



Ayr Grammar Primary School

Standard and Quality Report June 2023

Revised September 2023



Our Vision: "We Play, Learn and Grow Together"

Our Values: Confidence, Compassion, Honesty, Inclusion, Respect and Responsibility

Context

Ayr Grammar Primary and Early Years Centre is situated in the town centre of Ayr. Our Early Years Roll has increased significantly over this year and is now 57 in total. Our current school roll is 330. 55% of our school roll are children from out with our catchment. Children within Quintile 1 make up 24% of our school roll. This is increasing year on year. In addition to children living in Quintile 1, we include free school meal and clothing grant entitlement when identifying our PEF cohort. This takes our PEF cohort to 36%. We have 3 care experienced children in school. 38% of our school roll have staged intervention plans. In total we have welcomed 16 children from Ukraine to our school and EYC communities this year. Currently there are 13 classes, two at each stage other than one composite class at P2/3.

Primary	Deciles 1/2	Deciles 3/4	Deciles 5/6	Deciles 7/8	Deciles 9/10
2020-2021	16%	29%	20%	16%	18%
2021-2022	19%	26%	22%	18%	10%
2022 -2023	24%	27%	21%	14%	14%

Attendance

Overall attendance sits at 92.2% for the beginning of June 2022/23 - an increase from 89.6% last year. We follow SAC procedures around absences and lateness to ensure the best possible attendance and thus educational outcomes for our children. However, we have noted that the majority of our PEF pupils who have not met Staged intervention targets have low attendance. They not only miss classroom learning but also their regular 1:1 school assistant intervention, and group teaching from support for learning teachers. We must continue to work to improve attendance for these children and research good practice in this area.

Evaluation of School Improvement priorities (August 2022 – June 2023)

Three class teacher Work parties were created this session to drive forward improvement in literacy, numeracy and health and wellbeing. This model has not been successful for us this year. Staff have not felt ownership and there was not a clear model or timescale for how they would work on priorities, deliver activities and measure impact. In terms 3 and 4 a more structured approach to school improvement, evaluation and collegiate working was begun. The staff have indicated that they would prefer to continue this model next session with clear time scales, structure and priorities in order that progress and impact on children's attainment is clear and measurable.

Numeracy

We have continued to develop staff and pupil skills and confidence with Number Talks, which is now consistently used across the school. Staff took part, in Term ,1 in peer classroom visits with the Head Teacher, observing one another's practice and setting personal targets in Number Talks. Parents took part in a Number Talks family learning session in their children's classrooms. Feedback reported that their confidence and understanding of how their child learns was improved.

Maths and Numeracy planners have continued to be used effectively to support with pace and differentiation. It is evident from observation and monitoring of planning that staff are regularly developing Number Talk strategies in class – encouraging children to think about the strategies they use to calculate.

Literacy

Our school is in Cohort D for Talk for Writing Training. Teachers took part in online training in November. In Terms 3 and 4 this has been developed further. Staff meetings have been allocated to training and teachers have developed confidence and understanding of the approach. School Assistants have received introductory training. The Early Years Staff are aware of the approach and our 3 to 5-year olds have been involved in story mapping. On the May Inservice Day we joined with Forehill Primary for further training. This was our first session of collaborative cluster working since Covid restrictions were lifted. It was evident that staff had developed the skills and confidence to ask and answer questions to enhance their practice. All staff have planned units of writing using Talk for Writing. All staff have noted confidence and participation levels improving within their classrooms. All staff are committed to taking this further next year to embed Talk for Writing, ensure consistency in planning, assessment and progress.

The school has been part of the South Ayrshire Reads Quintile 1 programme this year. Impact of this initiative has not yet reached the wider school. However, all staff are enthusiastic about being fully involved next year and keen to develop their own skills in phonological awareness and the science of teaching of reading in order to raise attainment.

We have continued to promote a reading culture in school. Our World Book Day events focused on a love of reading rather than dressing up. Parents visited all classes across the school to share books and stories. In Term 3 a family learning session focussed on reading where parents joined their children to experience a typical reading lesson. In answer to the question 'Did this give you a greater understanding of how your child learns at Ayr Grammar?' parents rated the experience 4.5/5.

