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| Standards and Quality Report Symington Primary School / Early Years Centre 2023-24 | |
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| **Proud to be Part of the Pride** | |
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Introduction

Symington is a village school which is well supported by the community and parent body. We are proud of our achievements and maintain high standards for our learners who willingly engage. Our key strength is the ethos of the school and what we value. We know our learners well and have high aspirations and expectations of them.

**Values**

**Vision**

Take pride in yourself, inspire your learning and work together to become the best you can be.

“Be proud to be part of our PRIDE”



**Values**

**P**ositive

**R**ights Respecting

**I**nclusive

**D**etermined to Succeed

**E**xcellence and Equity

**Aims**

Staff at Symington Primary School aim to enable all young people to become: confident individuals, successful learners, responsible citizens and effective contributors.

* **We aim** to work as a team with parents, children, staff and the wider community, maintaining good relationships for all.
* **We aim** to provide an interesting and stimulating curriculum that is relevant and accessible to all learners, whilst maintaining high standards of learning and teaching.
* **We aim** to develop children’s self-esteem, confidence and life skills to enable them to become passionate learners for life and overcome the challenges of the future.
* **We aim** to promote every child’s aspirations and support them to reach their learning and personal goals.
* **We aim** to value and respect other people’s views, beliefs, cultures and religions promoting equality and inclusion and encouraging all to be Rights Respecting.
* **We aim** to maintain high standards of attainment and achievement ensuring that all learners reach their full potential.

**Context of the school / early years centre**

Symington Primary is a friendly and welcoming school situated in South Ayrshire, serving the village of Symington and the surrounding district including Craigie Village. The area is rural and many of the children are brought to school by bus and taxi. The school has a free meal entitlement of 10% and currently has 15 children attending on placing request.

The school was last inspected by HMIe May 2011. You can access this report at <https://www.educationscotland.gov.uk> This report was followed through as is normal at the 2 year point and the school was visited by Local Authority Inspection Team in May 2013. The school also had a Local Authority Improvement visit in March 2020 just before COVID lockdown began.

The school serves a mixed community despite SIMD spread being between 4 and 7, The village setting means SIMD is not a valuable indicator, families experience considerable differences in circumstance. The village is well known for easy access to A77 and catches many commuting families for work. The community is currently undergoing significant building works with the building of around 200 family homes. This will have future impact on the school. The school showed an absence rate of 7.7% until March 2023 which is in line with authority levels but more than previous years. We also had no exclusions in this session.

This session the school has an Early Years Centre offering sessions to both three and four year old children. EYC still offers 1140hrs per child with 48 children enrolled for the year. Our school roll this year was 163 children making a class structure of P1, P2, P3, P4, P5, P6 and P7. Our team of staff is complemented by having 6 full time Early Years Practitioners, 2 Pupil Support Assistants and 2 clerical staff.

All staff at Symington work very much as a team, supporting and helping each other in our aim to ensure that we offer a caring, happy and stimulating learning environment for all the children in our care.

The school offers an excellent environment for learning and teaching and both pupils and staff are understandably proud of their school. Displays reflect the work being carried out within classrooms and are bright, colourful and stimulating.

Symington has a very supportive Parent Council. It has worked over the session in assisting the school by raising money to help enhance the children’s experiences during the cost of living crisis. This has included ensuring all children were paid for to experience pantomime at the theatre and continuing to build on our outdoor experiences.

Most children from Symington Primary transfer to Prestwick Academy for their secondary education alongside our cluster schools; Monkton, Heathfield, Kingcase and Glenburn. We worked extensively together to provide a smooth transition for all pupils involved.

At Symington, we encourage all children to wear school uniform, which is a dark green sweatshirt and grey trousers or skirt. Our nursery children wear bright yellow t-shirts and sweatshirts.

