

COYLTON PRIMARY SCHOOL & EARLY YEARS CENTRE

STANDARDS & QUALITY REPORT

JUNE 2024



The purpose of this report is to provide an answer to the question, how good was our school in 2023–2024? This report tells you about the quality of education in the school and how the 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 in summer 2023.

We have a library area which is accessed by all classes. All classes have access to an iPad trolley, and 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 2023-24, we had 38 pupils (15%) who attended school as a result of placing requests and 23 pupils (9%) who were in receipt of FME. We also have 23 pupils (9%) in receipt of clothing grants. Attendance for 2023/24 was 93% which was above the South Ayrshire average of 92%. Our school roll was 251 pupils and our EYC roll included 58 3-5 year olds and 10 2 year olds.

In 2023-24, 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.

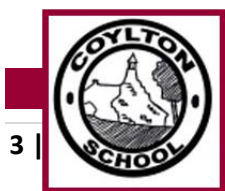
For 2023-24 the teaching complement was 15.8 full-time equivalent plus 0.6 Pupil Support allocation.

Teaching Staff	Head Teacher Depute Head Teacher 1 Principal Teacher (PEF Funded) 10 FTE Class Teachers 4 Part time Teachers 1 NQT
Early Years Centre	0.5 Teacher 1 Depute Manager 1 FTE Senior EYP 9 Full-time Early Years Centre Practitioner 5 Part-time Early Years Centre Practitioner
Additional Allocations	0.6 Pupil Support Teachers 1 Vocal instructor 1 Violin instructor 1 Brass instructor
Other Staff	5 Permanent School Assistants 1 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 working with other community groups to secure funding to enhance the school grounds and a community garden within the village. They also continued to focus on road safety around the school and potential new housing developments. Parent Council meetings were held on Zoom, with a few face to face during session 2023-24. This proved to be positive as it allowed more parents to join meetings and access Parent Council, whilst allowing for others to join from the local community groups.

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 families.



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 (in particular South Ayrshire Reads), 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 parents on aspects of school life, and parents were also invited to give us their thoughts on what makes our school unique through our school show tickets. Parents also had the opportunity to comment 2 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 3.

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 a focus on components of high quality learning and teaching, in particular the purpose of the learning and how learners know if they have achieved success. 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 and across South Ayrshire schools. 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, Volleyball, Rugby, Multi Sports, Chess and Musical Theatre.

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 4 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
2023 - 2024	87	87	87	97

% 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
2023 - 2024	95	92	90	87

% 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
2023 - 2024	98	87	83	86

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.”*

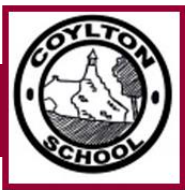
In evaluating quality, the Care Inspectorate use a six point scale where 1 is unsatisfactory and 6 is excellent. Detailed evaluations for the inspection are as follows: -

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.

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.

<ul style="list-style-type: none"> • SAR Programme Year 1 implemented • STAR Reading Assessments and Accelerated Reading in P3- 7 classes. • Dandelion Readers introduced, and Bug Club resources continued to be implemented across P1-3 classes to facilitate learning in reading • Audit of reading resources across all classes • Read Woke activities continued in school and EYC, including monthly challenges. 	<ul style="list-style-type: none"> • All teaching staff, support staff and some EYC staff have worked closely with the SAR team this year to change the teaching methods with regard to spelling and phonics. 60% of pupils across P4-7 have indicated that they feel more confident learning this way • All staff in P4-7 continued to implement AR as part of the weekly literacy programme. • Looking at data from South Ayrshire Reads Oral Reading Fluency assessments, 22% of pupils across P4 – 7 are exceeding in reading fluency, 27% of pupils across P4-7 are at the expected reading fluency level and 24% of pupils across P4-7 are just below the expected levels in reading fluency. 27% of pupils across P4-7 are working below the expected level in reading fluency. • Dandelion Readers and Bug Club resources were used to enhance learning and teaching in reading throughout all P1-3 classes with a balance of books going home and comprehension activities in class. We will continue to build on reading through SAR Year 2 programme 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 purchased Dandelion Readers to support the SAR programme. • 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
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<ul style="list-style-type: none"> • NSA staff training completed and pupils assessed in P1, 4 and 7 • 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, and engage in SAC's online French lessons. • Reading Schools Award • An increased focus on Outdoor Learning, including Literacy activities. • PEF interventions streamlined and implemented 	<p>classroom environment.</p> <ul style="list-style-type: none"> • 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. • 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 19% of our school roll identified as being dyslexic learners, a reduction of 3% on last year. • All pupils gained an insight into other languages in line with the 1+2 programme. • A Reading Schools Committee was established in Term 4 which consists of pupils, teaching and non-teaching staff. 67% of pupils across P1-7 have indicated that they are reading for pleasure more this year than previous years. 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. • 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
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paperwork and at TAC meetings. This has helped to raise attainment and close gaps in Literacy.

