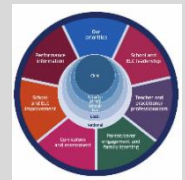




Muirhead Primary & Early Years Centre Standards & Quality Report 2023 – 2024



Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.



Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Introduction

The purpose of this report is to give the reader a sense of the work carried out at Muirhead Primary School and Early Years Centre during session 2023/24 and to allow the reader to gain more knowledge of the context we work within. The report will highlight our strengths and ongoing development needs as well as share our priorities as we move into session 2024/25.

Vision

Our vision at Muirhead Primary School is that our school community empowers young minds, fosters ambition and cultivates kindness and respect, thereby allowing every child to thrive academically, socially and emotionally.

Values

This year we have consulted with pupils, parents and staff to update and refresh our values. These are:

- **Ambition**
- **Respect**
- **Kindness**

We also continue to work with colleagues to create our cluster vision for learning and teaching.

Aims

Our aims are that:

- ❖ Our school is a safe place to grow and learn with a positive ethos which promotes inclusion and equality.
- ❖ Promote high expectations, enabling everyone to reach their full potential.
- ❖ Our curriculum is enjoyable and encourages creativity, ambition and independent learning which is achieved through high quality teaching.
- ❖ Pupils, parents and staff work collaboratively to make each child's learning journey a successful one.
- ❖ Pupil voice is heard and children's rights at the heart of everything.
- ❖ Celebrate and develop the skills and talents of all pupils.

Context of the school

Muirhead Primary and Early years centre is a non-denominational school in Troon. The current school roll is 131 pupils, arranged in 7 classes. In our Early years Centre, we have 27 children in full time early years' placements and 10 pupils in our birth-3 provision. Our percentage of children receiving free school meals is 21%, representing 27 pupils. Four of our pupils have been looked after and accommodated. As of 2023-24, we have 33% pupils in Deciles 1-2. 45% pupils are supported at various levels through the staged intervention system. In session 2023-24, we received £29400 from the Pupil Equity Fund. Attendance recorded for session 2023-24 is 93.03%, which is higher than the local Authority attendance percentage of 92.7%.

Staff at Muirhead Primary are extremely enthusiastic and know children and families well. There has been a significant change to the leadership team during this session. A new HT took up post in August 2023 and a new DHT in April 2024. The leadership team is also supported by 2 x 1FTE Principal Teachers. In

addition, we have 0.4FTE Cluster Pupil Support teacher and 0.2FTE pupil equity funded boost teacher to offer concentrated support. We have 1 x NQT and 0.7 FTE allocated to our EYC. Our total allocation for the session was 9.1FTE.

The school is part of the Marr cluster and is continuing to develop close curricular and transition links with all schools associated in the cluster. The Cluster continues to work on a P7 transition projects as well continuing work on Rights Respecting Schools through the links with Troon Churches Together. This year our cluster have been involved in Socceraid (Article 19: be protected from harm). The cluster primaries, including St Patrick's in Troon, have continued to offer all our P1 new starts the opportunity to engage in an outdoor based 'Going on a Bear Hunt' transition project and the Primary 6 pupils from the cluster have taken part in the first South Ayrshire Book Festival, hosted at Marr College.

As part of our commitment to building culture and ethos, our school has continued to promote and develop a Rights Ethos. Our assemblies have a rights-based, health and wellbeing and Makaton focus. Information is constantly uploaded to our Twitter feed to keep our parents informed.

Throughout the session we have supported a range of early years and teaching students, as well as work experience students in both our school and Early Years Centre. We continue to foster strong links with our secondary school to support pupils.

In November 2023, our school was visited by a team of inspectors from Education Scotland and the Care Inspectorate.

The inspection team found the following strengths in the work of the school:

- ✓ The positive and respectful relationships between all staff and children in the school and Early Years Centre. This results in almost all children feeling nurtured and well supported in their learning.
- ✓ The effective leadership provided by the headteacher. In her short time in post, she has worked collaboratively with staff to improve outcomes for all children.
- ✓ The relevant and interesting learning experiences offered by teachers in a range of contexts, including through outdoor learning. This results in almost all children being engaged in their learning and is helping children to develop knowledge and skills across the curriculum.
- ✓ The effective teamwork and communication within the Early Years Centre which has resulted in positive improvements to the indoor and outdoor learning environments. Children benefit from the range of interesting and stimulating experiences which is impacting positively on their progress.

