



Standards and Quality Report
Monkton Primary School and Early Years Centre

2022-23



Introduction

The purpose of this report is to provide an answer to the question – ‘How good was our school in 2022-23?’ This report tells you about the quality of education in the school and Early Years Centre (EYC) and how children benefit from coming here.

Vision, Values and Aims

Staff, parents and children reviewed and produced the following vision and aims for school (June 2020).

Vision

*At Monkton, we encourage and support every child to be the best they can be. Our ambition is to close the attainment gap by stretching and challenging all children. Children are encouraged to have high standards and be aspirational about their future. A school in the community as well as a community in the school. **At Monkton We Fly As High As The Sky!***

Prestwick Cluster Values

For a number of years the school has shared values with the other schools in the Prestwick Academy cluster. These are Honesty, Compassion, Respect, Responsibility and Equality. The cluster schools have also created ‘Our Prestwick Promise’ which is-

We aim to work collaboratively across the cluster, supporting and challenging each other to improve outcomes for children and young people and to help raise attainment for all. We will work together across establishments to support equity and address gaps by sharing time, expertise and resources. By working collaboratively, we endeavour to reduce workload and provide consistent approaches, pedagogy and systems to promote high quality learning and teaching.

Aims

Fantastic futures for all!

Learning life skills!

You have pride in the school!

Hard working children and helpful staff!

In Monkton, everyone is included!

Great learning experiences (including play)!

Heart of the Monkton community!



As a GOLD Re-accredited Rights Respecting School, we acknowledge the importance of Article 3 in all we do: ‘The best interest of the child must be top priority in all actions concerning children’.

Context of the School and Early Years Centre

Monkton Primary School and Early Years Centre is located in the village of Monkton which is approximately two miles from the town centre of Prestwick (where our cluster secondary school, Prestwick Academy, is located). The catchment area of the school includes the village and surrounding rural area. The new school building, built as part of the Public Private Partnership (PPP) programme, was officially opened in January 2008 and offers a bright and stimulating learning environment for children. There are currently seven classrooms in operation within the school and an Early Years Centre for 3-5 year olds. The seventh classroom was adapted in 2017 within the school in response to the growing roll and future developments planned around Monkton – accommodation is now becoming tighter within the school. Separate dining and sport halls maximise PE opportunities for children. The well maintained school grounds give children opportunities for outdoor learning and space to relax and play during break times.

At the end of session 2022-23, the roll of the school was 162 with 7% of pupils residing outside the catchment zone. This session we have had over 15 Ukrainian pupils join the school and EYC on a rolling basis, some for a short period of time and others who have stayed with us for the full year. There were 32 children enrolled in the EYC. There have been no formal exclusions from the school this session. The catchment area for the school is entirely made up of SIMD 5 and 6 data zones. A very small percentage of our children live in SIMD 1 or 2 data zones – currently 3 children. 14% of currently children received Free School Meal Entitlement (FME). As of March 2023, the average school attendance was 92.9% and there have been no exclusions this session.

The total allocation of teaching staff within the school this session has been 8.9 Full Time Equivalent (FTE). This included a Head Teacher (HT) and Depute Head Teacher (DHT) as the Management/Senior Leadership Team (SLT) for the school. There are currently four permanent full time School Assistants and three temporary full time school assistants (1 funded from August 2022 and 2 from January 2023). The Early Years Centre had weekly access to a 0.4FTE Class Teacher and 4.8FTE Early Years Practitioners (EYP). The EYC operates from 9am – 3pm, five days per week. In the clerical team, there is one full time member of staff and one part time (who works three mornings per week). Cleaning and janitorial duties are carried out by MITIE employees as part of the PPP contract. Children in the school are given opportunities in woodwind and brass from peripatetic music specialists and the school receives support from our Active Schools Co-ordinator. The school was given a partially funded (0.3FTE) NQT this session and 0.2FTE of a Music Specialist to help support the DHT / HT in delivering NCC for teachers. We also used PEF to fund a 0.2FTE teacher to help deliver PE NCC every Wednesday as part of Wellbeing Wednesday also in order to reduce the teaching commitments of the HT / DHT.

