



# Ayr Grammar Primary School and EYC

STANDARDS AND QUALITY REPORT

June 2024

Compassion

Respect

Responsibility

Inclusion

Confidence

## OUR SCHOOL

Ayr Grammar Primary and Early Years Centre is situated in the town centre of Ayr.

Our Early Years Roll has increased over this year and is now 62 in total, which is 5 more than 2023.

Our school roll in June 2024 was 316, which dropped from 330 the previous year. 54% of our school roll are children from out with our catchment. Children within Quintile 1 make up 26% 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 2 care experienced children in school.

38% of our school roll have staged intervention plans.

Currently there are 13 classes, two at each stage other than one composite class at P2/3. Moving forward to 2024-25 there will be 12 classes with a composite at P2/3 and P4/5.

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%
<b>2023-2024</b>	<b>26%</b>	<b>23%</b>	<b>23%</b>	<b>14%</b>	<b>14%</b>

### Attendance

Overall attendance at the end of June 2023/24 was 93.4%, an increase of 1.2% from the previous 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 most 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.

### Staff Development

The staff indicated following on from the previous year that they would prefer to continue a more structured model this session with clear time scales, structure, and priorities in order that progress and impact on children's attainment is clear and measurable. This year we followed a structured approach to school improvement by having a clear set agenda set for staff meetings across the year. Part of that agenda was set by South Ayrshire as we became part of the Adaptive Learning and Teaching Pilot from September. South Ayrshire Reads also formed part of this agenda as a council priority, as well as Talk for Writing being part of SAC group D.

## OUR VISION VALUES AND AIMS

### Our Vision

We Play, Learn and Grow Together

### Values

Compassion, Respect, Responsibility, Inclusion, Confidence

### Aims

- Provide a safe, stimulating and nurturing environment where all children are given opportunities to reach their full potential.
- Ensure that all children have positive experiences of success giving them confidence and motivation for learning in the future.
- Provide a broad, balanced curriculum which reflects children's interests and promotes exciting active learning through play.
- Promote independent thinking, by encouraging children to make choices in their learning.
- Have an inclusive approach to learning by providing appropriate support and challenge to meet the needs of the whole child.
- Encourage positive attitudes to learning by implementing fun, interesting and challenging experiences for all children.
- Provide opportunities for Outdoor Play.
- Encourage children to explore, appreciate and respect their environment, indoors and outdoors.
- Develop partnerships with parents and families.
- Link with the local community.
- Continually evaluate all aspects of our provision to improve on the service we provide.
- Put the care & welfare of the children at the heart of everything we do.

## ATTAINMENT & ACHIEVEMENT

We look carefully at Curriculum for Excellence experiences and outcomes and ensure children are making progress. Our rigorous analysis of our attainment data enables us to identify gaps in attainment and look at trends across year groups. This ensures we are able to support children who have gaps in learning for a variety of reasons, using carefully planned interventions.

This, combined with class assessments, allows teachers to identify gaps in learning, support/challenge pupils appropriately, and it helps to inform teachers' professional judgement of a level.

### Exclusion data

<i>Session</i>	<i>Exclusion Data</i>
2021-2022	2 Occasions
2022-2023	2 Occasions
2023-2024	2 Occasions

### 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
2023-24	80	75	70	89	67
South Ayrshire 2023-24	83	83	77	89	75

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

<b>Numeracy</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>South Ayrshire 2023/24</b>
P1 - Achieving Early Level	100	78.1	96	87	91	86
P4 - Achieving 1 <sup>st</sup> Level	63.6	79.2	75	73	73	80
P7 - Achieving 2 <sup>nd</sup> level	70	64.9	73	83	76	83

<b>Listening and Talking</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>South Ayrshire 2023/24</b>
P1 - Achieving Early Level	100	100	100	94	94	86
P4 - Achieving 1 <sup>st</sup> Level	75	83.3	75	92	97	90
P7 - Achieving 2 <sup>nd</sup> level	65	75.4	82	91	80	92

