	Numeracy
2020 - 2021	92.1	81.6	81.6	89.5
2021 - 2022	97.7	88.4	86.1	95.4
2022-2023	97	94	94	100

% of P4 pupils achieving First Level				
	Listening and Talking	Reading	Writing	Numeracy
2020 - 2021	88.4	69.8	69.8	79.1
2021 - 2022	94.3	71.4	62.9	77.1
2022 - 2023	88	91	82	88

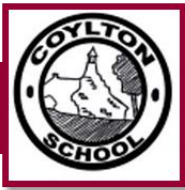
% of P7 pupils achieving Second Level				
	Listening and Talking	Reading	Writing	Numeracy
2020 - 2021	86.9	68.4	55.3	79.1
2021 - 2022	91	79.6	79.6	77.3
2022 - 2023	97	87	87	85

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 February 2023. The inspection was extremely positive and highlighted *“that nurture and emotional wellbeing was embedded in the ethos of the service.”* In relation to leadership, the Care Inspectorate stated that *“the impact of aspirational, clear and shared values was evident in the experiences provided and in the outcomes for children and families which were of a high quality.”*

In evaluating quality, the Care Inspectorate use a six point scale where 1 is unsatisfactory and 6 is excellent. Detailed evaluations for the inspection are as follows: -

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	6 - Excellent
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	6 - Excellent
3.1 Quality assurance and improvement are led well	6 - Excellent
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good



Priority 1: Literacy: To improve attainment in Literacy and close the attainment gap between the most and least disadvantaged children.

Links to HGIOS 4/ HIGIOELC

NIF Drivers	HGIOS 4: Learning Provision	HGIOS 4: Success and Achievements
Performance Information Assessment of Children's Progress Teacher Professionalism School Leadership School Improvement Parental Engagement	2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement / Securing children's progress

Progress

- Developmental milestones completed in the EYC, as well as the Renfrewshire Vocabulary Assessment in EYC and P1.
- An annual Assessment Calendar was created.
- A Curriculum Mapping exercise was completed.
- STAR Reading Assessments and Accelerated Reading in P3- 7 classes.

Impact

- All staff adapted play opportunities for individuals based on developmental milestones throughout the school year. Individualised programmes developed for all children to meet needs. This led to improved participation in play activities and also gave opportunity for pupil voice.
- Schonell Spelling (P2-7), Burts Reading assessments (P1-7) and GL Assessments (P3-7) were completed in classes. These assessments benchmarked attainment and highlighted pupils who would benefit from being challenged and supported in their learning.
- This highlighted Es and Os still to be covered across levels. Teachers worked collegiately within their levels to streamline workload and ensure full coverage of all outcomes at the end of a level.
- All staff in P3-7 continued to implement AR as part of the weekly literacy programme. Results this year have