The following areas for improvement were identified and discussed with the headteacher and a representative from South Ayrshire Council:

- Practitioners in the Early Years Centre should ensure planning demonstrates how children influence and lead their learning. Senior leaders should continue to gather information on all children's learning to demonstrate progress over time.
- Teachers across the school should continue to plan tasks and activities set at the right level of difficulty for all children. This will help to ensure children make the best possible progress in all areas of the curriculum.
- Senior leaders and teachers should continue to raise attainment in literacy and numeracy

Here are Education Scotland's evaluations for Muirhead Primary School and Early Years Centre

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	good
Securing children's progress	good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

The Care Inspectorate's evaluations for the early learning and childcare setting are:

Detailed evaluations	Evaluation
Key question 1: How good is our care, play and learning?	very good
1.1 Nurturing care and support	very good
1.3 Play and learning	very good
Key question 3: How good is our leadership?	good
3.1 Quality assurance and improvement are led well	good

Key Drivers: NIF & HGIOUS Links

Leadership and Management	Learning Provision	Success and Achievements	NIF Drivers
1.1 Self-evaluation for improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity	2.1 Safeguarding and Child Protection 2.2 Curriculum 2.3 Learning, Teaching and assessment 2.4 Personalised Support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability	1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parental/carer involvement and engagement 4. Curriculum and assessment 5. School and ELC improvement 6. Performance information
NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES			
Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children			

What key outcomes have we achieved?

School Priority 1: Raising Attainment in Literacy & English

- ✚ Improvement in literacy attainment, particularly reading, through a well-planned, progressive literacy programme.
- ✚ Pupils will develop as confident, skilled readers and be aware of the importance of reading for enjoyment.
- ✚ Close identified gaps and ensure appropriate pace and progression for all learners
- ✚ Provide opportunities for families to engage in their children's learning in Literacy and English, with particular emphasis on reading

NIF Priority

- Improvement in attainment, particularly in literacy
- Improvement in children's and young people's health and wellbeing.

Links to HGIOS 4 /HGIOELC

- 1.1 Self-evaluation for Self-improvement
- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 2.5 Family Learning
- 3.2 Raising Attainment and Achievement

Progress:

- ✓ All teaching staff and support staff have enthusiastically participated in all South Ayrshire Reads CLPL events.
- ✓ Decodable readers have been introduced in P1-3.
- ✓ A variety of data is used to track progress in reading for example, STAR, GL and SNSA.
- ✓ A rich reading culture is being fostered through the school through all classes having a library area, regular visits to the school library and our Accelerated Reader programme.
- ✓ We celebrate children's progress in reading and our partnership with SAR and Ayr United Football Club is also helping to support this.
- ✓ Our youngest learners in our Early Years Centre have a literacy rich environment and benefit from targeted support in phonemic awareness.
- ✓ Our EYC parents are supported through our PEEP sessions and Stay and Play.
- ✓ Our children in P5-7 help support an interest in reading through our buddying projects with P1-3.
- ✓ Primary 6 pupils enjoyed being part of the Marr Cluster Book Festival, where they heard from local authors and took part in writing workshops.
- ✓ Primary 4 & 5 children have regular visits to the mobile library.
- ✓ Our library is stocked with decodable fiction and non-fiction books and books have AR reading levels identified.
- ✓ Collegiate working between Primary 7 teacher and English department from feeder secondary school.
- ✓ Cluster event for parents which included Numeracy and Literacy workshops.