<b>Reading</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>South Ayrshire 2023/24</b>
P1 - Achieving Early Level	98.3	65.6	78	77	82	82
P4 - Achieving 1 <sup>st</sup> Level	70.4	66.7	75	76	81	81
P7 - Achieving 2 <sup>nd</sup> level	70	66.7	73	74	65	85

Writing	2019/20	2020/21	2021/22	2022/23	2023/24	South Ayrshire 2023/24
P1 - Achieving Early Level	100	62.5	78	77	79	79
P4 - Achieving 1 <sup>st</sup> Level	59.1	66.7	72	62	73	73
P7 - Achieving 2 <sup>nd</sup> level	65	59.6	70	70	63	80

**School Improvement Plan Target 2023/24 - Percentage P1,4 and 7 combined**

	Target	Actual
Literacy	75%	67%
Numeracy	82%	80%

**Key Findings**

- Primary 1, 4 and 7 combined levels have stayed the same within numeracy and are slightly below authority averages. Reading has dipped slightly overall and is lower than the authority average. Writing has risen by 1% however is still behind authority averages. Listening and Talking has fallen from last year but remains the same at the authority average. Secure literacy levels combined have risen by 1% but still fall below authority averages.
- Attainment across second level has dipped in all areas of the curriculum in comparison to last session on average 8%.
- Primary 1's attainment remains fairly consistent from last session, with a rise in most areas, they are either above authority average or match it.
- Primary 4's attainment has risen in all areas of literacy in comparison to last session, they are equal to the authority averages in reading and writing and significantly higher within listening and talking. Numeracy attainment has stayed the same as last session and is 7% below authority average.
- Primary 7 shows our largest drop in attainment. This year's classes are smaller in 2024-25 with approximately half the amount of children than last session. This may have an impact on next year's data.
- Writing and Reading within Primary 7 data shows dips, the implementation of South Ayrshire Reads along with further Talk for Writing inputs will be beneficial. Considerations for literacy interventions in the upper school and what is on offer to support pupils should be investigated further. Analysis of what is currently in place and whether it is most suitable should be carried out.
- Literacy overall is our greatest area requiring improvement shown by the data above.

## Early Years Centre

### Early Years Developmental Milestones Data

Year	Health and Wellbeing Statements				Communication and Language				Maths and Numeracy			
2022-23 23 Children	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
2022-23 23 Children	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
2023-24 24 Children	Number and Percentage achieving 8 or more milestones	100%	SAC 95%	24	Number and Percentage achieving 8 or more milestones	88%	SAC 82%	21	Number and Percentage achieving 8 or more milestones	96%	SAC 89%	23
2023-24 24 Children	Number and Percentage achieving all 10 milestones	88%		21	Number and Percentage achieving all 10 milestones	50%		12	Number and Percentage achieving all 10 milestones	71%		17

The EYC successfully created an intergenerational learning partnership: the preschool children walked to the nursing home weekly to participate in singing songs, reading stories and build positive relationships.

PEEP and Bookbug ran throughout the session delivering family learning sessions. Parents fed back that they enjoyed the sessions.

Phonological awareness was delivered through Bookbug sessions and targeted groups.

To encourage family learning, stay and play sessions were planned and delivered at various points. These were always enjoyable and both children and parents benefited from these sessions. Each of these sessions had a focused theme such as sensory, cooking and beach school.

The EYC utilised the local community facilities, making links with Aldi, the Library, several visits to the town, beach, and they enjoyed a block of swimming lessons.

Talk for Writing was introduced, however further training to build staff confidence in the delivery of this is required to ensure it is embedded within the EYC.

Play on Pedals was delivered, and children fed back how much they enjoyed the sessions.

The EYC established children's rights, ensuring all children are aware of them through the colour monster and various activities.

## WIDER ACHIEVEMENT

*Session 2023-2024 saw another successful year at Grammar Primary School and EYC, with much to celebrate.*

Wider achievement has been celebrated weekly at assemblies and robustly tracked across the whole school. PEF pupils were also identified to ensure they attended a range of extracurricular events. Those who did not attend any extracurricular events were consulted about their interest and targeted with further opportunities for wider achievement. This was highly successful and will continue to be developed next session, linking closely with Active schools and local organisations. This will be quantitatively measured to ensure success and analyse impact.