<ul style="list-style-type: none"> • Bug Club resources continued to be implemented across P1-3 classes to facilitate learning in reading • Audit of reading resources across all classes • Talk for Writing further embedded across EYC-P7 • Read Woke activities continued in school and EYC, including monthly challenges. • NSA staff training completed and pupils assessed in P1, 4 and 7 	<p>shown an 80% increase in pupil reading ages, with 53% of pupils increasing by more than 1 year. We are committed to developing this resource further next session and analysing the data in more depth during SAR bespoke sessions with the Literacy team.</p> <ul style="list-style-type: none"> • Bug Club resources were used to enhance learning and teaching in reading throughout all P1-3 classes. Parents requested the move back to books, rather than reading via the online resource platform. We will continue to build on reading through SAR project next year. • Staff worked together in levels to audit current resources for reading, i.e. book studies, Bug Club, Rapid Reading, AR books and Lit Circles books. We identified a gap within Early Level reading resources and have worked together with the SAR team to purchase new resources for session 23/24. A book study overview has been created for 23/24 and new resources for P1-3 will be implemented in the new session. • Staff have continued to use TfW resource to enhance literacy lessons, the focus of which has been on fiction. All teaching staff have had further training on the development of Fiction and Grammar skills and a progressive framework has been created for the new session. This led to an increase in pupil engagement within writing tasks. • Successful continuation of Read Woke within school and EYC with activities including monthly challenges for classes and stories led by P7 at House Assemblies. All children have access to Read Woke books within their classroom environment. • NSA, along with teacher judgement, led to more robust data which teachers used to ensure learning was pitched
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<ul style="list-style-type: none"> • GL staff training completed and pupils assessed from P3-7 • Decrease in the number of pupils identified as Dyslexic Learners. • Included Gaelic lessons in the literacy plan for EYC-P7 pupils. • Reading Schools Award • Term 4 – South Ayrshire Reads pilot (preparation for session 23/24) 	<p>appropriately.</p> <ul style="list-style-type: none"> • GL, along with teacher judgement, led to more robust data which teachers used to ensure learning was pitched appropriately. • Dyslexia screeners were used in the first half of this year to identify dyslexic learners, however due to change of personnel within our ASfL team, we have had reduced capacity to administer these assessments. We currently have 22% of our school roll identified as dyslexic and we anticipate an increase in these figures when our new ASfL teacher takes up post in August 2023. • All pupils gained an insight into another language in line with the 1+2 programme. Our progress was highlighted in an <i>Education Scotland Learns</i> bulletin. • A Reading Schools Committee was established in Term 4 which consists of pupils, teaching and non-teaching staff. Our Literacy Learning Together workshop for pupils and parents in Term 4 highlighted the progress and achievements we have made in session 22/23 with Reading. We also included information on how we would like our journey to continue next session, including the full involvement of parents within our Reading Schools Award. We aim to increase levels of engagement in reading for pleasure across all classes and further embed a positive reading culture throughout our whole school community. • Staff from the SAR Literacy Team attended our Literacy Learning Together workshop in Term 4 to provide details to our parent body about the SAR pilot programme for 23/24. SLT have worked closely with the Literacy team to plan a bespoke programme of CLPL activities which will develop our
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<ul style="list-style-type: none"> • An increased focus on Outdoor Learning, including Literacy activities. • PEF interventions streamlined and implemented 	<p>knowledge and skills in teaching phonics, fluency and spelling.</p> <ul style="list-style-type: none"> • All children have participated in Literacy learning across all curricular areas using outdoor spaces. • School Assistants have attended a variety of training sessions to upskill themselves in delivering interventions. School Assistants work closely with the ASfL teacher and Pupil Support Coordinator to track and evaluate Literacy interventions, providing evaluative comments on STINT paperwork and at TAC meetings. This has helped to raise attainment and close gaps in Literacy.
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Next Steps

- All school staff and EYC staff will engage with the South Ayrshire Reads pilot
- Continue to focus on a play-based approach to literacy across EYC, P1 and into P2
- Increase Early Intervention of Speech and Language programmes across EYC and Early level
- Continue to implement the SAC Curriculum Framework for Literacy and English
- Continue using Accelerated Reading with P3 -7 pupils and increase staff understanding of AR data to inform planning and next steps in learning
- Continue to embed Talk for Writing across school using our refreshed whole school progression framework. Further enhance staff knowledge and skills in Non-Fiction resources (Aug Inservice training)
- Continue to work with Ayr Academy in enhancing transitions incorporating literacy
- Set up and introduce new reading scheme - Dandelion Readers to P1-3
- Agree and embed targeted interventions for raising attainment and pupil support
- Further develop tracking systems to measure impact of interventions and support and to include soft data
- Continue to use Literature Circles in P4-7 and class novel projects across all classes
- Continue to implement dyslexia screening
- Streamline resources and update and digitalise all Literacy planning
- Continue to increase staff's knowledge of the importance of accurate representation in literature through the Read Woke project, and increase their knowledge of children's literature through Scottish Book Trust and Reading Schools initiatives
- Further embed Reading Wise decoding and comprehension across the school
- Talk Boost used across the EYC to further develop vocabulary in line with Developmental Milestones
- Consider DYW in interdisciplinary learning across all classes

Priority 2: Numeracy: To improve attainment in Numeracy and close the attainment gap between the most and least disadvantaged children.

