



Standards and Quality Report
Monkton Primary School and Early Years Centre

2023-24



Introduction

The purpose of this report is to provide an answer to the question – ‘How good was our school in 2023-24?’ This report tells you about the quality of education in the school and Early Years Centre (EYC) and how children benefit from attending 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 village is expanding quickly with ongoing house building. At the end of session 2023-24, the roll of the school was 162 with 7% of pupils residing outside the catchment zone. There were 28 children enrolled in the EYC. 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). 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 year on year. 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 although again these areas are getting tighter as the school roll increases each year.

The total allocation of teaching staff within the school this session has been 10.8 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. The Early Years Centre had weekly access to a 0.3FTE Class Teacher and 3.8FTE 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 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.

The school and EYC had a South Ayrshire School Improvement Visit (SIV) in October 2023 where a team of local authority colleagues came into the school for two days. The visit went well, and the team commented on the welcoming, nurturing ethos of the school and EYC. They also highlighted the positive relationships, hard work of the staff and the team approach as being strengths. They validated that staff know children and families well. They agreed with the strengths as outlined in the 2022-23 Standards and Quality Report and next steps that we had identified through our 2023-24 School Improvement Plan (SIP). They also identified some next steps which will be developed in the 2024-25 SIP.

We consult all stakeholders and ask for feedback throughout the year. A recent parent / career survey was carried out in May 2024 and the results can be found – [Parent-and-Carer-Survey-May24-Chart-results.pdf \(glowscotland.org.uk\)](https://glowscotland.org.uk). Overall the results were very positive, and some next steps were suggested which we have used to help plan next year's SIP.



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

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



Monkton Primary School Data Over Time Session 2023/2024

Literacy and English

Primary 1																						
Session	16/17			17/18			18/19			19/20	20/21			21/22			22/23			23/24		
% Literacy Early				75			85			Covid	75			65			85			73		
Organisers Listening/Reading/Writing	L	R	W	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	88	79	73
Primary 4																						
% Literacy 1 st Level				68			92				30			82			73			84		
Organisers Listening/Reading/Writing	L	R	W	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	95	84	84
Primary 7																						
% Literacy 2 nd Level				74			67				42			88			77			80		
Organisers Listening/Reading/Writing	L	R	W	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	90	80	80
% School Average				72			83				47			77			78			78		

Numeracy

Primary 1															
Session	16/17		17/18		18/19		19/20	20/21		21/22		22/23		23/24	
% Early Level			95		90		Covid	81		65		80		88	
Primary 4															
% 1 st Level			73		92			39		77		73		84	
Primary 7															
% 2 nd Level			68		78			42		75		81		90	
% School Average			79		88			52		74		78		88	

Accelerated Reader Data 2023-24

	No of pupils in class/stage	Class av Sept		Class av Nov		Class av Feb		Class av June		NRSS progress from Sept	ORF progress from Sept
		NRSS	ORF	NRSS	ORF	NRSS	ORF	NRSS	ORF		
P3 all	20	94.9	39.2	102.5	61.8	99.6	70.1	102.4	84	7.5	44.8
P4 all	20	105	94.7	103.2	93.3	102.1	103.8	102.1	115.4	-2.85	20.7
P5 all	29	102.4	101.4	105.4	115.8	104.2	120.1	102.4	123.9	0	22.5
P6 all	22	99.4	114.9	99.3	117.5	98.8	125.3	100	131.6	0.6	16.7
P7 all	20	103		103.7		101.6		101.3		-1.7	

DEVELOPMENTAL MILESTONES 2023/24

MONKTON EYC (11 CHILDREN)

8 or more milestones

Health and Wellbeing statements	Achieved		Working towards	
	%	Number	%	Number
I can express my feelings appropriately	82%	9	0%	0
I am aware of the expectations of behaviour and can follow rules	73%	8	0%	0
I can share with others	82%	9	0%	0
I can contribute my views and tell people what I like and dislike	100%	11	0%	0
I can follow daily hygiene routines.	100%	11	0%	0
I can persevere and complete tasks	55%	6	0%	0
I can talk about my learning	82%	9	0%	0
I can run, jump and balance	100%	11	9%	1
I can assess risks and keep safe	82%	9	9%	1
I can hold and use small tools	100%	11	0%	0
Number and Percentage achieving 8 or more milestones	82%	9	18%	2
Number and Percentage achieving all 10 milestones	45%	5	55%	6

DEVELOPMENTAL MILESTONES 2023/24

MONKTON EYC (11 CHILDREN)

