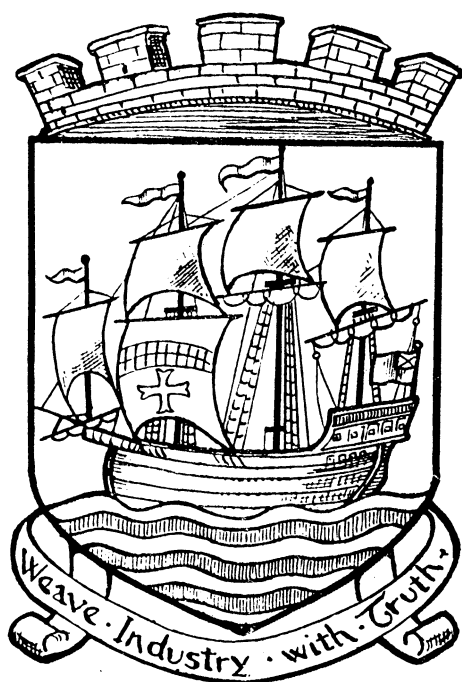




Standards and Quality Report Girvan Primary School

2021/2022



Introduction

The purpose of this report is to provide an answer to the question, 'How good was our school in 2021-2022?' This report tells you about the quality of education in the school and how the children benefit from learning here.

Girvan Primary School aims to provide a high quality teaching and learning experience to all pupils. Children work within a nurturing ethos and are encouraged to set high standards and aspirations for the future. During session 21/22 the school was allocated £109,043 through pupil equity funding with an additional £15,845 and this was used to help ensure that all children have equity of experience, support to achieve high standards and access to high quality learning and teaching experiences.

Primary one classes were supported by Early Years Practitioners for the session.

During this session Girvan Primary has continued to share the campus with staff and children of Sacred Heart Primary School.

Throughout this session the school has managed the impact of the Covid 19 pandemic-. In November the school closed temporarily due to the high levels of Covid 19 in school and the impact on staff and children. Throughout the year there was a high rate of absence due to Covid 19 which impacted on continuity of service in some areas of the school.

Vision

An inclusive, friendly and respectful school at the heart of the community.

Values

Our school values are:

- Ready
- Respectful
- Safe

Aims

At Girvan Primary School we aim to:

- create a positive school ethos
- provide a stimulating and appropriate curriculum for our pupils,
- provide high quality learning and teaching,
- improve attainment within the school,
- support our pupils,
- use personnel, accommodation and materials to maximum benefit,
- provide good leadership and management of the school

An expanded view of our aims is available on request from the school.

Context of the school

Girvan Primary School is a non-denominational primary school offering stages P1 - P7. The roll in August 2021 settled at 327 pupils. The working capacity of the school varies dependent upon the number of pupils at each stage and the way in which the classes are organised. During session 2021/22, 38% of pupils were eligible for free school meals from P1-7. The South Ayrshire average for FMe is 22%. All P1-4 pupils receive a free school meal and the uptake of this is very good. Throughout the school 63% of pupils were identified as eligible for support through our Pupil Equity Funding. During session 2020/2021 we identified 61% of children within the school eligible for PEF support. 31% of children were identified within SIMD 1 and 2. We identify pupils using a variety of information including those eligible for clothing grant and free school meals, SIMD data and any information we gain from the family. In the KA26 area almost all households are SIMD 5 or below. It is therefore essential that we use all information and data available to us to identify those children in most need of intervention.

For session 2021/2022 the total staffing for the year was the equivalent of 19.8 FTE. Additionally, we had 1.0 FTE from the Cluster Pupil Support allocation and a further 0.40 FTE funded through our pupil equity funding. The school structure was as follows

Class	Teacher
P1	Mrs Clyne/Mrs McCreath
P1	Mrs Pettigrew
P2	Mrs McIlwraith

P2	Miss Martin
P3	Mrs Laidman
P3/4	Mrs H Allan
P4	Miss McDonald
P5	Mrs Mansell
P5	Mrs Watson
P6	Mrs C Allan
P6	Mr MacFarlane
P7	Mr Mair
P6/7	Mr McMaster
LFS	Miss Blackie
Support	Mrs Bryson, Mrs Collins Ms Lucas (Cluster), Miss Martin, Mrs Murdoch, Mrs H Allan, Mrs E Robertson
Support and Wellbeing Department	Mrs Shennan, Mrs Richardson, Mrs Bryson, Mrs Murdoch
Nurture	Mrs Robertson

Support Staff
T Crawford, L Brown, G Hunter, G Carmichael, M Jack, M Bryce, Mrs F Roper, Miss N Aitken, Miss L Balfour, C Rowney, S White, K Millar K Murray (clerical), J McFeely (clerical), M Mitchell, O Mitchell (janitor), D Robertson (Day cleaner and cleaning supervisor)