Next Steps

- All school staff and EYC staff will engage with the South Ayrshire Reads Year 2 programme
- All staff will engage in the Adaptive Teaching programme to ensure all learners can engage in literacy learning.
- 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 work with Ayr Academy in enhancing transitions incorporating literacy
- All staff will be involved in cluster moderation of writing.
- Continue to develop literacy activities linked to Dandelion Readers in 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 – Although all 3 Headstart assessments were carried out across P4-7, staff felt they were not fit for purpose and did not reflect current teaching. Our Numeracy Champion has worked closely with Scott Morrow and cluster colleagues this session. This has resulted in CPA teaching being role modelled across all classes, and toolkits of manipulatives being created for all classes. Our Numeracy Champion has now worked on baseline assessments for all classes based on the new TJ resource. These assessments will replace Headstart in 2024-25, and will have an increased focus on pupils understanding of numeracy and maths. This highlighted Es and Os still to be covered across levels. Teachers worked collegiately

<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 • 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 	<p>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.</p> <ul style="list-style-type: none"> • Our Numeracy Champion and NQT opted to be part of a small group working with Scott Morrow, where they visited each other's schools and observed CPA teaching in action. They then taught the same lesson in their own classes, with other staff observing. 68% of pupils across P1-7 have said that the use of the manipulative toolkits in class have increased their mathematical understanding. • 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 almost all learners in P1 have achieved Early level. • Pupils across P3 – P5 classes engaged in a series of lessons from MyBank, looking at financial education. • 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
- All staff will engage in the Adaptive Teaching programme to ensure all learners can engage in numeracy learning.
- Teaching staff will work on Enhanced Mathematical Practice in the BGE with cluster colleagues, including Ayr Academy colleagues.
- Continue to adopt CPA strategies and progression of skills across all classes and streamline with Benchmarks
- Staff will use new bespoke assessments, linked to new TJ resource with a focus on the understanding of numeracy and maths.
- 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

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,

Wellbeing

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 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.

- 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.
- 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.
- 35/37 (95%) learners scored themselves positively in the third block (May 2024)
- 11/37(30%) learners scored themselves more positively in the third block than in the first block. (Sept – May 2024)
- 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 one has had enhanced transition to secondary school and will get HWB support in S1. The remaining learner will continue to have HWB support in school next session.
- 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

<ul style="list-style-type: none"> • Read Woke continued within Ayr Academy cluster schools • Wider achievements and activities offered throughout the year; Active Schools calendar of activities in place and Sports Leaders trained during Junior Coaching Academy sessions • Outdoor Education enhancing the curriculum with opportunities for pupils within school and EYC • Accreditation of Rights Respecting Schools Award. Participation in a cluster OutRight project 	<p>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"> • 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. P7 pupils engaged in Sense of Sectarianism workshops as part of their literacy work. • 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. 60% of our school roll attended at least one after school activity which is an increase of almost 10% on last session. We would like to see this increase by at least 5% in 2024-2025. <p>We had another very successful Bikeability programme this year. 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"> • All classes from EYC to P7 used the Outdoor Classroom area through careful timetabling. The area was enhanced through collaboration with the Coylton Fairy Trail committee. We hope to develop this further next session. • We achieved our Bronze award in February 2024, and we are well on our way to achieving Silver, hopefully around November 2024. We worked closely with Annbank Primary to complete the OutRight project where pupils from EYC to P7 looked at themes and worked together to campaign. Our whole school and EYC engaged in fundraising for the charity Aqua Box, working through Ayr Rotary Club.
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Next Steps