Health and Wellbeing

The Health and Well Being of our pupils remains a priority and there is a clear and consistent understanding that learning success is built on good physical, social and mental well-being.

Our vision and values have been brought to life during assemblies and school events. We aim to carry our further activities to ensure that our vision and values set the context for driving forward school improvement. We will revisit our respect policy and ensure that all classes have class charters in place, which have been created collaboratively by children and staff. School Assistants and Early Years staff have taken part in Nurture training this session.

The Grammar Parliament has been re-established, they have had some opportunities to represent pupil voice, particularly around playground resources.

Children in the primary school have been introduced to the UNCRC and begun to reflect on Children's Rights during assemblies. We plan to extend learning about Children's Rights beyond assemblies, ensuring they are consistently taught, discussed and reflected on in classrooms. They will be represented in classroom and whole school charters. In the Early Year Centre Children's Rights are central to the planning cycle with specific UNCRC rights being taught through story, song, and reinforced through the daily life of the EYC.

Involvement of our PEF cohort in extracurricular activities in and out of school has been tracked. In March those who have not engaged were identified. They have been given opportunities to have experiences during the school day during the final term resulting in 91% of the Cohort participating in extracurricular activities, either within school or out of school this year. This has been supported by our Active Schools Coordinator, who has also organised and coordinated a range of competitive and non-competitive events and clubs this year. Highlights have included Dancemania, our football team narrowly missing out on a place in the finals of the Ayrshire Cup Final, a well-attended running club, transition sports events at Kyle Academy. Children have experienced golf and rugby coaching in in class time, our upper primary children have taken part in Bikability. Kyle Academy Sports leaders have delivered coaching to classes. We thank all those staff, parents and partners who have given up time to lead in these activities.

Some class teachers have made use of our Creativity Room to increase practical cooking skills and food knowledge. In particular, Primary 7 have developed knife skills. Primary 3 have had baking sessions this term. Wider staff training in this area has not taken place.

Although behaviour is very good in school, the positive behaviour/anti bullying policy has not been updated. A class teacher has taken a leadership role to draft a policy which will be a priority for discussion at the start of the next session. Staff had identified that children require support with resilience. In Term 2 we had a training session with our Educational Psychologist who introduced theories and research around resilience. Staff reflected on their own resilience and strategies to support this. We plan to

continue this learning further next year. The Early Years Centre staff have worked to reflect on their use of outdoor space and improved the outdoor learning environment. They have been able to add to outdoor resources through a successful bid for funding through a grant. Class Teachers have taken part in Learning Through Landscapes training on using Loose Parts outdoors. Some have trialled the approach and developed confidence in this area. School Assistants have taken part in Playtime Revolution training. This, alongside consultation with pupils and the parent council will contribute towards improved resources and provision at playtimes next year.



Early Years Developmental Milestones Data

23 children

Health and Wellbeing Statements				Communication and Language				Maths and Numeracy			
Number and Percentage achieving 8 or more milestones	96%	SAC 93%	22	Number and Percentage achieving 8 or more milestones	83%	SAC 77%	19	Number and Percentage achieving 8 or more milestones	87%	SAC 88%	20
Number and Percentage achieving all 10 milestones	87%		20	Number and Percentage achieving all 10 milestones	65%		15	Number and Percentage achieving all 10 milestones	74%		17

Attainment Data

Primary 1, 4 and 7 combined - Percentage of pupils secure at the expected level within Curriculum for Excellence

Session	Numeracy	Reading	Writing	Listening and Talking	Literacy
2016-17	77	81	75	87	74
2017-18	84	80	78	89	74
2019-20	76	84	79	84	74
2020-21	73	66	63	84	58
2021-22	81	72	70	82	64
2022-23	80	76	69	92	66
South Ayrshire 2022-23	83	82	78	89	77

P1, 4 and 7 over the last 4 years - Percentage of pupils meeting expected levels within Curriculum for Excellence -

Numeracy	2019/20	2020/21	2021/22	2022/23	South Ayrshire 2022-23
P1 – Achieving Early Level	100	78.1	96	87	87
P4 – Achieving 1 st Level	63.6	79.2	75	73	79
P7 – Achieving 2 nd level	70	64.9	73	83	84