The Senior Leadership Team within the school consists of

G Ferguson	Head Teacher
E Martin	Acting Depute HT
L Murdoch	Depute HT
J Clyne	Principal Teacher
A Mair	Principal Teacher (acting)
E Robertson	Principal Teacher (acting)

Throughout the session our leadership team adopted acting positions due to the continued secondment of the Depute HT. A number of staff within the school have leadership roles and lead in areas such as numeracy champion, literacy champion, L1+2, Technologies, , Rights Respecting Schools, JRSO, Bike ability and School as a Learning Organisation. This session all teaching staff have worked on

working parties to take forward the school improvement agenda. Work in this area was impacted by absence and staff capacity to take forward new initiatives.

The ongoing impact of the pandemic meant that support of visiting specialists for a sustained period of time. Pupils in P7 benefitted from input from the Youth Music Initiative while brass instruction took place for upper primary pupils. Out P7 pupils were supported by the local piping instructor throughout the session.

The school has a dedicated nurture provision. This session nurture was focused on children in P2 and P3 classes where the impact of Covid was felt most acutely. Nurture provision was tailored to meet Covid restrictions throughout the session, with children supported mainly in class groups when the teacher was available.

This session the school started a three year programme with Barnardos to implement a progressive and cohesive health and wellbeing programme. The children and staff were supported throughout the year by the Barnardos mentor who provided coaching support, peer mentoring and training on the delivery of the programme.

Our school is supported by an active Parent Council. Members of the group support and enhance the experiences of our pupils and work hard to promote the school positively within the Girvan community.

Schools closely associated with Girvan Primary School are:

- Girvan Early Years Centre
- Girvan Academy
- Invergarven School, Girvan

These schools, together with the six rural primary schools, comprise the Girvan Schools Cluster. Children 1st is based within the school premises and works in partnership with the school and other local organisations to provide support for local children and families.

The school has also worked closely with cluster partners to take forward the teaching of science within our schools. A science champion has continued to lead regular training events for staff and guided staff in the implementation of the science programme.

Attendance

Attendance at Girvan Primary School falls below the local authority average. The school monitors attendance and tracks this carefully. Further details are

available which compares PEF and non-PEF attendance and late coming.

Attainment Summary for Girvan Primary School - June 2021

This is a table showing attainment for cohorts throughout the school and shows expected levels against national comparison

	Listening and Talking		Reading		Writing		Numeracy	
	20/21	21/22	20/21	21/22	20/21	21/22	20/21	21/22
P1		94%		76%		63%		76%
P2	83%	73%	70%	71%	66%	67%	74%	79%
P3	68%	76%	48%	52%	45%	38%	65%	52%
P4	74%	83%	65%	69%	50%	43%	65%	57%
P5	80%	76%	54%	61%	42%	55%	46%	55%
P6	66%	75%	65%	73%	60%	72%	66%	68%
P7	82%	83%	77%	63%	49%	56%	69%	61%

Commented [PG1]: I'm wondering if this is the best way to present this? Generally a positive picture but there are instances where attainment has dropped.

Across most stages there is an increase in attainment in listening and talking, reading and writing. In Numeracy there is an increase in attainment in half the stages.

The school has recently reviewed the processes around the teaching and assessing of writing and adopted a new approach. It is believed that this may have impacted on the assessment of writing across the school. This will be monitored closely to ensure that the intended impact of increasing attainment in writing is achieved throughout the course of the next session.

Progress over time is closely monitored and tracked using in school systems. Support is allocated flexibly to support pupil need. In almost all cases pupils who have not achieved expected levels are supported by an action plan and are in our system of staged intervention.

The school has a clear strategy to support pupils who have been directly impacted by school closure and have a strategy to close this gap.

What key outcomes have we achieved? School Priorities linked to the National Improvement Framework

We set an ambitious programme for improvement for session 2021/2022. Our clear priority was to continue to recover lost learning of learning and raise attainment in the key areas of literacy and numeracy. Implementation of the progressive health and wellbeing programme was also a priority to ensure we supported children following the pandemic. All classes narrowed the curriculum initially to focus on key priorities of literacy, numeracy and health and wellbeing. This was following a review of attainment in June 2021.

Together with the focus on the recovery of lost learning we continued with our focus for school improvement. The period of school closure impacted on our expected outcomes but progress was made in most areas. Continued absence due to Covid 19 impacted on teaching and learning throughout the session however progress was made in most areas of the improvement plan.

School Priority 1 : To raise attainment in Maths and Numeracy

NIF Priority: 1, 2, 4

Links to HGIOS 4 2.2, 2.3, 3.2, 1.3

During the session all staff worked to further implement the CPA pedagogy in class. Training on CPA approaches took place throughout the session when it was appropriate and viable due to restrictions.

