



# HEATHFIELD PRIMARY AND EARLY YEARS CENTRE

**Standards and Quality Report  
2023 - 2024**

## Context of the School and Early Years Centre

Heathfield Primary is a large non-denominational primary school and early years centre serving the Heathfield area of Ayr. At June 2023, the school has a roll of 414 children, arranged in 16 classes. The Early Years Centre accommodates 54 children accessing full day provision for three and four year olds.

We have a diverse and enthusiastic staff team, deployed across the school and early years centre, making use of a wide range of learning environments; including classrooms, music room, ICT suite, playground, secret garden and the local community. Participation in sport is a strong feature of our school and pupils benefit from participating in a wide variety of physical activities. A dedicated 0.2 class teacher in sport leadership and a team of committed staff facilitate lunchtime and after school clubs. Heathfield also has close links with Young Leaders from Prestwick Academy and we work in partnership with South Ayrshire Active Schools.

There has been a significant change in the Leadership Team in 2023/24. Comprising of the Head Teacher, 2 x Acting Depute Head Teachers and 1 x FTE Principal Teacher, 1 x Acting FTE Principal Teacher. In addition, we have 1 x Principal Teacher paid through PEF. Our total teacher allocation was 23.6FTE.

Within our roll, we have 64 pupils living in deciles 1 & 2, which is 15% of pupils in P1-P7. Total number of pupils affected by poverty related attainment gap is 123 children (29.6% of school roll). Overall, attendance recorded in Term 3 2024 was 93% with the attendance of our most vulnerable pupils being 89%.

### Vision

At Heathfield Primary School and EYC we all work together to provide an engaging and dynamic experience for all children to support them to positively contribute to society and become lifelong learners. We pride ourselves in valuing the relationships we nurture with children, families, partners and the wider community.

### We aim to:

- Promote high expectations;
- Respect and value the rights of all;
- Encourage pupils to reflect on their choices and their impact;
- Model, expect and reward positive behaviour;
- Promote positive relationships;
- Provide a consistent and fair approach;
- Meet all learners' needs;
- Champion the social, emotional and mental wellbeing for all.

### School Values

**AMBITIOUS, SUPPORTIVE, INCLUSIVE**

<b>Priority 1:</b>	<b>Literacy and English</b> a. Pupils will <i>develop as confident and skilled readers</i> with a lifelong love of reading and the confidence to access all aspects of education, culture and society. b. Pupils will increase their attainment in reading through enhanced learning opportunities.
<b>NIF Driver:</b>	a. Teacher Professionalism, School Improvement b. Assessment of Children's Progress, School

**Progress/ Impact**

- All staff have embraced South Ayrshire Reads (SAR) professional learning. As a Phase 1 school, we are driving the development of phonics and fluency instruction and practice through a culture of shared knowledge, collaboration and enquiry.
- We ensure that reading approaches are explicit, systematic and targeted with a focus on phonics in P1-3 and fluency in P4-7.
- The tracking and monitoring of a new, bespoke phonic screener resulted in a more coherent and targeted approach to phonic interventions for all pupils in P1-3 and targeted pupils in P1-P7.
- Decodable Readers have been introduced in P1-3, aligned with the science of reading pedagogy. This has a particular focus on the skill of decoding and encoding and ensures learners needs are met.
- We use a variety of data including STAR, GL, SNSA assessments to track progress and attainment in reading and ensure interventions are linked to Science of Reading.
- We are actively embedding Oral Reading Fluency probes and track and analyse word counts through AR (Accelerated Reader) and Dibels (Dynamic Indicators Basic Early Literacy Skills).
- Children celebrate effort in reading through AR certificates and moderation of word count and books read.
- Moderation of reading approaches through peers visits with a focus on phonics (P1-3) and fluency (P4-7) ensures a consistent and high-quality approach to the learning experiences for all children.
- A rich reading culture is being embedded through a number of learning opportunities. We have adopted a '5 a day' approach to reading which has provided a varied and innovative daily focus to a wide variety of texts for all learners. Children have been particularly engaged through poetry and the school celebrated National Poetry Day in October and World Poetry Day in March.
- We continue to build and sustain a reading culture by implementing action points in the Scottish Book Trust's Reading Schools Accreditation programme and auditing our practice for Dyslexia through the DIPA Award.
- Children in our Early Years Centre benefit from approaches such as: 3-read, targeted phonemic awareness and a communication friendly environment.

**Next Steps:**

- To agree practice for reading motivation and rewards to ensure consistency and partnership working, including local library and community.
- To develop planning to ensure there are regular opportunities for poetry to enhance fluency and celebrate success.
- To embed phonics and fluency learning, teaching and assessment procedures, including phonics progression and assessment strategies from P1 to P7 aligned to South Ayrshire Reads approach.
- To develop a consistent approach for guided reading to identify key learning, track progress and identify targets.
- To build success from previous Core Award for Reading Schools and build evidence towards Silver Framework for Reading Schools.