Links to HGIOS 4/ HIGIOELC

NIF Drivers	HGIOS 4: Learning Provision	HGIOS 4: Success and Achievements
Performance Information Assessment of Children's Progress Teacher Professionalism School Leadership School Improvement Parental Engagement	2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement / Securing children's progress

Progress	Impact
<ul style="list-style-type: none"> Developmental milestones completed in the EYC An annual Assessment Calendar was created. Continuation of Headstart Assessments three times throughout the session, with pupils in P1 completing Leckie and Leckie assessment twice in the year A Curriculum Mapping exercise was completed. 	<ul style="list-style-type: none"> All staff adapted play opportunities for individuals based on developmental milestones throughout the school year. Individualised programmes developed for all children to meet needs. This led to improved participation in play activities and also gave opportunity for pupil voice. Headstart / Leckie and Leckie Assessments were completed in all classes. These assessments benchmarked attainment and highlighted pupils who would benefit from being challenged and supported in their learning. Headstart - Pupils found the first of these 3 assessments challenging. Staff reflected on this when planning numeracy activities and were able to measure value added by the third assessment period. Numeracy Champion will continue to work with the Numeracy cluster group to select appropriate assessments for the session ahead. This highlighted Es and Os still to be covered across levels. Teachers worked collegiately within their levels to streamline workload and ensure full coverage of all outcomes at the end of a level. We use the SAC Maths and Numeracy curriculum framework to plan experiences and activities linked to the benchmarks.

<ul style="list-style-type: none"> • All staff have continued to develop CPA approaches to teaching numeracy. • The continuation of Active play from EYC – P1 • CPA resources refreshed • Benchmarks used to develop high quality learning intentions and success criteria. • NSA staff training completed and pupils assessed in P1, 4 and 7 • GL staff training completed and pupils assessed from P3-7 • PEF interventions streamlined and implemented 	<ul style="list-style-type: none"> • Sessions in school with Scott Morrow have resulted in increased confidence and understanding of numeracy and maths across the school and pupils' engagement in mental maths activities increasing. Most pupils are able to talk about maths with a better growth mindset. • Building on the successful developmental milestones data from EYC into P1, staff have continued to use play to engage learners and build numeracy and mathematical knowledge. Our data indicates that all learners in P1 have achieved Early level. • Numeracy Champion has liaised with cluster colleagues and Scott Morrow to identify new resources required for the teaching of manipulatives. • 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, using a 4-point scale. • NSA, along with teacher judgement, led to more robust data which teachers used to ensure learning was pitched appropriately. • GL, along with teacher judgement, led to more robust data which teachers used to ensure learning was pitched appropriately. • School Assistants have attended a variety of training sessions to upskill themselves in delivering interventions. School Assistants work closely with the ASfL teacher and Pupil Support Coordinator to track and evaluate Numeracy interventions, providing evaluative comments on STINT paperwork and at TAC meetings. This has helped to raise attainment and close gaps in Numeracy.
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Next Steps

- Agree and embed targeted interventions for raising attainment and pupil support
- Further develop tracking systems to measure impact of interventions and support and to include soft data
- Continue to adopt CPA strategies and progression of skills across all classes and streamline with Benchmarks
- Continue Headstart Assessments for P2-7, until Numeracy cluster group have agreed assessment plan

- 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
- Cluster Numeracy group leading CLPL on Building Thinking Classrooms pedagogy which will impact Numeracy and Maths lessons
- Investigate opportunities for application of Maths through STEM
- Continue EYC / P1 transition curriculum tracking using the developmental milestones. Ensure that data from Developmental Milestones is reviewed regularly, with gaps identified and actions applied.
- Continue to implement the SAC Curriculum Framework for Numeracy and Maths.
- Consider DYW in interdisciplinary learning across all classes



Priority 3: Health and Wellbeing: To improve children and young people's Health and Wellbeing

Links to HGIOS 4/ HIGIOELC

NIF Drivers	HGIOS 4: Learning Provision	HGIOS 4: Success and Achievements
Performance Information Assessment of Children's Progress Teacher Professionalism School Leadership School Improvement Parental Engagement	2.1 Safeguarding and Child Protection 2.4 Personalised Support 2.7 Partnerships	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement / Securing children's progress

Progress

- A Curriculum Mapping exercise was completed
- Developmental milestones completed in the EYC
- Positive Relationship Policy and House System promoted throughout school
- Positive relationships have been further enhanced with partner agencies to improve Health and Wellbeing