Progress and Impact

In the majority of stages across the school the percentage of children achieving appropriate CFE levels rose. Across the school there was a 2% increase for pupils who were not identified through the pupil equity fund and a 4% rise in attainment for pupils identified through our pupil equity fund.

In half the stages across the school there was an increase in the mean score for GL assessments

Next Steps

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- Further training and follow up on the development of CPA techniques, with a key focus on the use of concrete materials and bar modelling across all stages.
- Further focus on the use of number talks to recover lost learning
- Specific use of targets to identify next steps
- Re-introduction of interventions to support learning and reduce gaps in learning
- To further develop maximising the use of data to inform next steps in learning and teaching
- To share good practice in the planning and teaching of maths across the school

School Priority 2 : To raise attainment in Literacy

NIF Priority: 1, 2, 4

Links to HGIOS 4 / HGIOELC 2.2, 2.3, 3.2, 1.3

The challenges of Covid impacted on the delivery of some interventions across the school. Support took place within the class and was managed carefully. All classes continued with the implementation of Talk for Writing and all classes completed a Test of Change during term 4 specific to attainment in writing.

In listening and talking the percentage of pupils attaining appropriate CFE levels rose in the majority of stages. Across the school there was a 5% increase in those children not identified through pupil equity funding and those identified through the fund stayed the same.

In reading those children attaining appropriate CFE levels rose or stayed the same in most stages. Across the school there was a 5% increase in pupils not identified through our pupil equity fund and a 5 % increase in those identified through the fund.

In writing there was an increase in those children attaining appropriate CFE levels in the majority of stages across the school. Across the school there was a 5% increase for pupils out with the pupil equity fund and a 7% increase for those who are identified through the pupil equity fund.

In half the stages across the school there was an increase in the mean score for GL assessments

Next Steps

- To continue to deliver a consistent and cohesive writing programme
- To maximise the use of data to inform next steps in learning
- To embed target setting to ensure children are aware of next steps in learning
- To re-visit the teaching of reading to ensure a consistent approach across the school
- To introduce Reading Schools
- To share good practice in the learning, teaching and assessment of literacy across the school
- To reintroduce targeted interventions to support learners in literacy
- To use Word Aware across the school

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School Priority 3 : To support development in health and wellbeing to meet needs of the school community

NIF Priority: 1, 2, 3, 4

Links to HGIOS 4 / HGIOELC 1.3, 2.1, 2.4, 3.1

This session the school achieved the Silver Award for Rights Respecting Schools

During the session the school implemented Year 1 of the PATHS programme which provided continuity and progression within our health and wellbeing programme. This also responded to the needs highlighted by the recent pandemic. While some data has still to be analysed, the initial data shows this has had a positive impact with fidelity measures rising each term.

Measures of decreased anti social behaviour, improved concentration and increased emotional competency were improved or stayed the same for most children across the school when measured against their peers.

Next steps

- To continue with year 2 of the health and wellbeing programme
- To work towards Gold accreditation for Rights Respecting Schools
- To revise the Reporting Strategy in light of parental views
- To further develop our strategy to provide support for mental health in our school community

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School Priority 4 : PEF	
NIF Priority: 1, 2, 3, 4	Links to HGIOS 4 / HGIOELC 1.3, 2.1, 2.4, 3.1
<p>Progress and Impact</p> <p>Basic skills in literacy for P1 pupils have increased by 60% in some areas</p> <p>Across the school the work to reduce the poverty related attainment gaps has had mixed results.</p> <p>In listening and talking the gap increased from 14% to 19%</p> <p>In writing the gap reduced by 2%</p> <p>In reading the gap stayed the same</p> <p>In numeracy the gap decreased by 2%</p> <p>This session the school employed an Active Schools Assistant to address physical health priorities.</p> <p>42% of children across the school have received a range of focused support</p> <p>61% of children across the school have attending an after school club. 40% of children attending were identified through pupil equity.</p> <p>Next Steps</p> <p>(see PEF plan for more detail)</p> <p>To support pupils across the school in both literacy and numeracy outcomes</p> <p>To continue to address issues of physical health as a result of lockdown</p> <p>To continue to support identified pupils throughout the school to close the gap in attainment</p>	

Evaluation Summary

Quality Indicator	School Self Evaluation: Good
1.3 Leadership of change	<ul style="list-style-type: none"> There is a clear improvement rationale which supports staff and the wider