The most recent external evaluation of education provision was undertaken in November 2013 by Education Scotland and the Care Inspectorate which resulted in a positive report. The report recognised the strengths within the school, capacity for improvement and areas that required further development. A positive follow through visit took place in January 2015 with the school's Quality Improvement Officer (QIO).

The Care Inspectorate visited the Early Years Centre in September 2019 for an unannounced inspection. The feedback was very positive with a 'Very Good' grading being given for the areas inspected.



Article 29: Your education should help you use and develop your talents and abilities.



Article 15: All children have the right to join groups as long as it's not harmful to others.

Monkton Primary School

Data Over Time Session 2022/2023

Literacy and English

Primary 1																			
Session	16/17			17/18			18/19			19/20	20/21			21/22			22/23 PD		
% Literacy Early				75			85			Covid	75			65			85		
Organisers Listening/Reading/Writing	L	R	W	L	R	W	L	R	W		L	R	W	L	R	W	L	R	W
				75	75	75	95	85	90		75	81	81	82	71	71	95	85	90
Primary 4																			
% Literacy 1 st Level				68			92				30			82			72		
Organisers Listening/Reading/Writing	L	R	W	L	R	W	L	R	W		L	R	W	L	R	W	L	R	W
				68	68	68	92	100	92		87	35	30	82	82	82	92	85	77
Primary 7																			
% Literacy 2 nd Level				74			67				42			88			77		
Organisers Listening/Reading/Writing	L	R	W	L	R	W	L	R	W		L	R	W	L	R	W	L	R	W
				74	79	74	67	78	78		53	47	42	88	88	88	84	81	77
% School Average				72			83				47			77			78		

Numeracy

Primary 1							
Session	16/17	17/18	18/19	19/20	20/21	21/22	22/23
% Early Level		95	90	Covid	81	65	80
Primary 4							
% 1 st Level		73	92		39	77	72
Primary 7							
% 2 nd Level		68	78		42	75	81
% School Average		79	88		52	74	78

* See Monkton PS data pack and EYC developmental milestones collated data for more detailed information.



What key outcomes have we achieved?

Below includes a summary of progress and impact against the School Improvement Plan created in June 2022.

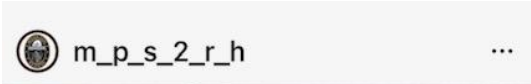
Priority 1: Improvement in attainment in Literacy.		
HGIOS4/HGIOELC Q1: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 2.6 Transitions, 2.5 Family Learning, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising Attainment and achievement	NIF Priority: Improvement in attainment, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children.	NIF Drivers: Assessment of pupil progress Teacher professionalism Performance information School improvement
<p>Learners (EYC and P1-P7) will participate in, and progress through, the teaching curriculum for Literacy.</p> <ul style="list-style-type: none"> The updated Learning and Teaching Policy has helped to ensure consistency and high expectations for learning and teaching. Almost all teachers are confident in delivering Literacy lessons. School staff have worked closely with each other and cluster colleagues to share good practice in order to improve learning and teaching. This has included some learning visits for some teachers and all EYPs in the EYC. The HT / DHT work across the authority but not yet post-pandemic across the SWEIC – this will be a priority for next session. <p>Learners will increase their attainment in Literacy. They will improve their skills in reading, writing, listening and talking and use these skills effectively across the curriculum.</p> <ul style="list-style-type: none"> Play based pedagogy is evident in the daily practice within Primary 1 and Primary 2 classrooms. Two teachers have attended a “Block Play Transitions” course run by Community Playthings and presented an outline of the project / impact on pupils. They will continue to embed these skills within Primary 1 – Primary3 classrooms next session. The HT also attended a “Play Based Pedagogy” course and has shared the key messages with relevant teachers which will be used to adapt practice next session. Accelerated Reader featured within the daily routine of all P3-7 classes - the data was more closely monitored and shows increased attainment for almost all learners. A reward system implemented to encourage and increase motivation for pupils. Through the CfE twilight sessions, cluster moderation took place for writing which developed a shared understanding and increased teachers’ professional judgements of identifying CfE levels within pieces of work. P1-3 pupils held a learning showcase for their parents at the end of ‘Book Week Scotland’ which was a big success which almost all parent / carers in attendance. Children were proud to show of their hard work and parents engaged in learning conversations with their child and staff members. We will repeat this event next session. EYC PEEP sessions were well attended and the impact evident in the written evaluations. <p>Close the attainment gap in Literacy between the most and least disadvantaged. (see PEF plan & rationale for details)</p> <ul style="list-style-type: none"> The PEF cohort made progress this session albeit at their own pace. Tracking systems are in place but need to be further developed next session to ensure timely interventions are in place. <p>Next Steps - Please see ‘School Improvement Plan 2023-24’.</p>		