Pupils took part in various competitions including Flipfest, DanceMania, Sportshall Athletics and Cross Country. They celebrated success and shared this with families through our school Twitter account.

Primary 1 showcased their performing arts talents through their festive show. Primary 2 and 3 also shared their talents through their Christmas show.

Primary 7s proudly presented their Burns' Supper and enjoyed a wonderful night of Scottish festivities and folklore with family and friends of the school.

Two choirs ran throughout the session for Primary 4-7. They performed at various events throughout the school year. Pupils fed back that they enjoyed performing in and out-with the school.

Primary 4 put on a wonderful show all about the Titanic, which they invited families in to see.

Primary 5 celebrated the Day of Dance at Ayr Town Hall and hosted a wonderful Macmillan coffee morning for the school community to attend.

The school football team took part in various tournaments and built their confidence within competitive games.



**Priority 1 : Quality Learning and Teaching Stretch Aim: Increased levels of attainment and achievement in Literacy and Numeracy, closing the attainment gap while aiming for excellence for all**

National Improvement Framework Priorities:

- Placing the human rights and needs of every child and young person at the centre of education
- Closing the attainment gap between the most and least disadvantaged children.
  - Improvement in employability skills and sustained, positive school-leaver destinations for all young people
  - Improvement in attainment, particularly in Literacy and Numeracy

HGIOS4: 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.2

HGIOELC: 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.2

**Numeracy**

We continued to develop staff and pupil skills and confidence with Number Talks building upon skills from the previous year, which is now consistently used across the school.

Training and sharing of good practice were used to help support new staff and those who felt that they wanted a refresher on best practice.

Following on from the previous year, 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 perform calculations. We should continue to use an increasingly more robust approach to monitoring the effective use of Number Talk Strategies within classes.

Parents were encouraged to attend learning afternoons, as well as parents' workshops delivered by South Ayrshire Council's Numeracy Development officer.

**Literacy**

All staff continued to receive Talk for Writing training, both in house and as part of SAC project group D.

We invested considerably in Talk for Writing materials to ensure pupils and staff were exposed to high quality resources to help facilitate engaging and effective learning experiences. Working towards a consistent approach to assessment, learning walks and professional discussions took place. This formed the basis for our ongoing development of writing moderation. It is evident that this needs to be developed further, so that all staff have a clear understanding of the assessment of writing.

Staff will continue to receive further support and development in relation to delivering high quality learning experiences in Talk for Writing, coupled with a robust approach to the assessment and moderation of writing.

We continued to engage with the South Ayrshire Reads programme and training sessions. These were well received by staff, who were motivated to learn about the science of reading and the impact that can have on their pupils. Staff were able to implement small and effective changes to their reading pedagogy, based on these sessions. Staff reviewed pupil reading materials in school and a significant investment was made in

high quality reading materials. Considerable investment was also made to adapt and enhance our reading environments around the school, to foster a love of lifelong reading.

Giglets has been introduced with staff. They received training on how to implement the resource to enhance learning through digital technologies within reading. Staff will require further input on this and how best to use the resource to enhance and expand their reading toolkit.

To enhance a positive reading culture within the school, professional discussion and sharing of good practice took place. Our school library was re-established following consultation with pupils and staff. The new library is used to enhance the promotion of a reading culture with a specific space timetabled for classes.

To ensure pupil voice and leadership opportunities, Reading Ambassadors were introduced this session. These roles will continue to develop next session. Pupils fed back how much they enjoyed the opportunity of being able to lead learning within the school.

**Priority 2: Effective Use of Assessment Stretch Aim: Raised staff confidence in professional judgement of attainment and Curriculum for Excellence levels in Literacy and Numeracy**

National Improvement Objectives:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
  - Improvement in attainment, particularly in Literacy and Numeracy.