**What key outcomes have we achieved?**

During this last session, we have been working towards the targets identified in our school improvement plan in order to build on our successes and address the areas for development that were highlighted through our self-evaluation procedures. We have continued engage with the self-evaluation toolkits, How Good Is Our School 4, and How Good Is Our Early Learning and Child Care to guide us in our pursuit of excellence. To inform our practice we have planned opportunities not only to look inwards to identify our key strengths and next steps, but through collegiate working with our cluster, family of schools and local authority, we have looked outwards, learning from what happens elsewhere to challenge our thinking.

The school has robust process and procedures in place to support self-evaluation in order to secure improvements. This data comes from range of evidence:

Quantitative Data

* Analysis of pupils’ progress and attainment using Curriculum for Excellence and Assessment for Excellence results.
* Attendance levels
* Exclusion levels

Documentation/Evaluative Data

* Annual evaluation of School Improvement Plan by staff and pupils
* Teachers’ records and strategic and operational plans
* Pupil Progress Meetings
* Tracking of Monitoring of Individualised Education Programmes / Staged Intervention
* Personal Achievement and associated data.
* Plans and evaluations of interdisciplinary topics reflecting the children’s involvement
* Transition plans for Early Years to P1, stage to stage and P7 to S1
* Minutes of staff meetings – monitoring progress and achievement of School Improvement Plan priorities
* Staff PRD/PDR and Professional Update
* Records and evaluation of CLPL activities
* Interagency Working
* Remits/timetables of teachers, support staff and specialist staff

Direct Observations

* Focussed classroom observations, including sampling pupils’ work and views on their learning
* Peer Observations

Views/Questionnaires

* Questionnaires to pupils/ parents/staff – Key questions asked when in school and information displayed
* Views from Team Time and Committee groups gathering the views of our children

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| **Priority 1: Learning, Teaching and Assessment to Improve Attainment across curricular areas** | |
| **NIF Priority:**  **Improvement in attainment, particularly in literacy and numeracy.**  **Improvement in employability skills and sustained, positive school-leaver destinations**  **NIF Drivers:**  **Teacher professionalism;**  **Parental engagement;**  **Assessment of children’s progress;**  **School Improvement;**  **School Leadership**  **Performance Information** | **HGIOS 4/HGIOELCC QIs**  **1.2 Leadership of Learning**  **1.3 Leadership of Change**  **2.2 Curriculum**  **2.3 Learning, Teaching and Assessment**  **2.4 Personalised Support**  **2.5 Family Learning**  **3.1 Ensuring Wellbeing, Equality and Inclusion** |
| **Progress and Impact**   * **Children will experience high quality learning approaches both within defined areas of the curriculum and across the curriculum.** * **Pupils will improve reading skills through developing consistent practice and sharing learning and teaching strategies.** * **Staff will be supported to implement best practice in teaching reading  guided by the South Ayrshire Reads Strategy** * **Learners will better engage with reading as a source of enjoyment and increase fluency and independence** * **Children’s experiences will benefit from greater stakeholder involvement in planning of Numeracy.** * **Early Level Play based curriculum will continue to meet the needs of all children due to the development of the quality of play opportunities in the EYC through well planned contexts and through real life experiences. P1 will further engage in play based learning approach** * **Pupils will improve modern language skills through developing consistent practice and sharing learning and teaching strategies in Spanish.** * **Staged intervention targets are well matched to the needs of learners** * **Close the attainment gap in literacy between the most and least disadvantaged and those experiencing barriers to learning**   The largest focus and impact this year has undoubtedly been in the engagement of South Ayrshire Reads. This has had the biggest impact on both learners and staff, leaving both feeling empowered to make a difference in their learning and in the self esteem and gain for learners. Coupled with a Test of Change in writing methodology which has changed the initial direction of Talk 4 Writing to – The Write Stuff to provide scaffolding which is upskilling our learners more effectively. This will now feature as part of our literacy programme moving forward. Numeracy attainment remains high and a good variety of methods are taught to ensure understanding. Modern languages have continued to develop with school contributing to developments at cluster and local authority level. Play continues to develop throughout the Early level stage and beyond. Support for learning as part of pedagogy will feature heavily in next years improvement plan. Modern languages will continue to be a development opportunity for next year with the reintroduction of French into our upper stages of the school, our school lead has contributed and been valued by the authority lead in languages for development work. | |