Impact

- ❖ Consistent approach to teaching reading and early reading skills from our Early Years to Primary 7.
- ❖ Improvement in children's skill in blending as a result of practicing their decoding through the use of decodable texts.
- ❖ Improvement in our ACEL literacy data, which is above the National average.
- ❖ Reading interventions are linked to the science of reading to ensure needs are met, including using age-appropriate decodable readers for P4-7, resulting in more positive engagement in reading.
- ❖ Staff are developing their confidence in using data to ensure interventions are targeted to support development of identified reading skills.
- ❖ Our Literacy Pupil Group helps motivate the community in working towards achieving our Reading School Award through the Scottish Book Trust and we have had invited members of our community in to read with classes which has encouraged children to read.
- ❖ Children in Primary 1 have been developing their love of reading through their "Big 5 Bedtime Read", where they choose 5 library books and share these over the week with their parent/carers.

Next steps:

- To develop a consistent approach to phonics and fluency across the whole school, which is aligned to SAR and details phonics progression and assessment.
- To continue to provide opportunities for reading moderation, between our own staff and staff from the schools working with us in the next Phase of SAR.
- To continue to work towards achieving our Reading Schools Award.

School Priority 2: Raising Attainment in Maths and Numeracy

- ✚ Improvement in Numeracy and Mathematics attainment.
- ✚ Learners will display increased confidence and recognise next steps in learning.
- ✚ Close identified gaps and ensure appropriate pace and progression for all learners.
- ✚ Engage families and wider partners in collaborative working opportunities to enhance and enrich learning in numeracy and mathematics.

NIF Priority

- Improvement in attainment, particularly in Numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in employability skills

Links to HGIOS 4 /HGIOELC

- 1.1 Self-evaluation for Self-improvement
- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 2.5 Family Learning
- 3.2 Raising Attainment and Achievement

Progress:

- ❖ Some of our staff have had the opportunity to take part in Block Play training (EYC, P1 and P7) and have started to implement in their teaching.
- ❖ Some members of staff have attended Numbertalks CLPL this session.
- ❖ One of our EYP's will provide further training to upskill staff as she has completed the year-long course.
- ❖ A consistent approach to CPA is embedded across the whole school.
- ❖ There has been an increase in opportunities for children to develop numeracy skills through outdoor learning.
- ❖ A variety of data is used to track progress in Maths and Numeracy for example, STAR, GL and SNSA.
- ❖ Staff are developing their confidence in using data to ensure interventions are targeted to support children effectively.
- ❖ Collegiate work in Maths between Primary 7 teacher and Marr College Maths department.
- ❖ Primary 7 pupils have participated in STEM activities within local secondary school.
- ❖ Our EYC parents are also supported through our PEEP sessions and Stay and Play.
- ❖ Cluster event for parents which included Numeracy and Literacy workshops.

Impact

- ❖ All teaching staff have taken part in South Ayrshire Learns CLPL and have developed their confidence in ensuring appropriate pace and challenge in their lessons.
- ❖ Improvement in our ACEL numeracy data, which is in line with the National average.
- ❖ Teaching staff have attended collegiate events to discuss adaptive teaching strategies and how to implement in class.
- ❖ Through participation in the Adaptive Teaching pilot, teaching staff have engaged with professional reading and undertaken a test of change in their classrooms.

Next steps

- ❖ To embed a more efficient assessment and tracking strategy for Numeracy and Maths.
- ❖ To provide more moderation opportunities amongst colleagues, considering pace and challenge in relation to individual needs and abilities of pupils.
- ❖ Expand opportunities for all pupils (EYC to P7) to lead their own learning and learn through exploration and enquiry.

School Priority 3: Developing Shared Standards & Expectations Through Moderation

- ✚ Robust and reliable teacher judgements around attainment and achievement of a level
- ✚ Continue to develop shared expectations of learning and understanding of standards across all levels from EYC to P7 and beyond.

NIF Priority

- Closing the attainment gap between the most and least disadvantaged children
- Improvement in attainment

Links to HGIOS 4 /HGIOELC

- 1.1 Self-evaluation for Improvement
- 1.2 Leadership of Learning
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Progress:

- ❖ All staff have taken part in writing moderation activities within our own school and with cluster colleagues.
- ❖ Staff worked collegiately to develop shared expectations of writing with cluster colleagues.
- ❖ Staff continue to develop their skill in analysing data and using this to inform learning, teaching and assessment.
- ❖ All teaching staff have taken part in termly pupil progress meetings with the Head Teacher.