8 or more milestones

Communication & Language statements	Achieved		Working towards	
	%	Number	%	Number
I can follow a simple instruction	100%	11	0%	0
I can talk clearly to others using sentences	91%	10	9%	1
I can tap out syllables in words	100%	11	0%	0
I can identify rhyming words	91%	10	9%	1
I regularly choose to 'read' a book	100%	11	0%	0
I can retell a familiar story	100%	11	0%	0
I can identify words that start with the same sound	82%	9	18%	2
I can recognise letter symbols	100%	11	0%	0
I can draw a recognisable person	100%	11	0%	0
I can 'write' for different reasons	73%	8	27%	3
Number and Percentage achieving 8 or more milestones	100%	11	0%	0
Number and Percentage achieving all 10 milestones	55%	6	45%	5

DEVELOPMENTAL MILESTONES 2023/24

MONKTON EYC (11 CHILDREN)

8 or more milestones

Maths & Numeracy statements	Achieved		Working towards	
	%	Number	%	Number
I can recognise numerals 0-10	100%	11	0%	0
I can touch and count items up to 5	100%	11	0%	0
I can use fingers and objects to make quantities to 5	100%	11	0%	0
I recognise 'how many' without having to count.	100%	11	0%	0
I can compare and describe different lengths, heights and weights	100%	11	0%	0
I can copy a simple pattern	100%	11	0%	0
I can use 2D shapes and 3D objects to build and create	100%	11	0%	0
I can use positional language (eg. in front, behind, under, beside, in, on top of)	82%	9	18%	2
I can match and sort objects	91%	10	9%	1
I can understand information in simple graphs and charts	82%	9	18%	2
Number and Percentage achieving 8 or more milestones	91%	10	9%	1
Number and Percentage achieving all 10 milestones	73%	8	27%	3

* See Monkton PS data pack 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 2023.

Priority 1: Improvement in attainment in Literacy.		
HGIOS4/HGIOELC QI:	NIF Priority:	NIF Drivers:
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	Improvement in attainment, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children.	Assessment of pupil progress Teacher professionalism Performance information School improvement
<ul style="list-style-type: none"> This session, we have reviewed short, medium term and long-term planning which has enhanced continuity, consistency and progression across the school. This was recognised during the SIV in October 2023 and also evident during monitoring weeks when forward plans were scrutinised. In the EYC, the planning procedure has been updated and several versions trialled. Long and medium term plans are in place and staff have undertaken some CLPL on Planning led by the EYC teacher. Planning in the EYC will continue to be a priority next session. Staff begin their SA Reads journey this session. Teachers and school assistants attended the universal training sessions that were offered. Decodable texts were introduced in P1 and staff used some of the associated phonics assessments available. Data gathered and observations have demonstrated that children are able to decode words more effectively although the impact on CFE level data is not yet clear – we hope to see this next session when we continue and extend our SA Reads journey. Staff also agreed that they will provide daily reading opportunities for their class (EYC – P7). Accelerated Reader continued to be featured within the daily routine of all P3-7 classes. Data was analysed four times per year after each STAR assessment and compared at the end of the year. STAR scores have been entered into the SAC tracker and kept up to date by the clerical assistant. Teaching staff had training from the South Ayrshire Reads team on Accelerated Reader and in particular how to interpret the data and asked to focus on Oral Reading Fluency (ORF) which the assessment gives. Class teachers discuss class data including STAR data with the HT / DHT at pupil progress meetings. The data shows increased attainment for almost all learners. The HT has developed a tracker which gives an overview of the average NRSS and ORF across the year (see details in data section above). The reward system continues to be implemented encourage and increase motivation for pupils. Certificates are given out at assemblies and the children respond well to this. PEEP sessions and sharing the learning for Book Week Scotland continued this year and feedback was positive from these sessions. 		
<p>Next Steps - Please see 'School Improvement Plan 2024-25'.</p>		



Article 31: Every child has the right to take part in a wide range of cultural and artistic activities.