	<p>community in engaging with our values, vision and aims.</p> <ul style="list-style-type: none"> • Leadership is promoted at all levels with pupils forming part of the quality assurance team and staff leading areas of the curriculum and improvement. • All staff have a clear understanding of the context of the school. • Almost all staff are clear on the school's strengths and areas for development based on a range of evidence collected and agreed upon. All teaching staff are members of working parties created to address areas within the school improvement plan. • The school uses various elements of pupil voice to evaluate quality indicators and lead to change.
	School Self Evaluation - Good
2.3 Learning and teaching	<ul style="list-style-type: none"> • Our school is committed to Children's Rights and positive relationships. • All staff have conducted self evaluation using HNIOS and are developing nurturing principles with the classroom and beyond. • Across the school most learners are actively engaged and motivated in their learning. • Almost all pupils have positive relationships with staff and peers. The positive ethos strategy has had a positive effect on school morale as a whole. • Digital technology is playing an increasing role within all classrooms and having a positive impact on learners. This was highly evident for the majority of learners during school closure. • Tracking meetings for attainment and achievement ensure that pupil progress is monitored and difficulties highlighted. • A range of data is available which is used effectively to inform next steps in learning.

	School Self Evaluation - Good
3.1 Ensuring wellbeing, equity and inclusion	<ul style="list-style-type: none"> • We are improving outcomes for individuals as a result of planned programmes to develop physical, mental, social and emotional wellbeing. • Most staff have a good understanding of the wellbeing indicators and their role in delivering the principles of GIRFEC. • PEF tracking has ensured that pupils are targeted for specific interventions. This has led to an increase in participation in after school events, an increase in attainment for almost all pupils where the input was for learning . • Positive behaviour strategies and our positive ethos have enhanced the curriculum and engaged almost all pupils. • All staff have engaged in regular professional development and are confident in the key principles and their responsibilities. • Almost all staff have engaged in professional reading to support wellbeing within the school.
	School Self Evaluation - Satisfactory
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> • Achievement is celebrated across the school with displays in almost all classrooms. • The school has an effective system to track achievement and identify those in danger of missing out. • The house and award system has a positive impact for almost all pupils. • Cohorts of pupils are tracked effectively and interventions identified where necessary. • The impact of the early years workers has shown improvement in outcomes for pupils through our pupil equity funding.

	<ul style="list-style-type: none"> • The impact of the Active Schools Assistant has shown improvement in outcomes for pupils through our pupil equity funding • Tracking and monitoring is highlighting pupils requiring challenge and those requiring additional methods of support. • Staff are using results of previous assessments to inform next steps to increase attainment over time.
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What are the key priorities for improvement in 2022/2023 ?

There are a number of key priorities for improvement in 2022/2023. Further details can be found in the school improvement plan. During the session our priority will be on the three main areas of literacy, numeracy and health and wellbeing

- Increasing attainment in literacy
- Increasing attainment in numeracy and mathematics
- Coherent and consistent approach to social and emotional health

The work in these areas will be the main focus with continued review and discussion around next steps.

Pupil Equity

- Pupil Equity funding will allow the school to support groups and individuals in key areas. The work will focus on a number of areas.
- Early years worker/support assistants - to focus on literacy and numeracy in P1 and P2
- PT (PEF) - leads developments, supports staff, delivers intervention, collates data
- Further development of high quality learning and teaching
- Schools sports assistant to lead developments and promote activity across the school

- School assistant support to support cohorts of pupils in class, small groups and in the playground

Literacy

- To raise attainment in writing across the school by reviewing pedagogy and approach
- To raise attainment in reading
- To use IT effectively to support progress in literacy for all learners
- To use targeted interventions effectively to raise attainment and measure progress

Numeracy

- to further develop concrete, pictorial and abstract strategies in maths
- to share good practice with colleagues to further enhance learning and teaching
- to fully integrate MTV strategies in learning and teaching
- to use IT strategies to support learners at all stages

Health and Wellbeing

- to ensure nurturing strategies are fully embedded in all classes and throughout the school
- To work with Barnardos in the continue with the implementation of the PATHS programme across the school
- To embed restorative conversations to enhance our positive ethos policy
- To continue to track and monitor wider achievement to identify pupils at risk of missing out

What is the capacity for improvement?

The school is in a good position to move forward. It should be noted that at present it is only the head teacher and depute head teacher who are in their substantive post with all other posts filled on a temporary basis. However the Leadership team have clear remits, understand next steps which need to be taken and work well as a team. All staff are aware of the priorities and regular evaluation is planned to ensure that improvement priorities are at the forefront along with pupil and staff wellbeing. A number of staff have taken on leadership roles within the school and routinely share developments with the Leadership team. The appointment of a temporary Principal Teacher to lead the PEF initiative

provides clarity and this role has a clear remit of roles and responsibilities. All staff are engaging with *How Good is Our School 4* with a clear focus for self evaluation planned for the coming session.