Impact

- This highlighted Es and Os still to be covered across levels. Teachers worked collegiately within their levels to streamline workload and ensure full coverage of all outcomes at the end of a level.
- All staff adapted play opportunities for individuals based on developmental milestones throughout the school year. Individualised programmes developed for all children to meet needs. This led to improved participation in play activities and also gave opportunity for pupil voice.
- Our school Relationship Policy continues to promote positive behaviour throughout the school and is working well in supporting almost all children. Recognition boards continue to be used effectively in classrooms to successfully promote achievements and successes. Our House system has been refreshed this year and further emphasis on house points has promoted a sense of belonging amongst pupils and staff.
- The engagement of partner agencies such as Barnardo's, Educational Psychologist, Health Visitors, SaLT, Exchange Counselling, School Nurse, Social Work and ASD Outreach have enhanced pupil wellbeing and provided staff with strategies to support learning and teaching within the classroom. Our P7 teachers worked alongside cluster

<ul style="list-style-type: none"> • PEF funded Principal Teacher given protected time to work on enhanced nurture with individuals and families • Wellbeing Webs used to track wellbeing across the school twice yearly. • Creation of a sensory room to provide a space for all learners to regulate and be ready to learn prior to a return to the classroom 	<p>colleagues and the Senior Educational Psychologist to enhance knowledge in Cognitive Behavioral Approaches. The teachers delivered a series of 11 lessons which provided all learners with the opportunity to practice different coping and relaxation skills to support them to regulate their emotions and learn about the importance of self-care. The results of assessments will be analysed by the Ed Psych team before the start of the new session and information shared with associated secondary schools.</p> <p>Individualised programmes created to meet the needs of pupils. Staff/parental and self-referral of pupils on a need by need basis has ensured that follow up work has taken place. Using Wellbeing Webs as a measure three times in the session, the PT has carefully monitored wellbeing indicators for each child.</p> <ul style="list-style-type: none"> • 36/38 (95%) learners scored themselves positively in the third block (May 2023) • 4/38 (11%) learners scored themselves more positively in the third block than in the first block. (Sept – May 2023) • 2/38 (5%) learners scored themselves less positively in the third block than the first block. (Sept – May 2023) These 2 learners continue to receive HWB support and both have spent an increased amount of time in class this year. <p>Staff have robust discussions with pupils individually with regard to how they are feeling. Time was given with the Nurture teacher for any child who scored themselves low in any area. This has given children the opportunity to discuss supports that would benefit them and also has given teachers support with regards to resources and programmes to use within the classroom.</p> <ul style="list-style-type: none"> • All staff received training on the use of the immersive corner and all Spacecraft sensory resources prior to the sensory room being used. Sensory Profiles have been created for all ASN pupils. All staff have increased their understanding of the needs of individuals
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<ul style="list-style-type: none"> • Read Woke continued within Ayr Academy cluster schools • P6 and P7 pupils worked closely with a Youth Worker on a weekly basis to enhance HWB as part of transition to Ayr Academy. • Wider achievements and activities offered throughout the year; Active Schools calendar of activities in place and Sports Leaders trained during Junior Coaching Academy sessions 	<p>and of the strategies and resources that best meet their needs. All pupils who access the sensory room are able to regulate their emotions and return to their learning.</p> <ul style="list-style-type: none"> • We have continued to engage in Read Woke programme within school and EYC. All pupils have access to Read Woke books and are actively accessing the resources. Read Woke stories are used at monthly House meetings as a focus for learning. • South Ayrshire Youth Worker engaged weekly with our P6 and P7 pupils for part of the academic session. Positive relationships were established and a robust programme of HWB lessons took place. This programme was replicated across other Ayr cluster schools, and also within Ayr Academy. She focused on restorative conversations, building resilience skills and self-reflection, all of which helped to improve the wellbeing of almost all pupils and supported transition activities to secondary school. • The disruption of active schools staffing this year has impacted on levels of input which would have complimented and supported the curriculum. However extra-curricular activities were planned and delivered throughout the school year, with some led by school staff. These were very well received and had a positive effect on the wellbeing of those who attended. Despite a year of disruption in Active Schools staffing, our Sports Leaders led multi-sports sessions for P1-3 learners as well as contributing to curricular PE lessons. <p>Cycling Scotland funding application in September was successful and we used £15,000 to purchase a new bike shelter for the school grounds. This allowed us to restart a very successful Bikeability programme. P5 and P6 pupils (73 pupils) took part in Level 1 and 2 and we had a 100% pass rate.</p> <ul style="list-style-type: none"> • We became part of the SAC Outdoor Education pilot programme which allowed one class teacher to be released from class
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<ul style="list-style-type: none"> Outdoor Education pilot school and funding opportunities enhanced the curriculum and opportunities for pupils within school and EYC A relaunch of Rights Respecting Schools Award 	<p>one afternoon each week to work collegiately with colleagues from other pilot schools to significantly overhaul and enhance school grounds. The Outdoor Learning teacher was successful in the submission of a Food for Thought funding application in which we were awarded £2,038. The outdoor classroom was launched during the global Outdoor Classroom Day in May. All classes are now timetabled to use the outdoor classroom. Feedback from parents about outdoor education and outdoor classroom day has been extremely positive. All parents who responded to the survey spoke positively about our enhanced environment and the outdoor experiences we have offered pupils this session.</p> <p>All classes have completed the activities from the SAC Outdoor Experience grid and evidence from each class was gathered on the Book Creator app. These activities helped to improve all aspects of wellbeing and engagement for all pupils.</p> <ul style="list-style-type: none"> Teaching staff have participated in CLPL with SAC RRS lead to revisit and refresh the RRS journey within our school. Staff were represented on the local authority RRS group.
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<p>Next Steps</p> <ul style="list-style-type: none"> OUTRight speak out on children's rights cluster project – pupils and staff will be inspired to speak out for change through a cluster campaign Continue RRS journey to Gold and empower pupil voice through improved relationships within cluster RRS group All staff will be involved in cluster moderation through the context of children's rights and social justice Further enhance transition opportunities for EYC and P1, and P6 and P7 Increase capacity of nurture teacher and develop nurture approaches for all through <i>Applying Nurture as a Whole School Approach</i> Continue to develop systems for Tracking and Monitoring HWB, including the use of Leuven Scale in EYC and P1 Fully implement the new South Ayrshire intervention paperwork once finalised, and create children's plans for all stage 3 and 4 learners (new levels). Consider DYW in interdisciplinary learning across all classes
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**EVALUATION SUMMARY
2022-2023**