11 likes
m_p_s_2_r_h P4 had a wonderful World Book Day 📖📚
7 March

Priority 2: Improvement in attainment in Numeracy.		
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>This priority was not developed as much as Literacy due to the focus of development time / CLPL being on SA Reads and also due to limited capacity of HT / DHT due to teaching and support commitments.</p> <ul style="list-style-type: none"> • Our Numeracy data (see data section for more detail) is overall very good and has increased from last year in P1,4 and P7. The P1 data was only 1% below the South Ayrshire average, P4 data 2% above SAC and P7 data 4% above – the overall combined P1,4 and 7 data was 3% above South Ayrshire. The trend for Numeracy has been increasing over the past few years so we hope to continue this next session. • The P7 teacher worked with the PT of Maths for Prestwick Academy and other P6/7 teachers from across the cluster to start to moderate some second level experiences and outcomes. The P7 teacher reported increased confidence and has increased pace / progression in class as a result. This will continue next session and the group will look at doing this across second level. • Pupil progress meetings and data discussions have taken place throughout the year especially with P5-7 teachers. During these meetings there has been a particular focus on pace and progression to ensure that pupils are working through the SAC skills progression pathways at an appropriate rate. CFE Level predictions have been compared with standardised assessment date e.g. GL Assessments and NSAs in P1,4 and 7. • Staff continue to use a variety of numeracy resources to provide opportunities to pupils. These include White Rose Maths, Big Maths, SumDog and Education City. An EYP has attended a Numeracy course and as a result has developed numeracy within and across the EYC. New ideas and resources were suggested which have now been implemented as a result of the CLPL sessions. <p>Next Steps - Please see 'School Improvement Plan 2024-25" although again this will not be a big focus again this session due to SA Reads being the main priority. Target Setting for Numeracy and focussing on Maths Week Scotland and second level moderation (see Cluster Improvement Plan).</p>		

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



Priority 3: Improve the HWB of children at Monkton PS/EYC

<p>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</p>	<p>NIF Priority: Improvement in children and young people's Health and Wellbeing</p>	<p>NIF Drivers: Assessment of pupil progress Teacher professionalism</p>
--	---	---

This priority was not developed as much as Literacy due to the focus of development time / CLPL being on SA Reads and also due to limited capacity of HT / DHT due to teaching and support commitments.

- The P5-7 pupil leadership groups met regularly and each worked towards their own goals. The Pupil Council helped to plan the Monkton Gala and contributed to the Monkton Community Council Place Planning discussion. The Eco Group achieved another Green Flag Award and have submitted our Eco Schools Action plan to work towards our 8th Green Flag Award as well as visiting HMS Gannet to help plant trees on their site. The RRS group provided feedback for the review of the Respectful Relationships policy. The JRSO group created Road Safety posters.
- The Respectful Relationships policy has been updated after consultation with staff, pupils and parents. The new version will be launched in August 2024 when it will be shared with all stakeholders. The Nurture principles are included within the policy and the policy aims to build on the positive, whole school, welcoming ethos which visitors always comment on.
- As of June 2024, the average school attendance was 94.52% which is a 1.51% increase from last year and is 0.72% above the authority average. The HT / DHT have been checking in with families, sending out attendance letters and meeting as required. We will continue to follow attendance procedures and support families to increase attendance next session.
- Each class EYC – P7 attended at least one Cosy Spaces session in the Carvick Webster Hall which provided opportunities for intergenerational learning and a greater link with the community. This will continue next session.

Next Steps - Please see 'School Improvement Plan 2024-25" although again this will not be a big focus again this session due to SA Reads being the main priority.