Impact:

- ❖ Staff are more confident in using their professional judgement, together with data and evidence when assessing writing and discussing with colleagues.
- ❖ We have a shared understanding of expectations of writing within our staff.
- ❖ Staff have grown in confidence in triangulating evidence in order to make robust judgements about pupil progress, which was demonstrated through predications made in December compared to final results in June.

Next steps:

- ❖ We will continue to plan moderation activities both in school and across the cluster.

Evaluation Summary

Quality Indicator	Evaluative statements	evaluation
1.3 Leadership of change	<ul style="list-style-type: none"> • The Head Teacher has been in post since August 2023 and during this time has led the school through an Authority self-evaluation visit and a positive joint HMIe and Care Inspectorate visit. • The Head Teacher appointed a new DHT, who took up post in April 2024. • The new leadership team have been working together closely to provide strong leadership and direction for all staff. • Leadership is evident at all levels within our school and 100% of teaching staff and Early Years staff have a leadership role within our school. 3 of our 4 support assistants have an area that they also lead e.g. Loose Parts, Lego Therapy, Readingwise and Makaton. Staff can talk about their roles, referring to the positive impact this has on the outcomes of our pupils. • CLPL delivered by staff for staff is driven by innovation and creativity. • Pupils, staff and parents are encouraged to take appropriate lead roles. The leadership team support staff who are new to leadership roles. All staff complete an annual PRD and through this process we identify a range of leadership opportunities. • This session we have refreshed our school values and promoted a shared vision and aims for our school. As a rights-based school, our vision, values and aims underpin our school improvement and is the shared responsibility of all. • We have a wide range of pupil groups who link with our school improvement plan. Pupil voice is evident in our school. Our Eco Committee wrote a letter to the Local Authority regarding the possibility of solar panels being installed in the school. This led to a meeting from representatives from the Local Authority, Energy Company and Structural Engineer with our Eco Committee to discuss. • Management remits are reviewed regularly. • There is a strong culture of self-evaluation within our school and this ensures that all stakeholders help shape our service and keeps us focused on excellence. All staff are committed to the various CLPL we have put in place this year, such as South Ayrshire Reads and South Ayrshire Learns and are already noting positive impact on engagement and highlighted this at recent PRD's. 	Good
2.3 Learning and teaching	<ul style="list-style-type: none"> • Staff have worked effectively to develop a nurturing and inclusive environment where all pupils, parents and visitors are made to feel very welcome and this is commented on regularly by those visiting the school. • Children respond positively to the caring and consistent approaches. • Positive relationships based on mutual respect between staff and learners are evident across the school and are underpinned by our commitment to Children's Rights. • Almost all learners experience a range of well-planned activities and experiences which allow them to apply skills across learning. • Almost all learners are motivated, engaged and active participants which is leading to more independence in learning across the school. • All pupils are encouraged to contribute to the life of the school through pupil groups and Assemblies. • Children have opportunities to engage with the wider life of the school through transition events and leadership opportunities. • Pupils also support events within our local community for example MacMillan Coffee Morning, Beat the Streets and the Active Travel initiative. • Most teachers use a range of teaching approaches including the use of digital technologies, collaborative learning, play-based learning and learning outdoors to meet the needs of learners. We are making increasing use of our local community to support 	Good

learning and are beginning to look out with our community for opportunities to support learning. Primary 4 and Primary 7 have used our local woods in their learning.