Listening and Talking	2019/20	2020/21	2021/22	2022/23	South Ayrshire 2022-23
P1 – Achieving Early Level	100	100	100	94	88
P4 – Achieving 1 st Level	75	83.3	75	92	88
P7 – Achieving 2 nd level	65	75.4	82	91	90

Reading	2019/20	2020/21	2021/22	2022/23	South Ayrshire 2022-23
P1 – Achieving Early Level	98.3	65.6	78	77	82
P4 – Achieving 1 st Level	70.4	66.7	75	76	80
P7 – Achieving 2 nd level	70	66.7	73	74	83

Writing	2019/20	2020/21	2021/22	2022/23	South Ayrshire 2022-23
P1 – Achieving Early Level	100	62.5	78	77	81
P4 – Achieving 1 st Level	59.1	66.7	72	62	74
P7 – Achieving 2 nd level	65	59.6	70	70	80

School Improvement Plan Target 2022/23 – Percentage P1,4 and 7 combined

	Target	Actual
Literacy	85	66
Numeracy	85	80

We have not met the attainment targets set in this year's Improvement Plan.

Points to note:

- Attainment in all areas of literacy and numeracy has risen since lockdown.
- Attainment in Listening and Talking and Reading have improved since last year. Writing has decreased by 1%.
- Our largest stage in school is primary 4 (63 pupils), who are generally regarded to be the cohort of children most affected by lockdown in terms of attainment. Their attainment data is significant, therefore, in the P1,4 and 7 combined data.
- We have recognised this year that staff need further opportunities next session to take part in planned moderation activities, using all available assessment data in order to become more confident about professional judgement of CfE levels.
- Our PEF cohort has risen considerably since these targets were set. Our Primary 1 PEF cohort constitutes 53% of the total number of children in P1.
- Although our Ukrainian children have made huge progress in literacy and numeracy, most have not yet met expected levels.
- We expect that the Talk for Writing and South Ayrshire Reads initiatives will improve confidence and attainment in literacy.
- Our PEF plan for 2023.24 sets out plans to identify immediately PEF children among our new Primary 1s and identify concerns early. We will continue to look at how we target interventions towards those who have not achieved expected levels to make progress towards closing the attainment gap for our PEF children.
- As we have identified a clear correlation between attendance and attainment for our PEF children we will continue to seek strategies on how to improve attendance levels for these children, in particular.

How Good is our School? Evaluative Summary

Quality Indicator	Self-Evaluation
<p>1.3 Leadership of change</p>	<p>During this session, due to changes in the leadership team, there have been opportunities for staff to take leadership roles. These have included work on transition, supporting colleagues with curriculum development, particularly in Talk for Writing, Play Based Learning and Loose Parts Learning outdoors</p> <p>The school show, Mary Poppins, was a tremendous success, and involved most staff working together as a team along with parents and pupils.</p> <p>The working party approach has had limited success this year, as groups have not had enough opportunity to plan, deliver CPD and share good practice. Next session staff will work more collegiately and systematically as a whole team to take forward school improvement. There are plans for more practitioner-based enquiry and more robust self-evaluation. Quality Assurance will be well planned and more rigorous.</p> <p>The appointment of an attainment coordinator this year has led to a more structured and robust approach to gathering of attainment and achievement data. This has led to interventions being better allocated to where they are needed, and to all children being tracked for, and offered, extracurricular activities. There are plans to further develop this role to use the data for planned moderation, and tracking, and to develop high quality assessment across the school.</p> <p>Individual staff have undertaken CPD, some have worked with Sally Law, Nicola Henry, Helen Lee, Aileen Valenti and Nita Ferguson to develop their own skills and understanding. Almost all staff have had a PRD during term 4, in which they have identified aspects of leadership they would like to take forward next session.</p>