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

Impact of Pupil Equity Fund 2023/24

For session 2023-24, 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. This session, we have reviewed our relationships policy with all stakeholders will launch the refreshed version in August 2024. Almost all children are 'living' and demonstrating our values on a daily basis. Values are regularly discussed at weekly assemblies and links made in everyday practice with all staff e.g. celebrating when pupils have demonstrated the values. P1- 7 pupils like to earn house tokens and are proud of the house system in place – this was evident to colleagues during the SIV. ➤ We have a consistent and experienced leadership team which compromises of a HT and DHT. Senior leaders within the school strive to provide strong leadership and encourage leadership at all levels as well as providing opportunities for others to lead which are discussed during PRD / PDR meetings. A culture of self and school improvement continues to be built within the school where staff feel confident to implement changes to benefit pupils and the community. Self-evaluation quality assurance is in place and carried out throughout the year. Views are gathered from the Parent Council through discussions at meetings e.g. when reviewing the Respectful Relationships policy this session and wider parental body through surveys – the most recent of which was carried out in May 2024 (see link to results above). Children are encouraged to provide feedback / make suggestions throughout the year and all P5-7 children are encouraged to be part of a pupil group. Children's leadership roles are developed through these groups e.g. the Eco group achieved Green Flag again this year and the Pupil Council helped to plan the Monkton Gala and contributed to the Monkton Community Council Place Planning discussion. All planned CLPL links school priorities which this year was mainly SA Reads with the focus on raising attainment in reading. ➤ This year's School Improvement Plan (SIP) has had a positive impact on the school / EYC and had a number of priorities to be achieved (see above). Due to limited capacity, we have unfortunately been unable to achieve all priorities but some will be continued and the plan for next year streamlined to make it more achievable. 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 use HGIOS 4 to self-evaluate our work and the impact of the SIP which is visible to all staff – revisited at staff / team meetings and Inservice Day. The pace of change has been managed effectively and sensitively taking into account 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 use some of Wee HGIOURS to self-evaluate our improvement planning / next steps through assemblies and pupil groups. We are going to build on children improving aspects of work of the school and in developing their own individual learning targets next session. <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, inclusive, nurturing ethos and culture within the school and EYC that is nearly always commented on by visitors and new staff and was identified in the report from the SIV in October 2023. Staff continue to work 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. Children are motivated and encouraged to play even in the upper stages where new Kapla sets have been purchased to encourage this. 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 utilise the local area to enhance this. EYC staff have spent a great deal of time of enhancing the environment and we were given some new furniture by the authority to support this. Teachers make good use of digital resources to effectively support learning across all areas of the curriculum. Children enjoy taking part in educational trips / events which promote IDL including World of Work week. Children are able to talk about their short-term learning what they are learning in a particular lesson e.g. Learning Intentions and Success Criteria however most are not able to talk about their longer-term targets. This was identified from learning walks and through observation feedback from the SIV. This will be a focus for next session in the SIP. ➤ There is evidence that the Learning and Teaching policy, which was developed last academic session, is having some impact. 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. Staff deliver clear explanations and instructions to create consistent classroom routines for pupils. 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 and targeted supports which support all learners. Teachers work closely with the DHT, as Pupil Support Co-ordinator, to ensure that pupils are supported with appropriate interventions when required. In most cases, a balance of independent learning, work with peers and group tasks are evident during lessons. Digital technology use to support high quality learning and teaching. Teachers are continuing to work together to ensure consistency and to reflect at pupil progress meetings in order to ensure that more able pupils are challenged and that pace is increased when necessary. ➤ Teachers continue to 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 becoming more confident at working together with the HT / DHT to analyse information and data gathered from this range of formative, summative and standardised assessments especially for STAR assessments following training through the SA Reads programme. All data is tracked within the SAC Tracker which is kept up to date by a clerical assistant. The SAC data pack which is produced by the authority is very helpful for analysing data including the school context. Staff will start to use this pack and the tracker more next session as it is currently only the HT / DHT who access these. This is helping to support teachers and HT / DHT to have a comprehensive knowledge of individual children’s learning and progress and to identify their next steps. The DHT targets resources and deploy support staff very effectively to support the needs of individuals and groups although support staffing was very tight this session especially when staff were absent. School Assistants are skilled and attend high quality learning opportunities which supports them in their role. As identified during the SIV, staff know children very well and this results in well-timed interventions for learning and relationships. These are recorded on STINT plans which are reviewed and updated twice times per year using the new STINT framework. Teachers have engaged in a range of formal and informal moderation activities including across the cluster for reading this session which will continue next year working within the SA Reads partnership. EYC managers met across the cluster to moderate the developmental milestones and CFE levels for EYC children. Staff visiting other establishments has been limited this year due to tight capacity and lack of cover available. ➤ In terms of planning, there is a clear planning process in school to ensure consistent format and contents for each stage. Teachers know children well and most plan to ensure that they meet the needs of all pupils in their class. They also use KWL grids to involve children in the planning process and try to be responsive to children’s interests. Over the year, the EYC staff have made several changes to the EYC planning process following feedback from the SIV feedback and advice from EY colleagues. This needs to be developed further next session and build in a more robust tracking and monitoring process. The new PT of EY who will attend the EYC for a half day per week will provide advice and support with this as there will then be consistency across authority. <p>Overall, the quality of learning, teaching and assessment across the school and EYC is GOOD.</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 and relationships are 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. There is evidence of this in the parent survey (May 2024) where 94% of parents feel that the school / EYC supports their child’s emotional wellbeing. Staff wellbeing is also prioritised by the SLT – we have a staff wellbeing charter which is reviewed annually and encourage staff to take part in ‘Wellbeing Wednesday’. As a RRS Gold school, we continue to promote children’s rights through class and whole school charters. Rights and the GIRFEC SHANARRI indicators are explored during assemblies and through classwork as laid out in the annual calendar. The Respectful Relationships policy has undertaken a review this session which has involved a parents’ survey, discussions at Parent Council meetings, feedback from children through pupil groups, class / assembly discussions and discussions with staff. The policy has been updated to a ‘Positive Relationships’ policy which will launch in August. ➤ 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. The school / EYC has an authority Child Protection and Safeguarding visit in December 2023 who stated that there <i>“is strong evidence of the school’s commitment to promoting safeguarding and wellbeing throughout the building with colourful displays and statements that clearly show how GIRFEC is embedded and part of the school culture”</i> (quote from report, December 23). From parents’ survey in May 2024, 96% of parents said that ‘the school / EYC works hard to make sure everyone feels safe, comfortable and cared for’ which is evidence that this is a priority for the staff. We continue to ensure that children have good opportunities including Play on Pedals, Bikeability and strive to provide two hours physical activity per week. Council policies are followed at all times in relation to exclusions and bullying incidents – all of which are recorded on the SEEMIS system. This session, our attendance statistics have improved and at the highest they have been for the past three years. At all Team with the Family meetings, the need for a CSP is discussed and minutes distributed promptly. The authority Child’s Plan template is used 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 fundamental to Monkton having such a good reputation in the community. Equity is one of our values and almost all children, can explain and understand what it means. 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. Teachers have adapted the curriculum and try to use suitable resources (including humans) to support learners. The HT and DHT have tried to mitigate the impact of a lack of ASfL and School Assistant support this session but it has proved difficult to keep on top with interventions / support at times. <p><u>Overall, we are VERY GOOD at ensuring wellbeing, equality and inclusion needs are met.</u></p>
--	--