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| **Priority 2: Improvement in children and young people’s health and well being at Symington Primary and Early Years Centre** | |
| **N NIF Priority:**  **Improvement in children and young people's health and wellbeing**  **National Improvement Framework Drivers:**  **Assessment of children’s progress**  **Parental engagement**  **School improvement**  **IF Priority:** | **HGIOS 4/HGIOELCC QIs**  **2.1 Safeguarding and child protection**  **2.2 Curriculum**  **2.4 personalised support**  **2.5 Family learning**  **2.7 Partnerships**  **3.1 ensuring well being, equality and inclusion** |
| * **Improvements to learners’ physical, emotional and mental wellbeing.** * **Increased range of outdoor learning activities available to all learners.** * **Building mental health and resilience in all children**   Attendance improvement remains an authority priority for all schools and Symington will continue to follow new guidance produced.  Our youngsters have developed their roles within school ensuring they are leading on aspects of wellbeing. This has included the setting up of various well being and specialist interest clubs led by the children for the children. Our Buddy scheme with EYC has advanced further bringing ante-pre children into relationship development with P5. We have worked with Thriving Communities to provided a fabulous range of opportunities within the wider community and extending outdoor and skill based offerings both within EYC and school. PATHS has been established within EYC and P1 and will be built into programmes for next year for building resilience pushing throughout the school. | |

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| **Cluster Priority :** Working collaboratively, to endeavour to reduce workload and provide consistent approaches, pedagogy and systems to promote high quality learning and teaching across the cluster schools. | |
| **NIF Priority:**  Improvement in attainment, particularly in literacy and numeracy.  Closing the attainment gap between the most and least disadvantaged children.  National Improvement Framework Drivers:  Teacher professionalism  Assessment of Pupil progress  Performance information  School improvement  Parental engagement | **Links to HGIOS 4 / HGIOELC**  **2**.2 Curriculum (Learning Pathways)  2.3 Learning teaching and assessment  2.4 personalised support  2.6 Transitions  2.7 Family Learning  3.1 ensuring well being, equality and inclusion  3.2 Raising Attainment and achievement |
| * To engage all learners with the community by exploring ways to further develop values and ethos * To ensure consistency across the cluster when considering achievement of a milestone. * To ensure consistency of ASN practice and procedure across the cluster. * Demonstrate increased conceptual understanding of numeracy and mathematics through a consistent approach across all primary and supported curriculum transitions * Pupils will improve reading skills through developing consistent practice and sharing learning and teaching strategies. * Staff will be supported to implement best practice in teaching reading  guided by the South Ayrshire Reads Strategy   Cluster developments have been consistently pursued across all schools in order that we achieve best outcomes for learners with equity and a shared responsibility for all within the Prestwick Cluster. The Cluster schools have been involved in piloting for the authority best practise in Transitions from both EYC to Primary and Primary to secondary with new guidelines produced. It is felt that many of these cluster projects should continue to be developed next year- again to ensure equity and shared understanding. | |

**Evaluation Summary**

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| Quality Indicator | School Self Evaluation |
| 1.3 Leadership of change | **Developing a shared vision, values and aims.**  All staff are committed to achieving the highest standard for our learners, with this this in mind our vision is aspirational and reflects the experiences of our learners. Our vision and values are strongly embedded throughout the school and are shared with our community.  **Strategic Planning for continuous improvement.**  Symington has a consistent and experienced Senior leadership Team who have been heavily involved in the strategic direction of learning and teaching.  The majority of staff take ownership of strategic direction of change throughout the school. Staff are leading at authority level in certain areas and willingly undertake leadership roles. There have been clear links within our School Improvement Priorities and CLPL undertaken by staff to lead change and improvement. Staff are confident in developing change and sharing with colleagues.  Learners are involved in influencing change across the school and regularly give views and evaluate the change and improvement, They have multiple opportunities for pupil voice and leadership opportunities and are developing these skills well,  **Implementing improvement and change**  There are clear processes in place for quality assurance which have been influenced post pandemic. Staff have been involved in evaluative exercises.  We have creative and innovative ways to involve children in reflection and making change within the school and feel that they are listened to and involved in making change and improvement. We wish to involve our parents more effectively in improvement  Our school improvement plan is clear and has limited and realistic priorities which are influenced by parental views The Improvement Plan is regularly evaluated. Staff have a real understanding of our children and community as a result improvement planning strategies evidence change to best support our learners.  Overall the school has displayed very good leadership of change within current circumstances however coming substantial staff change will limit capacity going forward. |