	<p>During the past year staff have been involved in peer reviews. Some staff have had the opportunity to visit each other's classrooms and different Early Years settings and schools to observe and discuss good practice.</p> <p>Self-evaluation activities, including classroom observations, by the Acting Head Teacher and Quality Improvement Manager have identified priorities for change. Our Local Authority Peer Evaluation Visit in May validated the priorities which will be the focus of the School Improvement Plan. Self-evaluation activities will continue in a more robust manner next session, with a Quality Assurance calendar in place. Pupils and parents will have a more significant part in self-evaluation and school improvement activities.</p> <p>The school improvement plan will be streamlined to give clear, measurable targets and give all stakeholders more ownership. The School Improvement Plan and PEF Rationale will run alongside one another to improve equity, leading to improvement in attainment for all learners.</p> <p>It has been recognised that staff require more strategic direction to help them improve learning, teaching and attainment. This will be done via a clear plan for collegiate working and practitioner enquiry.</p> <p>Senior Leadership Team roles and remits will be clarified and made clear to all staff.</p> <p>Our Early Years Centre was visited by the Care Inspectorate in January. Following this an action plan was created with progress toward targets underway, particularly in the learning environment, transitions, nurture, planning, self-evaluation and monitoring.</p> <p>Overall in this school we are satisfactory at leading and managing change.</p>
<p>2.3 Learning, Teaching and Assessment</p>	<p>In our EYC work has taken place to ensure that the learning environment offers more choice for children and more opportunities for them to lead their own learning and be creative.</p> <p>In school, staff took part in a loose parts outdoor learning session delivered by Learning Through Landscapes. Most have started to trial using these resources for problem solving and outdoor learning. We will continue to increase access to learning outdoors across the school. In the early stages of the primary school staff have a good understanding of play pedagogy.</p> <p>Primary 1 and 2 staff have developed their learning environments and provision, working with local authority staff to improve their play-based learning approach. They plan to review the balance of planned and responsive learning as a next step and continue to develop floor book planning.</p> <p>A Primary 1 teacher has taken part, with our Senior Early Years Practitioner, in Block Play training this year. They have developed good practice in their own learning spaces and plan to extend their knowledge to colleagues next session.</p> <p>It has been recognised that as a school we need to work to ensure consistency and high expectations in learning and teaching by working collegiately next session. We will identify the features of high-quality lessons and put these in to practice alongside a planned monitoring programme. This will lead to an agreed policy on learning, teaching and assessment</p>

	<p>We have had several family learning events this year. Number Talks and class Literacy sessions were very well attended. Feedback showed that these activities gave parents and carers a better insight in to how literacy and numeracy are taught in class. In one of our EYC family events P6 children organised a family learning session for their EY buddies and their families. The event was very well attended. Overall our learning, teaching and assessment is satisfactory</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>The ethos of our school and EYC supports positive relationships. Almost all Children are respectful to one another and to staff and visitors. This was noted during our peer evaluation visit.</p> <p>Our vision and values are the foundation of the life of the school. We aim to ensure that these values underpin everything that we do and we continue to work to ensure that the whole school community has commitment to these values. We have begun to link our vision and values to the United Nations Rights of the Child, and will continue to do so next session further embedding knowledge and understanding of Children’s Rights.</p> <p>Although GIRFEC policy and approaches are used by all staff, the terminology and indicators have not been consistently used and discussed with pupils as they have been in the past. We need to ensure that GIRFEC principles are proactively used, named and linked whenever appropriate to our values and rights respecting practice.</p> <p>We have an elected Pupil Parliament who represent the views of children across the school. This year they have been involved in consultation about how we can develop outdoor play resources. As part of our self-evaluation calendar for next year we need to ensure that pupil voice opportunities are planned for more frequently across the school.</p> <p>Our staff interact sensitively with children, considering wellbeing needs and Adverse Childhood Experiences. Staff know the children well and continuously seek ways to support children’s wellbeing. Progress meetings with the senior leadership team have taken place giving staff opportunities to reflect on and plan strategies to support and challenge every learner. Staged intervention plans are of a high standard. Parents have the opportunity to be fully involved in the evaluation and creation of staged intervention plans. Most take up this opportunity. Team Around the Child meetings have taken place for many children across the school and EYC to further involve families, parents and partners with planning for their child’s needs. We continue to strive for positive outcomes for our PEF cohort and our most hard to reach children and families.</p> <p>Our Active Schools Coordinator works with vulnerable individuals as part of an alternative curriculum and has worked with the attainment coordinator to identify disengaged children, offering them opportunities during the school day.</p> <p>We continue to be mindful of the cost of the school day. We have limited the number of times we ask for money, and support families within the PEF cohort in covering the costs of such activities as school trips and residential. We have made several requests to the uniform bank this year and have provided gloves and hats for children during the winter months. We make full use of our local area and free organisations e.g. Belleisle Rangers, SSPCA and parental expertise to further reduce costs. We take advantage of free/ low cost opportunities available to us, such as the P7 careers fair, the EYC swimming lessons and open top bus tour, to broaden children’s experiences.</p> <p>This year, after consultation with parents, we held our P7 Burns Supper in the school for the first time. Our Parent Council have always generously paid for children’s tickets to the Burns Supper. By holding it in school we reduced costs to parents considerably. Our school catering team cooked and staff served the food, adding to the sense of togetherness of this very special occasion.</p> <p>We have a significant number of Ukrainian families who joined us this year. This experience has been a steep learning curve for all but we feel very proud of the way we have supported our Ukrainian families, learning, and improving our approach, throughout the year. They have settled very</p>