HGIOS4:1.1, 1.2,1.3, 2.3, 3.2  
HGIOELC: 1.1, 1.2, 1.3, 2.3, 3.2

Staff completed several sessions exploring the use of data and how to become more data literate to help raise attainment. Staff became more hands on with handling and making judgements on their own class data from baseline assessments, national standardised assessments, class summative assessments and CFE levels.

Class teachers were responsible for adding data to the Primary School Tracker and analysing key findings. This information was then used to formulate pre-progress meeting notes, identifying those pupils who require both challenge and support. By using a more direct proforma it allowed progress meetings to be more focussed and efficient, ensuring every child was highlighted and any barriers to learning discussed and suitable supports put in place.

Class teachers also used the data collected to create whole class overviews (Data Snapshots) which allowed them to immediately see where their class was in relation to national standards and then tracked progress throughout the session.

Moderation activities were limited and is an area which requires further development. Moderation across not just stages but levels would be beneficial, to allow for more robust knowledge and understanding of CFE levels.

**Priority 3: HWB Stretch Aim: To increase levels of attainment and achievement in HWB. Closing the attainment gap while aiming for excellence for all**

National Improvement Objectives:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people

HGIOS4:1.1, 1.2,1.3, 2.3, 3.2  
HGIOELC: 1.1, 1.2, 1.3, 2.3, 3.2

The Health and Wellbeing 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 wellbeing.

As part of a leadership opportunity, staff have driven forward children's rights within the school, creating a UNCR pupil group. The pupil group met weekly to explore rights respecting school's accreditation, with a view to working towards Bronze accreditation next session. Rights were used as a focal point in our assembly programme this year to further embed awareness and understanding of the rights of the child. Each class proudly displayed their own class charter which they collaborated on. As a whole school, we worked collaboratively to produce a playground charter, which almost all staff and pupils respect.

Pupils were elected to the Grammar parliament, a forum which provided them with a conduit to present their views on a range of aspects of school life, sharing pupil voice while working closely with the senior leadership team to affect positive change.

Following on from last session's Learning Through Landscapes training, Outdoor learning resources were heavily invested in. Storage and organisation were also purchased to ensure resources were easily accessible and ready to be used. Outdoor storage benches were purchased to allow a level of pupil independence with using outdoor learning resources.

To encourage exploratory play and enrich experiences further, a range of multipurpose resources were purchased. This helped foster a culture of critical thinking and collaborate problem solving. Some stages embraced outdoor learning, however moving forward a more consistent approach to outdoor learning across the school needs to be further embedded. It has also been noted by both pupils and parents that they would like to see a whole school approach to outdoor learning, ensuring all pupils receive high quality outdoor learning experiences. Robust tracking and monitoring will be required as part of this development.

The EYC received several outdoor learning resources through a successful funding bid. These all enhanced their outdoor learning environment and ensured sensory opportunities were included.

Following consultation with pupils, parents, and school assistants a considerable investment was made in a range of outdoor play activities. This was to encourage creativity, collaboration, and wellbeing. These included seating areas to promote reading and calming activities, as well as a range of tactile team building resources to promote imaginative play.

#### QUALITY INDICATORS

##### Evaluation & brief summary statement for each of the 4 core QIs

#### QI 1.3 Leadership of Change

- Most staff have high expectations of all learners.
- The vision of the school is ambitious and focuses on improvements in outcomes for all.
- Almost all staff are aware of the school's strengths and areas for development and have contributed to discussions around where the school can improve. All stakeholders should be involved more moving forward, to ensure all viewpoints are taken into consideration.
- Staff are committed to change and at times work collegiately under the school's vision to improve outcomes for all pupils. Opportunities to support peer collaborative learning should be increased.
- All staff are now involved in the process of change and in evaluating the impact of improvements, which drives effective future development and school improvement.
- Staff have been given leadership opportunities to develop different areas of the curriculum and take responsibility for school developments. These included outdoor learning, block play, adaptive learning, and Rights Respecting Schools. These opportunities could be increased, and practitioner enquiry should form a regular approach to continuous improvement and allow all staff to become leaders of learning.

Overall, we are satisfactory within leadership of change.