- Staff are developing a shared understanding of high-quality learning and teaching through staff meetings and moderation.
- Children at the early stages of primary are effectively supported by skilled staff who value and promote a play-based pedagogy.
- Through their play children are confident and engaged in developing a range of skills including language and social skills.
- Our pupils from most classes set personal targets in Literacy and Numeracy and are becoming increasingly confident in talking about these targets.
- Staff across the school know children, their learning styles and needs, very well. In almost all classes a variety of methods are used to differentiate work appropriately.
- Staff work collaboratively to share skills and monitor improvements in learning and teaching.
- Learning and teaching is enriched and supported by the effective deployment of digital technologies across the school, supported by our Digital Champion.
- Quality assurance is beginning to demonstrate improvements in the consistency and quality of teaching across our school.
- Staff have created calm, learning environments that support the needs of almost all children.
- We are creating a reading culture and the school library is a warm, inviting library space and books are coded to support learners. Classes have their own library. P1 have a home/school reading project, where they take home 5 books per week for bedtime reading. This builds upon their transition from EYC to P1.
- EYC have shared library lending for children and adults.
- Our assessment strategy is helping to ensure there is a systematic and planned approach to assessment across the session which maximises impact and improves outcomes for children.
- Staff are clear about the importance of ensuring assessment is built into planning and know what to assess as part of their learning.
- Staff gather, analyse and use CFE data to ensure we have accurate information on children's progress in key areas and across the BGE. We are becoming increasingly confident in our professional judgements on the attainment of our children and increasing in confidence in using data to plan appropriate interventions.
- We have a wide range of relevant assessment data. This is used to benchmark and moderate against local and national expectations.
- The school uses standardised assessments alongside other data. This has helped to identify gaps in children's learning.
- Staff use benchmarks to support assessment and moderation, particularly in Literacy and Numeracy.
- Moderation activities between staff within the school and Marr Cluster schools, has enabled teachers to fully engage in professional dialogue around standards and expectations in writing this session.
- In all classes a range of AifL strategies are used effectively to support learner progress.
- We have develop termly tracking meetings to ensure rigorous and robust tracking systems are in place which provide information on a wide range of areas including personal data, attainment in learning, information on wellbeing, additional support for learning, wider achievements, and attendance.

- Through these tracking meetings we review and evaluate the progress of all learners, interventions in place and identify where further support and challenge will be provided.
- We implement a range of interventions to support our children. These are regularly tracked, monitored and evaluated to ensure they have a positive impact on outcomes and are helping to raise attainment and close the gap.
- Pupil Equity Funding is effectively deployed to target the needs of identified learners

3.1 Ensuring wellbeing, equity and inclusion

- Visitors regularly comment on the warm and positive ethos of our school and Early Years Centre.
- Respectful attitudes and behaviours are modelled on a daily basis and positive relationships among staff and pupils at all levels are clearly evident and embedded into the ethos of our school.
- Children's rights are evident and promoted including their right to play and be active. Children participate in decision making across the whole school through various pupil groups therefore exercising their right to be heard and to make decisions that affect them.
- All staff are aware of and fulfil their statutory duties.
- Attendance levels are tracked and monitored. Communication with parents and carers is supporting us to report reasons for attendance more accurately and is reducing levels of unauthorised attendance
- Our attendance figures demonstrate an improvement in attendance and are above the Authority average.

Good

Attendance Levels

2023-24	2022-23	2021-22
93.03%	91.92%	86.81%

- The school has implemented the South Ayrshire's updated guidance on Staged Intervention and are using the updated paperwork and Team Around the Family meetings (TWF).
- The HT and DHT have attended the new Family First Forum, which is supporting pupil needs through a Cluster model.

Staged Intervention Information:

Total Number of pupils on Stage 1: (school) 14	11%
Total Number of pupils on Stage 2: (school) 25	19%
Total Number of pupils on Stage 3: (school) 13	10%
Total Number of pupils on Stage 4: (school) 5	4%
Total Number of pupils on Stage 5: (school) 1	0.8%