	<p>well and become fully involved in the life of the school. We have observed with pleasure how they have been welcomed into our school community and developed their English skills. The Ukrainian support team welfare officer has supported this hugely, seeking out and providing appropriate activities and support, and arranging groups in school to give our Ukrainian children space to make friends and also be nurtured when they need it.</p> <p>At the time of writing we have very recently experienced the death of a pupil. The response of the whole school community to this tragedy has been phenomenal. All staff have prioritised the wellbeing of pupils, often putting their own emotions aside for the sake of the children in their care. We have worked together as a team, alongside our Educational Psychologist to ensure that every child has had the support and guidance they need to work through and make sense of this loss. Next session we will work in collaboration with the child's family to create a lasting memorial to her.</p> <p>We judge our ensuring wellbeing, equity and inclusion to be good overall</p>
<p>3.2 Raising attainment and achievement</p>	<p>We have a wealth of data available to us. Our attainment coordinator has worked this year to create clear, accurate and user-friendly systems for collating and presenting data. The school leadership team will play a more strategic role next session in using this data to track attainment and identify areas of concern. Staff have carried out summative and standardised assessments throughout the year.</p> <p>Our whole school tracking systems, introduced this year, have helped us to identify aspects for improvement, for example in literacy and which groups require more support. This positive start will be extended next session to help us to use data to support planning and target setting.</p> <p>Our data has shown us that there is a disparity in some cases between CfE levels and standardised scores. We have begun to address this through discussion and review of all data available to us. It is clear that there needs to be more moderation activity, discussion of what our data shows us, and agreement on assessment activities throughout the year. It would be beneficial to share good practice in assessment and moderation across the cluster. We plan to ensure that formative, peer and self-assessment are consistently well used across the school.</p> <p>In raising attainment and achievement we judge ourselves to be satisfactory overall.</p>

Key priorities for 2023/24

Our priorities for next session will be outlined in more detail in our School Improvement Plan. They will be focused on the areas for improvement we have identified as a school, and those identified in our recent Peer Evaluation and Care Inspectorate visits (January 23).

We will work on these through collaborative working, practitioner enquiry and facilitating leadership roles for staff, with a clear professional development plan.

Main themes will be:

- A focus on what constitutes quality learning and teaching and ensuring that this is consistent across our Early Years Centre and Primary School
- Raising attainment in Literacy, particularly through Talk for Writing and South Ayrshire Reads
- Ensuring that Number Talks and use of our Maths Planners continue to be embedded in our practice
- Moderation activities and effective use of assessment to raise confidence levels in professional judgement of CfE levels and improve attainment

Capacity for Improvement

All school staff are committed to school improvement. They welcomed the feedback, and opportunities for dialogue during our Peer Evaluation and Care Inspectorate visits. We are ambitious about what we want to achieve but recognise that targets must be manageable, and that we must move forward together, with everyone understanding and having commitment to clear aims, knowing how and when they will be achieved.