Article 28: All children have the right to a good quality education.

21 likes

m_p_s_2_r_h P7 got the chance to speak with A.M. Dassu today who is the author who wrote their current class novel, 'Fight Back'. She shared her ideas and inspiration behind her book and took time to chat with the pupils about their own questions and inspiration along with other schools. 📖👉



15 likes

m_p_s_2_r_h Outdoor spelling fun for Primary 1 today. ❤️

Priority 2: Improvement in attainment in Numeracy.		
HGIOS4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 2.6 Transitions, 2.5 Family Learning, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising Attainment and achievement	NIF Priority: Improvement in attainment, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children.	NIF Drivers: Assessment of pupil progress Teacher professionalism Performance information School improvement

Learners (EYC and P1-P7) will participate in, and progress through, the teaching curriculum for Numeracy.

- The updated Learning and Teaching Policy has helped to ensure consistency and high expectations for learning and teaching.
- School staff have worked closely with each other and cluster colleagues to share good practice in order to improve learning and teaching. This has included some learning visits for some teachers and all EYPs in the EYC. The HT / DHT work across the authority but not yet post-pandemic across the SWEIC – this will be a priority for next session.

Learners will increase their attainment in Numeracy and Mathematics. They will use these skills effectively across the curriculum.

- Play based pedagogy is evident in the daily practice within Primary 1 and Primary 2 classrooms. Two teachers have attended a “Block Play Transitions” course ran by Community Playthings and presented an outline of the project / impact on pupils. They will continue to embed these skills within Primary 1 – Primary3 classrooms next session. The HT also attended a “Play Based Pedagogy” course and has shared the key messages with relevant teachers which will be used to adapt practice next session.
- There has been a significant investment in CLPL for staff in this area as they took part in a block of training and team teaching delivered by Scott Morrow, numeracy lead from south Ayrshire Council. By the end of the implementation block, teachers said that their confidence had increased and they engaged in quality professional dialogue about current Numeracy practice and next steps which formed the Numeracy and Mathematics section when updating the Learning and Teaching Policy. This will be embedded further next session.
- Resources have been purchased to ensure that classrooms have a greater variety of concrete materials available for the children to use: in particular, Dienes (Base 10), place value counters and tens frames. Children have therefore have had more access to a variety of resources to support Concrete Pictorial and Abstract approaches which has increased their strategies and skills when solving problems / numeracy calculations. Oral feedback from pupils about the use of these resources is positive.
- EYC PEEP sessions were well attended and the impact evident in the written evaluations.

Close the attainment gap in Numeracy between the most and least disadvantaged. (see PEF plan and rationale for more detailed information)

- The PEF cohort made progress this session albeit at their own pace. Tracking systems are in place but need to be further developed next session to ensure timely interventions are in place.

Next Steps - Please see ‘School Improvement Plan 2023-24’.