- Continue RRS journey to Gold and empower pupil voice through improved relationships within cluster RRS group

- All staff will engage in the Adaptive Teaching programme to ensure all learners can engage in learning.
- Further enhance transition opportunities for EYC and P1, and P6 and P7
- Develop nurture approaches for all through *Applying Nurture as a Whole School Approach*
- Staff within school will develop an awareness and understanding of The Promise and all that is included within the national guidance and local authority initiatives, this will be enhanced by completing The Promise Education Award by June 2025.
- Implement the Local Authority Wellbeing Resource "Treehouse" from Tree of Knowledge.
- Attend Local Authority Twilights on Neurodiversity and de-escalation and implement practice according to need.
- Continue to develop systems for Tracking and Monitoring HWB, including the use of Leuven Scale in EYC and P1
- Consider the implementation of the new South Ayrshire intervention paperwork and create children's plans for all stage 3 and 4 learners.
- Consider DYW in interdisciplinary learning across all classes





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>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



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 South Ayrshire Reads, OutRight campaigning 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 across the whole school and EYC, with a display of aspirations for all P1-7 pupils being created. This will remain in place and will be updated in 2024-2025. We invited a variety of people into school to talk about the skills required for a variety of jobs such as farming, construction, singing and performing, football, community safety and policing and working with animals. Primary 7 took part in a very successful Careers Fair which was facilitated by Ayr Rotary Club for the 2nd year.

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

Learning beyond the classroom opportunities included P7 residential visits to Dolphin House, P4 and P5 visits to Dumfries House and EYC visit to Gemmell's Garden Centre. Various classes used the facilities of Culzean Castle and Country Park to explore aspects of environmental learning.

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 and we achieved our Bronze Accreditation. We have planned to continue this into next session with both a cluster pupil RRS group being created. Our journey to Gold accreditation will continue next session, and we hope to achieve our Silver Accreditation around November 2024.

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 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 continued to invite our families back in school and EYC this session for Meet and Greet events, Stay and Play, PEEP sessions and drop in sessions as well as our very successful

School Show.

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 continued to promote the use of our X (formerly 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 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 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 – South Ayrshire Reads
- Numeracy - CPA approaches
- ICT - Digital planning (One Note)
- RRS

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. Staff in the EYC have meetings together every 2 weeks to allow their voice to be heard.

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. All teaching staff worked collaboratively with Cluster colleagues through chosen Cluster Professional Enquiry project at every stage. They invested time to plan, discuss, implement and evaluate small tests of change. Feedback showed that staff valued protected time in the 35 hour working week to look at research to influence teaching and learning. It is intended that time will be built into staff meetings next session to discuss any educational research that has been undertaken.

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 continue to 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 2024-25

- Continue to raise attainment in Literacy and participate in South Ayrshire Reads Year 2.
- All staff will be involved in cluster moderation through the context of writing
- All staff will engage in the Adaptive Teaching programme to ensure all learners can engage in learning
- Continue to raise attainment in Numeracy through further development of CPA approaches and through Enhanced Mathematical Practice in the BGE with cluster colleagues
- Increased focus on both physical and mental wellbeing of all pupils from EYC to P7, and staff will use the Treehouse Resource to further support mental health.
- RRS will continue with a view to completing the assessment process for RRSA Silver.
- SAC guidelines on Religious Observance will continue to be followed.
- A continued focus on Outdoor Learning and further enhancing of the school grounds.
- 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 2024



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.