Quality Indicator	School Self Evaluation
<p>1.3</p> <p>Leadership of change</p> <p>4</p>	<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. • Almost 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 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.

<p>2.3</p> <p>Learning and teaching</p> <p>4</p>	<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 environments, 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 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, and review these processes regularly.
<p>3.1</p> <p>Ensuring wellbeing, equity and inclusion</p> <p>4</p>	<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. • All staff are nurturing and caring towards learners and each other, which is clearly linked to our school vision - to Cultivate Our Young Learners Through Outstanding Nurture. Staff have caring interactions with children and there is always a very positive and inclusive ethos in our school and EYC. • 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. • Inclusion is at the heart of our school and EYC. We consider each child as an individual and learners with additional needs are identified and supported appropriately. We communicate regularly with parents / carers and outside agencies to ensure the Team Around the Child / Family are working collegiately to improve outcomes for our learners. • Staff work with parents / carers and all relevant partner agencies to ensure all potentially vulnerable young people are identified and supported appropriately. • We comply and actively engage with statutory requirements and codes of practice. • We have effective strategies in place which are improving achievement for pupils.

<p>3.2</p> <p>Raising attainment and achievement</p> <p style="font-size: 2em; font-weight: bold; text-align: center;">4</p>	<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. • We have performed well this year across Literacy, Numeracy and Health and Wellbeing in relation to South Ayrshire figures and areas for improvement have been identified. • As a result of increased focus on Literacy and Numeracy over this recovery period, we are now seeing attainment levels rise which are good in comparison to South Ayrshire figures. • Staff engage in robust tracking and monitoring three times each year. Confident teacher judgements, together with benchmarking and an appropriate range of assessments, are leading to improvements in attainment. • We work hard as a school community to ensure equity for all families and address barriers to learning. • 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 which are reviewed regularly
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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. Staff were involved in school developments, including Cooperative Learning, Literacy and Numeracy across the cluster

Throughout the year our pupils were involved in Enterprise activities such as Fair-trade topics, Burns Supper and Eco-Warriors. We continue to further develop existing community and business links and cultivate new links in relation to on-going class work. The DYW agenda was a focus of a cluster Primary 7 Careers Fair which was facilitated by Ayr Rotary Club.

Our pupils were involved in a wide variety of different activities including schools' tennis tournaments, Active Schools events, Bikeability, Youth Music Initiative, swimming lessons, and JRSO activities.