Article 13: All children have the right to find out things and share what you think with others.



Priority 3: Improve the HWB of children at Monkton PS/EYC		
HGIOS4/HGIOELC QI: 2.1 Safeguarding and child protection, 2.4 Personalised support, 2.5 Family learning, 3.1 Wellbeing, equality and inclusion, 3.2 Raising attainment and achievement	NIF Priority: Improvement in children and young people's Health and Wellbeing	NIF Drivers: Assessment of pupil progress Teacher professionalism
<p>Learners (EYC and P1-P7) will participate in and progress through learning curriculum for HWB.</p> <ul style="list-style-type: none"> The updated Learning and Teaching Policy has helped to ensure consistency and high expectations for learning and teaching. School staff have worked closely with each other and cluster colleagues to share good practice in order to improve learning and teaching. This has included some learning visits for some teachers and all EYPs in the EYC. The HT / DHT work across the authority but not yet post-pandemic across the SWEIC – this will be a priority for next session. <p>Learners' physical, emotional and mental wellbeing will improve in school, EYC and at home.</p> <ul style="list-style-type: none"> Wellbeing Webs were completed by children 2 times per year (more often if concerns or asked to by other agencies e.g. Social Work, for reviews / hearings) - used to monitor progress and identify concerns. Next session, we will find a better way of tracking and monitoring this data. Wellbeing Wednesday was introduced for pupils this year and continued for staff (has been for 2.5 years already). Pupils all had PE sessions on a Wednesday and therefore came dressed for sport activities on this day. Pupils engaged with this however, some children were coming to school in unsuitable clothing so we will revert back to uniform each day next year and changing for PE. Three 'Seasons for Growth' cohorts of groups were led this session by a School Assistant. Her evaluations and pupil feedback indicates that this programme was beneficial to pupils and had an impact on them and pupils found it easier to articulate their feelings within this 'safe' group setting. This intervention will continue next year. CLPL for staff focussed on nurturing pupils' emotional needs across a few sessions including the 'Coke Bottle effect' and raising awareness of nurture. Some of these sessions were led by the link Educational Psychologist and Outreach Nurture Teacher. Teachers and EYPS planned and began implementing a practitioner enquiry with a focus on nurture / HWB which had an impact on pupils' in their classes – some of these will be carried over and continued next session. Next session, CLPL for staff will focus on developing a greater shared knowledge and understanding of the Nurture principles which will lead to the creation of a whole school Nurture policy. In September, following a successful assessor visit, the school / EYC was reaccredited as a Gold Rights Respecting School. Next steps have been identified to help the school and EYC move forward and ensure rights continue to be embedded. EYC PEEP sessions were well attended and the impact evident in the written evaluations. <p>Children will benefit from and participate in an increased range of personal choice activities.</p> <ul style="list-style-type: none"> This session, the school and EYC have continued to work in close partnership with Active Schools to provide universal sessions including lunch clubs and afterschool clubs as well as targeted ones including for our Ukrainian pupils and for children who do not attend afterschool clubs / sessions. These have been successful and children participated fully. P7 pupils were trained as young leaders and then delivered sessions during class time, lunchtime clubs and in the playground. Pupil groups were reintroduced this session or P5-7 pupils which has begun to help to develop pupil leadership skills. These will continue and meet more regularly next session to increase impact and leadership opportunities. <p>Next Steps - Please see 'School Improvement Plan 2023-24'.</p>		

Impact of Pupil Equity Fund 2022/23

For session 2022-23, the amount of PEF that the school received was £19,600. The table below gives a brief overview of the impact of spending.