<b>Priority 2:</b>	<b>Deep Learning through a relevant and inclusive curriculum</b>
	<ul style="list-style-type: none"> <li>• Pupils will engage with a relevant and inclusive curriculum and develop skills for the future.</li> </ul>
<b>NIF Driver:</b>	Curriculum and Assessment, Teacher and practitioner professionalism
<b>Progress/ Impact</b>	
<ul style="list-style-type: none"> <li>• Our school values, Ambitious, Supportive and Inclusive, reflect our school culture and ethos and are in line with National Policy. As a staff, we have reviewed and embedded the curriculum rationale to reflect our school ethos and are making good progress in our RRS journey to achieve GOLD award.</li> <li>• There has been significant development work undertaken to develop a creative approach to medium term planning. This is already impacting positively on our learners with experiences and outcomes being taught in a far more innovative and child centred manner.</li> <li>• Curriculum Design Collaborative staff working groups develop a high quality approach to embed Outdoor Learning, STEM, Digital Technology, Maths Through Stories/Metaskills and Learning for Sustainability across all levels.</li> <li>• Pupils have had a number of opportunities to develop skills for learning, life and work including Developing the Young Workforce Day, Outdoor Learning Days and Maths Week Scotland.</li> <li>• Children have also benefited from extending their learning through technologies such as ClassVR Headsets and Sphero Indi all accessed through South Ayrshire's Digital Lending Library.</li> <li>• A number of partnerships have been created with the local community, businesses and clubs, for example Prestwick Academy, GE Caledonian and Bannatynes Health Club. Our EYC have nurtured strong links with Heathfield House, a local nursing home. They maintain strong links with local shops through the 'Wee Wanderers' initiative.</li> <li>• The implementation of Learning Journals to replace our previous digital platform has been challenging for both staff and parents. Although, working well within our EYC we are seeking alternative options for sharing learning within the school.</li> </ul>	
<b>Next Steps:</b>	
<ul style="list-style-type: none"> <li>• To review, evaluate and refine long and medium-term planners.</li> <li>• To define consistent procedures to plan quality opportunities for pupil voice and personalisation and choice.</li> <li>• To promote consistent high-quality teaching and clarify assessment procedures with all staff to ensure clear expectations.</li> <li>• Provide quality shared learning experiences for parents and carers.</li> </ul>	

## **Quality Indicator 1.3 Leadership of Change**

The new Leadership Team are refreshing and promoting a shared vision and values, which underpins continuous improvement with ongoing reflection and evaluation. The Leadership Team engage in rigorous and well-planned weekly meetings to ensure the strategic direction of improvement whilst sharing innovative ideas relating to educational reading and research.

At Heathfield Primary, all staff are highly motivated and effective leadership is promoted at all levels. Dedicated leadership time empowers staff to lead change and enhance practice (Pupil Council, Eco-Warriors, DYW, Sports Leader, Progression and Assessment Pathway Framework).

All staff demonstrate commitment to South Ayrshire Reads (SAR). As a SAR Phase 1 Pilot School, staff are upskilling their knowledge and skills in the art and science of teaching reading and reflecting on their own practice. This CLPL has and continues to be extremely powerful and has transformed our approach to daily teaching and is having a positive impact on poverty gap.

## **Quality Indicator 2.3 Learning, Teaching and Assessment**

Heathfield Primary prides itself on a strong, welcoming and nurturing ethos underpinned by wellbeing and a commitment to positive relationships with staff, pupils, parents and wider community. Our shared vision is based on our new core values, and these are shared during our weekly citizenship and embedded in the life and ethos of the school. This is underpinned by a commitment to UNCRC Rights of the Child and is pivotal on our journey to our Gold Award.

Teachers set high expectations for learning and achievements. Almost all pupils are active participants and engaged in their learning and the majority of learners' experiences are enjoyable, matched to their interests and needs. Staff know their children well and our new approach to curriculum planning promotes greater pupil voice and creativity with new and innovative contexts for learning.

There is a rigorous phonics programme throughout, from EYC to Primary 7, following in depth training through local authority 'South Ayrshire Reads'. Curiosity is promoted through play in EYC and Primary 1 and through a blended play-based approach in Primary 2. Specific phonic assessments continue to be developed to align with South Ayrshire Reads science of reading approach.

A range of assessment data is used to monitor, evaluate and track learners' progress and the impact of targeted interventions. Progress in literacy and numeracy is monitored and tracked systematically at key points in the school year, including during regular tracking meetings.

## Quality Indicator      **3.1 Ensuring Wellbeing, Equality and Inclusion**

Wellbeing and relationships sit at the heart of the school's ethos and a key strength is the understanding of all staff in promoting wellbeing, equality and inclusion. Our weekly citizenship programme promotes the Wellbeing Indicators, UNCRC Rights for the Child and the 'Getting it Right for Every Child' principles. Children are involved in decision making and were actively involved in the review and creation of our Positive Behaviour Policy.

All staff are aware of and fulfil their statutory duties. The leadership team set ambitious and realistic targets for attendance and all families are welcomed to come along to our free breakfast club. Our school assistant 'Inclusion Team' are a strength of the school and effectively support children both academically and emotionally. The school has implemented South Ayrshire's updated guidance on Stage Intervention paperwork and Team with the Family (TWF) meetings have replaced Team Around the Child (TAC) meetings.