- All pupils (P1-P7) receive 2 hours of quality PE per week and class participate in walk a mile. Our quality PE lessons were highlighted during our recent inspection.
- All P5 children attended swimming lessons.
- This session we have also taken part in the “Beat the Street” initiative, winning the average points competition and achieving 3rd place in the total points leader board. Pupils enjoyed taking part and the school was well supported by parents on every outing.
- This session our Primary 4 and 5 pupils learned Gaelic through song. 30 children performed as part of a Gaelic Choir with the Ayrshire Fiddle Orchestra at the Rotary Club’s concert and have been invited to take part in another concert in 2025.
- The school has also had success with their Rotary Quiz team, who were runners-up, our Euro Quiz team and our Cross-Country team, who picked up a variety of medals.
- Our Early Years children visited one of our local Nursing Homes and this partnership has continued, with more visits planned.
- Children with additional support needs have plans in place which are reviewed regularly and these incorporate parent and pupil’s views.
- All children from EYC to P7 have attended a school outing and visited the Panto or a Christmas show.
- Our Primary 7 children attended a residential at Dumfries House where they took part in various team-building activities, sports, science and agricultural activities.
- All children from P1-P7 have had music input from a specialist this session.

3.2 Raising attainment and achievement

Attainment in Literacy and Numeracy

- Attainment levels for 2023/2024 indicate most learners in P1, P4 and P7 are making good progress. Overall most children are expected to achieve in line with expectations. We are proactive in ensuring that children are well-supported to make ongoing progress.
- The tracking and monitoring system are ensuring that most children are making appropriate progress. This session tracking information is shared more widely with class teachers and support staff.
- Additional CLPL for all staff around achievement of a level has improved the confidence levels of staff around CfE levels and predicted levels are now more accurate.
- Children not on track are identified and the pupil support teacher is now working with them on gaps in understanding.

Good

June 2023 CFE Levels

June 2024 CFE Levels

	L&T	Reading	Writing	Numeracy		L&T	Reading	Writing	Numeracy
P1	67%	67%	67%	67%		P1	100%	80%	80%
P4	79%	58%	67%	63%		P4	92%	76%	68%
P7	89%	89%	83%	100%		P7	94%	83%	83%

- Staff have high expectations of children. Staff know and understand where each child is in their learning. Staff work collaboratively with Pupil Support, HT and support staff to improve children’s attainment and meet needs.
- Transition arrangements start in Primary 6 and are focused on learning in addition to wellbeing. The information is shared with all relevant staff to ensure consistency and continuity.

- Children are benefitting from the clear focus on raising attainment in reading and numeracy within the School Improvement Plan.
- Our focus on children's rights and wellbeing has supported the development of more personalised approaches which has ensured zero exclusions over the past five years.

Attainment over time

- Our tracking systems allow us to compare data for FME/SIMD to track the attainment gap and support decisions around targeted interventions.
- Attainment over time shows that children are making good progress.

ACEL Data Over Time Deprived vs Least Deprived

ACEL data over time%		20 - 21	21 - 22	22 - 23	23-24	Progress
Literacy	P1	34	47	67	80	+46
	P4	31	79	58	74	+43
	P7	11	69	82	78	+67
	P1, 4, 7	27	64	70	68	+41
Reading	P1	72	47	67	80	+8
	P4	38	79	58	76	+38
	P7	16	69	89	83	+67
	P1, 4, 7	47	64	73	79	+32
Writing	P1	38	47	67	80	+42
	P4	38	79	67	68	+30
	P7	16	69	82	83	+67
	P1, 4, 7	31	64	73	77	+46
Listening and Talking	P1	83	47	67	100	+17
	P4	31	79	79	92	+61
	P7	21	81	100	94	+73
	P1, 4, 7	48	64	81	95	+47
Numeracy	P1	41	53	67	80	+39
	P4	25	79	63	80	+51
	P7	21	81	100	89	+67
	P1, 4, 7	31	71	80	83	+52

ACEL Data Over Time for Most

	2018-19		2020-21		2021-22		2022-23		2023-24	
	Muirhead PS	South Ayrshire	Muirhead PS	South Ayrshire	Muirhead PS	South Ayrshire	Muirhead PS	South Ayrshire	Muirhead PS	South Ayrshire
Most deprived	93	76	24	70	65	72	77	76	80	74
Least deprived	100	93	43	85	100	90	92	91	83	92
Attainment gap	7pp	18pp	19pp	15pp	35pp	18pp	15pp	15pp	3pp	17pp
Quintiles being compared	Q1 vs Q5	Q1 vs Q5	Q1 vs Q5	Q1 vs Q5	Q1 vs Q5	Q1 vs Q5	Q1 vs Q5	Q1 vs Q5	Q1 vs Q5	Q1 vs Q5