Area of Spending	Amount	Impact
Teaching Staff (0.2FTE)	£11,437	The NCC teacher covering PE lessons on Wellbeing Wednesday has meant that the HT and DHT were not covering classes so much and therefore were able to team teach, teach small groups (inc Boost) and carry out pupil support duties instead which had more impact.
School Assistant (10 hours per week)	£6,852	School assistant to support interventions including Reading Wise, Toe by Toe, 5 minute Literacy box, 5 minute Numeracy box and Power of 2 / Plus 1 and HWB interventions including Seasons for Growth.
Non Staff resources	£1,310	Maths resources were purchased following the teacher Numeracy CLPL to ensure that pupils can use the Concrete, Pictorial, Abstract approach.

Evaluation Summary

Quality Indicator / Themes	School Self Evaluation
<p>1.3 <u>Leadership of change</u></p> <p><i>Developing a shared vision, values and aims relevant to the school and its community</i></p> <p><i>Strategic planning for continuous improvement</i></p> <p><i>Implementing improvement and change</i></p>	<ul style="list-style-type: none"> ➤ The school's 'Vision, Values and Aims' have been further embedded this session and all stakeholders (staff, pupils and parents) are committed to these. Our vision is aspirational where everyone connected with the school strives for the highest possible standards of learning. Most children in the school and EYC demonstrate our values on a daily basis which is supported by our 'Respectful Relationships' policy however, we are planning on reviewing this next session to ensure that all children are 'living' our values every day. ➤ We have a strong and consistent leadership team which comprises of a HT and DHT. Senior leaders within the school strive to provide strong leadership and encourage leadership at all levels which has created a culture. A culture of self and school improvement has been built within the school where staff feel confident to initiate and implement changes which will benefit pupils and the community. Self-evaluation quality assurance is in place and carried out throughout the year. Staff undertake annual PRD / PDRs and engage in CLPL throughout the year. Views are gathered of the Parent Council through discussions at meetings and wider parental body through surveys. ➤ This year's School Improvement Plan (SIP) has had a positive impact on the school / EYC and had a manageable number of priorities to be achieved. The SIP continues to have clear targets that reflect national priorities set out in the National Improvement Framework and is in harmony with the Prestwick Cluster Action Plan. Staff and pupils use HGIOS 4 to self-evaluate our work and the impact of the SIP. The pace of change has been managed effectively and sensitively given the current landscape. All staff are involved in taking forward our improvement priorities and we are hoping that individuals will take on more lead roles next session. Children are beginning to be involved in using Wee HGIOURS to self-evaluate our improvement planning / next steps through assemblies and pupil groups and we will provide increased leadership opportunities for pupils next year. <p><u>Overall, we show GOOD leadership of change across the school and EYC.</u></p>
<p>2.3 <u>Learning, teaching and assessment</u></p> <p><i>Learning and engagement</i></p> <p><i>Quality of teaching</i></p> <p><i>Effective use of assessment</i></p> <p><i>Planning, tracking and monitoring</i></p>	<ul style="list-style-type: none"> ➤ Approaches to teaching are underpinned by the school's vision, values and aims. There is a positive, nurturing ethos and culture within the school and EYC that is nearly always commented on by visitors and new staff. A nurture walk carried out by the Outreach Nurture Teacher and Educational Psychologist also evidence this. Staff have worked together to create nurturing environment for pupils by taking the time to foster positive relationships with children and their families. Our teaching environment provides a range of sensory, play and real-life experiences. Wall displays have a balance of children's work and reference materials to encourage independence. We have made some improvements in outdoor learning but will continue to build on this next year. Play pedagogy is featured within the daily routines of the P1 and P2 but will be extended to P3 next session. Children are motivated and encouraged to play. Teachers make good use of digital resources to effectively support learning across all areas of the curriculum. Children enjoy taking part in outdoor learning and educational trips / events which promote IDL. ➤ Learning Walks carried out by the SLT and professional dialogue at staff meetings / on Inservice days has identified some consistency in practice and recognition of high expectations which has been outlined in the recently updated Learning and Teaching policy. Lessons are well structured and clear learning intentions are shared with pupils. Success criteria is also shared and revisited in lesson plenaries. Almost all learners are consistently engaged and motivated to learn. Each teacher knows the children in their class well and have a strong awareness of any additional support needs that children have. There are clear universal supports such as Accelerated Reader, Dyslexia friendly kits and the introduction of more CPA (Concrete Pictorial Abstract) opportunities which support all learners. Teachers work closely with the DHT, as Pupil Support Co-ordinator, to ensure that pupils are supported with appropriate interventions. ➤ Teachers carry out a range of assessments in literacy, numeracy and HWB at key points throughout the year in line with the cluster assessment calendar. Teachers are beginning to become more confident at working together with the HT / DHT to analyse information and data gathered from this range of formative, summative and standardised assessments. This is helping to support teachers and HT / DHT to have a comprehensive knowledge of individual children's learning and progress. The DHT targets resources and deploy support staff very effectively to support the needs of individuals and groups. Staff work with the DHT to evaluate the impact of targeted interventions, making adaptations as appropriate. These are recorded on STINT plans which are reviewed and updated three times per year. Teachers have engaged in a range of formal and informal moderation activities including across the cluster for writing this session. A few teachers and all EYPs have visited other schools / EYCs to observe, moderate and identify good practice which will be extended next session. <p><u>Overall, the quality of learning, teaching and assessment across the school and EYC is GOOD.</u></p>