<p>3.2 Raising attainment and achievement 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 during session 2023/24. 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. The SLT met with teachers at least two times this year to discuss pupils' progress and identify next steps. NSA, GL Assessment and STAR results are analysed and compared to CFE levels to support teacher judgement – teachers have become more confident in doing this but are still not yet using the SAC tracker. STAR results have been linked to SA Reads development. ➤ The HT and DHT track attainment and progress in literacy and numeracy over time for cohorts (see detailed table above). In striving to effectively improve outcomes for children in Literacy and Numeracy, the SLT use the SAC attainment tracker to help to identify, gather and analyse it which will continue next year and extend to teachers using it. Our data over time is mainly increasing for Literacy and Numeracy over the past few years. In Literacy, P1 data has had a dip this year but P4 and P7 data has improved. In Numeracy, the attainment has improved over time in P1, P4 and P7. For Literacy, apart from in P1, we are above or around the local authority average. In numeracy, we are also around or above the local authority average for our P1, P4 and P7 cohorts. ➤ This year, successes and achievements were celebrated celebrated at Monkton in class time and during weekly assemblies. We keep a record of these wider achievements 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, an engineering competition, World of Work week and Active Schools competitions. In the future, achievements need to be built into target setting and eventually the meta skills tracked and tied into four capacities of CFE. 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 were capped at a consistent amount and the buses to the pantomime were subsidised by the Parent Council. We have a shared links for the food bank, information advice hub and the Night before Christmas referral processes in our monthly newsletters to promote the support that is available to parent / carers. ➤ Most staff try to quickly identify any barriers for learning and discuss promptly with the DHT (as Pupil Support Co-ordinator). The children in our school community are facing a variety of different barriers which can change over time. Staff work with partners to mitigate these barriers as a result, children with additional support needs are making good progress towards their individualised targets which children help to set. The impact of PEF planning is that the school assistant employed can provide interventions and support to PEF cohort of pupils which has been limited this year due to capacity. <p>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.</p>
--	--

What are the key priorities for improvement in 2024/25

In line with guidance from the National Improvement Framework, the key priorities for Monkton Primary School and Early Years Centre for session 2024/25 are:

School: -

- South Ayrshire Reads
- Holistic Assessments
- Target Setting

EYC: -

- South Ayrshire Reads
- Planning
- Tracking and profiling
-

* See detailed information within - "Monkton Primary School - School Improvement Plan 2024-25".

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



What is the school's capacity for improvement?

- There is capacity to make improvements at Monkton albeit this can be limited at times due to tight staffing.
- All staff within the school continue to have a desire to improve outcomes for all children including those with 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 clear direction of our next steps.
- Relationships between the parental body and school/EYC are very good but areas for improvement have been identified from the recent survey, which we will work on.
- We continue to have 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.