*pp = percentage points

Overall Quality of Learners' Achievements

- Children's achievements and wider achievements are acknowledged and celebrated, building confidence and resilience
- We now offer, running, football at p3/4 and p5-7, multisport, sports leaders and arts and crafts. Currently 64% children tracked through PEF are accessing an afterschool club.
- We have collated data to track the children who are not accessing clubs within or out with school. We are prioritising them for clubs or school-based events.
- Pupils complete a termly survey to provide information on clubs and activities that they do out with school and sessions that they would like to access at school. This is used to plan the programme for the following term.
- We have increased opportunities for learning in a variety of contexts such as the local woods, firepit activities, and accessing trains to visit local museums.
- Our children have the opportunity to participate in music activities such as a music specialise who works with all primary 1- 7 children. We also have brass instructions available to pupils from Primary 6.
- In our EYC almost all children are achieving 8 or more of their Developmental Milestones and are above the local authority percentages. There is an improvement in the number of children achieving 8+ milestones in numeracy and communication & language.

2023-2024 Percentage of 8+ Developmental Milestones Achieved	
HWB	94%
Numeracy	94%
Communication & Language	94%

2022-2023 Percentage of 8+ Developmental Milestones Achieved	
HWB	100%
Numeracy	93%
Communication & Language	87%

- Attendance in the EYC is actively promoted. Staff work with parents to encourage attendance and help support getting children into the EYC.
- Staff and parents work in partnership to secure positive outcomes for all children.

Equity for all learners

- All staff are aware of our context and the differing backgrounds of our learners. Our tracking identifies 25% of children are eligible for FME and the clothing grant. This is a reduction on the last few years where the Scottish Government changed the threshold and South Ayrshire have returned to the pre-pandemic levels. In 2023/24 27% of parents were in receipt of FME and our knowledge of our children, families and community indicate that 44% of children are included within our PEF cohort.
- We embed the principles of GIRFEC in every day practice ensuring a values-based approach across the school. We have achieved Gold Rights Respecting School Award.

	<ul style="list-style-type: none"> • Our school partnerships have a strong focus and impact on reducing or removing barriers to learning for our children and community through a strong focus on developing health and wellbeing and providing a nurturing ethos across our school community. • Our school partnerships have a strong focus and impact on reducing or removing barriers to learning for our children and community through a strong focus on developing health and wellbeing and providing a nurturing ethos across our school community. 	
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What is the capacity for improvement?

Muirhead Primary & EYC is in a strong position to maintain its strengths and indeed move forward. We will continue to self-evaluation to identify areas for improvement. We will continue work with all stakeholders to identify these.

This session has seen attainment levels in literacy and numeracy improve and where this may not be the case we recognise why and appropriate measures put in place to address this. Key areas have been identified for continuous improvement next session.

South Ayrshire Reads (SAR) will continue to be a focus next session along with the work we have started with the South Ayrshire Learns team. We will continue to embed literacy and numeracy interventions, which are based on current research, and support and challenge children in class through effective use of Adaptive Teaching strategies. SAR and SAL training will be available to staff. Health and Wellbeing will also be a priority as we continue to develop the work we have started on outdoor learning, play and the development of meta skills. We will continue to provide opportunities for all children to attend a club and will develop our tracking and monitoring of HWB outcomes.

For session 2023/24 we have a staffing compliment of 8.4FTE teachers and 5.5FTE early years practitioners. In addition to this we have 62 hrs school assistant time and 1.4FTE clerical.

We will use our PEF funding to fund add to our school assistant hours and teaching staff, including a 0.5 Principal Techer, who will focus on Literacy. The continued commitment of staff, parents and pupils means that Muirhead Primary and Early Years Centre is in a very good position to move forward.

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

June 2024