<p>3.1 <u>Ensuring wellbeing, equity and inclusion</u></p> <p>Wellbeing</p> <p>Fulfilment of statutory duties</p> <p>Inclusion and equality</p>	<ul style="list-style-type: none"> ➤ At Monkton, wellbeing is a priority. The wellbeing of every child is at the centre everything that staff do and our positive ethos is underpinned by supportive relationships between staff, pupils and parents and the wider community. Staff wellbeing is also prioritised by the SLT – we have ‘Wellbeing Wednesday’ and a staff wellbeing charter which is regularly reviewed. There is a clear shared responsibility in this area in ensuring that all pupil needs are met. Wellbeing webs are completed by all P1-7 pupils twice per year and teachers discuss any concerns with the SLT to identify supports / next steps. Staff have a good understanding of nurture – children feel safe (93% from the 2022/23 Wellbeing Survey) and feel respected by staff (92% from the Wellbeing Survey). Nurture is promoted through sharing achievements at weekly assemblies, through class and school charters in classrooms and playground and through our Respectful Relationships policy. We have recently been reaccredited as an RRS at Gold Level which shows that we have the rights of children embedded in everyday practice across the school and EYC. ➤ At Monkton, we comply, and actively engage with statutory requirements and codes of practice. All children in the EYC have a Care Plan meeting within the first 28 days which is then reviewed at various points through the year. ASN legislation is followed by all staff. All staff, including non-teaching, are given annual training on Child Protection and are confident that they know the processes to follow to keep children safe. Local authority guidelines are followed at all times and procedures are in place including for first aid and medication where the procedures are communicated clearly to parents, record keeping is effective, and procedures are reviewed regularly. We continue to ensure that children have good opportunities including Play on Pedals, Bikeability and two hours physical activity per week. Council policies are followed in relation to exclusions (we have had none this year) and bullying incidents (we have had two this year both by same perpetrator). Since the pandemic, our attendance stats have dipped and missing learning is in some cases, having a direct impact on attainment. Next year, we will have a focus on attendance and the SLT will more closely monitor and support pupils whose attendance drops below the desirable level as outlined in the authority guidance. At all TAC meetings, the need for a CSP is discussed and minutes distributed promptly. The authority Child’s Plan template has been adopted by the school and is useful for multi-agency planning in addition to STINT process which children and parents/carers are active participants in. ➤ Inclusion and equality for all are key to Monkton having such a good reputation in the community. Children are included, engaged and involved in the life of the school in a variety of ways including through pupil groups and leadership roles such as P7 House Captains. All staff ensure inclusion and tackling inequality are prioritised and children feel valued and included. This is evident in practice as our Ukrainian families who arrived (and in some cases left) throughout this session. These pupils have been supported by the staff and pupils of the school and also the authority’s EAL team. All have progressed and flourished happily in our care despite the adversity faced in their homeland. Teachers have adapted the curriculum and resourced to ensure equity for these learners. <p><u>Overall, we are VERY GOOD at ensuring wellbeing, equality and inclusion needs are met.</u></p>