Learning beyond the classroom opportunities included P7 residential visits to Dolphin House, P6 visit to Dumfries House and EYC visit to Gemmell's Garden Centre. Our school and EYC participated in the Outdoor Classroom Day with many external companies

and partners delivering lessons. This extended to the community, and also saw the launch of our Outdoor Classroom.

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. We resumed our work with UNCRC and Rights Respecting Schools this session. We have planned to continue this into next session with both a pupil and a staff RRS group being created. Our journey to Gold accreditation will continue next session.

Following consolation with pupils, assemblies continued on an online platform and were completely led by P7 pupils. These assemblies were Recognition Assemblies which involved pupils from all classes from P1-7. In addition, we had a relaunch of our school House System and held termly House Assemblies which were led by our P7 House Captains. These were very inclusive and celebratory, with a Read Woke feature at each one as well as pupil's achievements outwith school being recognised.

All P7 pupils fulfilled leadership roles throughout this session, many linked to providing a sense of community throughout the school.

Parents are made to feel very welcome at Coylton Primary School and EYC. We have really enjoyed having our families back in school and EYC this session for Meet and Greet events, Stay and Play, PEEP sessions and drop in sessions. We also held a series of Learning Together events for parents and children with a focus on Literacy, Numeracy, Online Safety and Neurodiversity. Our Pupil Groups supported these sessions, as well as Development staff from South Ayrshire Council. We will build on these sessions next year. We listen carefully to feedback given by parents, and have used Microsoft forms this session to regularly gather views.

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

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.



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 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 welcomed 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 for everyone to be Ready, Respectful and Safe. Staff and pupils have continued to work closely on some strategies from the works of Paul Dix this session and we aim to develop this further next session with the involvement of parents. Our Positive Relationships Policy has been updated.

We communicate with parents in a variety of ways. Staff are approachable and friendly. We have issued weekly written updates to all parents throughout this year to

ensure clarity of information. Parent appointments were held in person twice this school session where parents and teachers had an opportunity to discuss the types of learning going on in each class. Parents also had the opportunity to drop in to speak to teachers. Parents in the EYC had the opportunity to meet with Key Workers termly to update Care Plans.



HOW GOOD IS THE MANAGEMENT OF THE SCHOOL?

Our leadership team is child-centred, ambitious, focused, dedicated and enthusiastic. Our leadership team consists of a HT, a DHT and a PEF funded PT. Together, we strive to ensure that the opportunities offered to our learners continue to be varied and plentiful. We have a Depute Manager in post within our 52 week EYC which provides a structure to the ever increasing staff team, with clarity of remits. Staff are encouraged to make full use of CLPL opportunities offered by South Ayrshire Council through the Book and Go system. Within the school, staff offer twilight training to others in a variety of areas such as: -

- Literacy - Talk for Writing
- Numeracy - CPA approaches
- ICT - Digital planning (One Note) and Promethean training
- RRS – relaunch.

Teaching staff are fully engaged with Professional Update. Support staff, teaching staff and Early Years Centre staff meet with the Head Teacher, Depute Head and Depute Manager 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 took place this session, involving the HT, DHT, or PT. 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.

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 to ensure a common theme. We look forward to developing this further next session through a Cluster Professional Enquiry project.

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, with a focus during the school session on play based learning, outdoor learning and technologies hardware. We will further enhance these areas of focus in the next school session.



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 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.

In formulating our improvement plan, our aim is that we continuously improve in the 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, Exchange Counselling, ASD Outreach 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.

We will work on the following agenda items during session 2023-24

- Continue to raise attainment in Literacy and participate as a pilot school in South Ayrshire Reads. Our focus will be on Phonics, Spelling and Fluency and will involve children from EYC to P7.
- Continue to raise attainment in Numeracy through further development of CPA approaches.
- Increased focus on both physical and mental wellbeing of all pupils from EYC to P7
- Commitment to Pedagogical Practitioner Enquiry at cluster level
- Relaunch of RRS will continue with a view to completing the assessment process for RRSA Gold whenever possible.
- SAC guidelines on Religious Observance will continue to be followed.
- A continued focus on Outdoor Learning and further enhancing of the school grounds following the South Ayrshire Council Outdoor Learning Grid and progressive learning plans.
- Continue to consider DYW in all aspects of school life and through Interdisciplinary Learning, and continue to establish and maintain community links,

Fiona Donnelly
Head Teacher
June 2023



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.