#### QI 2.3 Learning, Teaching & Assessment

- Our school data trackers and assessment evidence allows us to reliably report on the progress of children at key analysis points throughout the year. Staff are becoming more skilled in collecting and analysing data to effectively raise attainment.
- High quality outdoor learning takes place on occasion, this needs to become more consistent and staff confidence increased.
- Teachers plan tasks and activities to meet the needs of children well. Some lessons are well paced and provide appropriate levels of challenge and support.
- Senior leaders and teachers have regular tracking meetings to discuss children's progress across year groups. Teachers analyse their robust assessment data effectively before tracking meetings. They discuss with senior leaders the impact of

previously identified strategies and interventions on children's learning. Senior leaders have effective systems in place to show children's progress over time.

- There is an improved learning environment across the school and EYC to support pupil development. This is linked to the practice of adaptive learning and a pilot within the authority. There were positive changes made from the participation in this.
- Learners' achievements in and out of school are recognised and celebrated.
- Planning is proportionate and manageable, however should be more consistent across the school.
- Learners and parents are involved at times in planning and evaluating learning, however this should be developed further to ensure all stakeholders views are taken into consideration and to have consistency for all.

Overall, we are satisfactory within learning, teaching and assessment.

#### QI 3.1 Ensuring Wellbeing, Equality & Inclusion

- Senior leaders track and monitor the progress of children requiring additional support carefully, ensuring appropriate interventions are put in place as required.
- Grammar Primary are working towards Bronze level Rights Respecting Schools Accreditation.
- Teaching staff are sensitive and responsive to the wellbeing of each individual child.
- Staff comply and actively engage with statutory requirements and codes of practice and are well aware of their role in fulfilling statutory duties in order to improve outcomes for children and young people.
- Teaching staff are confident to use the wellbeing indicators as an integral feature of school life.
- Relationships across the school community are positive and supportive.
- We have strategies in place which are improving attainment and achievement for children and young people facing challenges.

Overall, we are satisfactory within ensuring wellbeing, equality & inclusion.

#### QI 3.2 Raising Attainment & Achievement

- Raising attainment in Literacy and Numeracy is a key focus for improvement across the school.
- Staff are becoming more data literate and use information from a variety of assessments to make informed decisions about the next steps in learning for all pupils.
- Attainment over time is tracked and pupils who require additional support are targeted through boost groups and interventions.
- Teacher judgements together with benchmarking and an appropriate range of assessments require further exploration through moderation, to ensure robust and accurate CFE levels are tracked by all staff.
- Children are very proud of their school, and they appreciate the many opportunities they have to succeed in community events, sports and clubs.

- Staff know children and families extremely well and have a firm understanding of any challenges they face, including through socio-economic disadvantage.
- Attendance rates are generally improving. The school continues to take appropriate steps to monitor and address the attendance of young people and takes action where frequent school absence adversely affects attainment and achievement.
- Sporting and non-sporting clubs are on offer to all pupils across the school community.

Overall, we are satisfactory within raising attainment and achievement.

### What are the key priorities for improvement in 2024-2025?

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, including all stakeholders' views.

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 high 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.
- Raising attainment in Numeracy, through further embedding Number Talk strategies consistently across the school, in conjunction with developing a CPA approach.
- Outdoor learning and creativity will be a central theme to be developed across all aspects of teaching and learning.
- Moderation activities and effective use of assessment to raise confidence levels in professional judgement of CfE levels and improving attainment.
- Opportunities for pupil and staff leadership of learning.
- Developing a more robust quality assurance process involving all stakeholders.
- Continue to develop adaptive teaching to ensure all pupils needs are met.

### What is the capacity for improvement?

The school and EYC has definite capacity to make further improvements in the ways outlined above. This, taken in conjunction with the appointment of a new Head Teacher and Depute Head Teacher, fosters a positive culture and motivation for necessary change across the school and EYC.

All school staff are committed to school improvement and want to ensure they are getting it right for every child. They have embraced opportunities to lead learning within the new session and are enthusiastic and motivated to work collaboratively to make positive changes.

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