<p>3.2 <u>Raising attainment and achievement</u></p> <p>Attainment in literacy and numeracy</p> <p>Attainment over time</p> <p>Overall quality of learners’ achievement</p> <p>Equity for all learners</p>	<ul style="list-style-type: none"> ➤ Overall, most children across P1, P4 and P7 achieved expected Curriculum for Excellence levels in literacy and in numeracy in session 2021/22. Only a few children are working beyond expected levels of attainment. Children in P2, P3, P5, and P6 are also making good progress in Literacy and in Numeracy. Children with additional support needs including English as an additional language are making good progress towards their individualised targets which children help to set. The SLT meet with teachers for three times per year to discuss pupils’ progress and identify next steps. SNSA, GL Assessment and STAR results are analysed and compared to CFE levels to support teacher judgement. ➤ The HT and DHT track attainment and progress in literacy and numeracy over time for cohorts. In striving to effectively improve outcomes for children in Literacy and Numeracy, the SLT have improved their use of data by introducing the SAC attainment tracker to help to identify, gather and analyse it which will continue next year. Our data over time is mainly increasing for Literacy and Numeracy following on from the pandemic. In Literacy, P1 data is back at the same level as it was pre-pandemic however P4 and p7 have a slight dip this year. In Numeracy, the attainment is increasing over time in P1 and P7 however there is a dip in the P4 data. For Literacy, we are above or around the local authority average. In numeracy our data is slightly below the local authority average – this is a gap that we have identified and will be a focus for next year’s SIP. We will focus on planning to ensure increased pace and challenge to close this. This reflects a national trend where attainment has been negatively impacted by the pandemic particularly for learners at first level. The SLT are aware of underlying reasons for this and have made plans for interventions to support identified needs. ➤ Successes and achievements are celebrated at Monkton in classes and at our weekly assemblies. We keep a record of these and add them to the achievement recognition board. These are also shared with parents on Instagram / Twitter. Wider achievement opportunities are provided including a P7 Dumfries House residential trip and Active Schools competitions. We have been mindful of the Cost of the School Day agenda to help mitigate against impact of poverty when planning events and asking parents for contributions. Class trips and the pantomime buses were subsidised by the Parent Council and we will work together with them next year to map out a calendar of events. We have a shared links for the food bank, information advice hub and the Night before Christmas referral processes in our monthly newsletters to help support parent / carers. <p><u>Overall, the school has a GOOD record of raising attainment (considering additional support needs) and is good at allowing children to achieve in other ways across the curriculum.</u></p>

What are the key priorities for improvement in 2023/24

In line with guidance from the National Improvement Framework, the key priorities for Monkton Primary School and Early Years Centre for session 2023/24 are:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.

* See detailed information within - "Monkton Primary School - School Improvement Plan 2023-24".

What is the school's capacity for improvement?

- There is capacity to make improvements at Monkton.
- All staff within the school continue to have a desire to improve outcomes for children have identified gaps in learning.
- Staff continue to have a very good knowledge of children and their individual needs and robust tracking and monitoring systems are in place which will improve this further.
- A focus on Literacy, Numeracy and Health & Wellbeing in the School and EYC Improvement Plan has given a clear direction of our next steps.
- Relationships between the parental body and school/EYC are very good but areas for improvement have been identified which we will work on.
- We will put a more consistent focus on pupil views (including from HGIOurSchool, pupil groups and survey results) which will ensure that the school moves in the direction that the children steer.



Article 29: Your education should help you to respect other people.

Article 31: All children have the right to play and rest.