All learners are included and supported in the life of the school through the wide range of events and participation as well as with our partners in the wider community. We are improving outcomes for all pupils whilst mitigating against barriers of poverty. Throughout the school year there is a wide variety of opportunities for all classes, including swimming lessons for P3-P5. This year, we introduced our own gymnastics competition and dance show to showcase our own talent and provide the opportunity for all to compete and perform on the stage. Children from the school visit and regularly perform Makaton songs at Heathfield House Nursing Home with our 'Wee Wanderers' from the EYC visiting on a weekly basis.

### Staged Intervention Information:

	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>	<b>Total</b>	<b>% School Roll</b>
<b>Stage 1</b>	8	16	5	5	3	15	8	60	<b>14.5%</b>
<b>Stage 2</b>	3	2	13	14	21	20	16	89	<b>21.5%</b>
<b>Stage 3</b>	5	1	3	4	3	2	1	19	<b>4.6%</b>
<b>Stage 4</b>	3	2	3	2	0	2	3	15	<b>3.6%</b>
<b>Stage 5</b>	0	0	0	0	0	0	0	0	<b>0</b>
<b>Total</b>	19	21	24	25	27	39	28	183	<b>44.2%</b>

### Attendance Information

#### **Attendance Levels**

<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
92.99%	92.60%	93.09%

#### **Attendance Absences**

<b>2023-24</b>		<b>2022-23</b>		<b>2021-22</b>	
<b>Auth</b>	<b>Unauth</b>	<b>Auth</b>	<b>Unauth</b>	<b>Auth</b>	<b>Unauth</b>
4.60%	2.42%	5.09%	2.31%	4.57%	2.34%

## Quality Indicator      **3.2 Raising attainment and achievement**

Learners are making good progress from prior levels of attainment and developing their skills in becoming successful learners, confident individuals, effective contributors and responsible citizens. Almost all pupils are 'on track' with their progress in Literacy, Numeracy and Health and Wellbeing and together, we continue to strive towards raising attainment for all learners.

Overall, attainment over time in Literacy and Numeracy, remains at a consistent level. There is robust tracking and monitoring of the impact and effectiveness of interventions for children who require additional support. Children who face barriers are making good progress in their learning and in their social and emotional wellbeing. All staff are aware of the impact of poverty and the purpose of the of Pupil Equity Fund and are aware of which pupils may be vulnerable to significant factors.

Our Parent Think Tank provides further opportunities for parents and carers to support the needs of their children. In consultation with parents, sessions were delivered by our Pupil Support Teacher and specialist staff from Autism Outreach, Nurture Outreach and support group Spotty Zebras. These sessions provided information on supporting literacy and numeracy difficulties, anxiety, coping with Christmas while offering a relaxed and safe place to share experiences.

	ACEL data over time%	20 - 21	21 - 22	22 - 23	23-24	Progress
<b>Literacy</b>	P1	70	80	72	79	+9
	P4	75	73	86	76	+1
	P7	87	68	87	85	-2
	P1, 4, 7	78	73	82	80	+2
<b>Reading</b>	P1	81	83	75	81	0
	P4	82	81	91	84	+2
	P7	87	81	92	85	-2
	P1, 4, 7	84	82	87	84	0
<b>Writing</b>	P1	76	80	87	79	+3
	P4	75	73	90	78	+3
	P7	87	70	87	85	-2
	P1, 4, 7	80	74	83	81	+3
<b>Listening and Talking</b>	P1	81	83	87	94	+13
	P4	80	95	93	90	+10
	P7	91	96	95	89	-2
	P1, 4, 7	85	92	92	91	+6
<b>Numeracy</b>	P1	84	85	85	89	+5
	P4	82	75	90	84	+2
	P7	80	80	87	85	+5
	P1, 4, 7	82	80	87	86	+4

## **Capacity for Improvement**

This session has seen attainment levels in literacy and numeracy remain relatively similar to that of the previous year and we have identified key areas for continuous improvement next session. We recognise the need for all children to be included, engaged and involved and will focus on increasing the attendance and engagement of all our learners.

South Ayrshire Reads (SAR) will remain our focused approach to reading and all staff will continue to participate in CLPL and refine our whole school approach and practice. Literacy interventions are well embedded with maths interventions in their infancy. Training is being undertaken on how to improve understanding for learners requiring support in maths and interventions will be developed and implemented next session.

Leadership continues to be a shared responsibility and lead teachers will drive forward approaches and pupil groups focusing on Outdoor Learning, Rights Respecting Schools, Sport Leaders, Literacy and South Ayrshire Reads. Next year, the appointment of a PEF teacher and a Support and Development Worker will support the development of meta skills across the whole school and EYC.

## **Overall School Evaluations – Session 2023-24**

<b>Quality Indicator</b>		<b>School's Evaluation</b>
<b>1.3</b>	Leadership of Change	Good
<b>2.3</b>	Learning, Teaching and Assessment	Good
<b>3.1</b>	Ensuring Wellbeing, Equality and Inclusion	Good
<b>3.2</b>	Raising Attainment and Achievement	Good

**June 2024**