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| 2.3 Learning and teaching | **Learning and engagement**  Almost all of our learners display a high level of engagement in their learning, are motivated and interact well with quality learning experiences..  Quality of Teaching  Staff hold high expectations of all learners and promote academic and wider achievement. Teaching is consistently of high quality across the school. Teaching episodes are of good quality and staff are keen to continue to promote and develop higher order thinking skills Children have opportunities to work independently, in pairs, groups and as a wider group. A variety of feedback methods are used effectively to inform improvement in learning. We continue to develop digital technologies to enhance learning experiences across all classes within a limited infrastructure.  Pace and challenge- learners experience opportunities to be independent in their learning and take responsibility for their own learning and in the wider life of the school.  Staff are committed to ensuring high quality experience for all learners and evaluate, support and challenge each other in doing so. They provide very good links across learning and encourage learners within context and making links with the world of work. We are once again being joined by a large number of new members of staff and hope to continue and enhance the quality of learning and teaching by embracing new pedagogy.  **Effective Use of Assessment**  Across the school staff know the children well and speak with the children about their learning and wider achievements. Children continue to develop understanding of their next steps in learning in order to improve.  We have clear links between our planning learning and reporting procedures. Therefore, staff are able to plan appropriately to meet the needs of learners. Almost all of our teachers use information well to talk to children about their learning progress/targets. Recording of this is once again being reviewed.  Staff take part in moderation within house and across cluster and wider to ensure reliable data.  Assessment is being embedded into the planning process for staff and can be tracked across curricular areas. Evidence of peer and self- assessment is to be found across the school, learners are involved in setting success criteria and making judgements on their learning. Staff are engaged at cluster and national level of moderation of assessments and are making good judgements. A variety of assessment approaches including holistic assessments have been developed in order that learners can demonstrate their knowledge and understanding.  **Planning, tracking and monitoring**.  We are planning more opportunities to share moderation of learning and teaching and standards,  Senior leadership team and staff hold regular meetings to track progress, as a result, learners not meeting expectations are identified at the earliest stage and interventions put in place. We use a wide variety of assessment data and staff are confident in interpretation at individual, class and school level.  While planning across curricular areas clearly ensures progression, learners could be more involved in overall planning. We plan using different timescales to best meet the needs of learners. Good and manageable provision is made for tracking and monitoring children’s progress, including vulnerable groups and interventions which are evaluated regularly. Teachers use good quality data and are involved at every level to track and improve learner outcomes.  Staff are involved in peer visits and this has been instrumental in developing approaches to improvement in learning and teaching.  Overall the school provides Good – learning and teaching experiences. |
| 3.1 Ensuring wellbeing, equity and inclusion | **Wellbeing**  Positive relationships are central to the work of the school. Ethos and relationships are important to our school.  We have a shared understanding of behaviour expectations and as a result – review and refresh relationships. We are developing our new policy on Positive Relationships due to change over in staff.  Staff have a good understanding of wellbeing and their responsibilities.  Children in our school feel confident in giving their views and that staff will take cognisance of their views**.**  Our school has shared understanding of well- being and inclusion implemented across the school. We are a re- accredited Rights Respecting School Gold Level.. GIRFEC principles are promoted by staff and children and are written into our standards.  **Fulfilment of statutory Duties**  All staff are trained in child protection procedures and are fully aware of what they need to do to keep children safe**.**  We comply and actively engage in with statutory requirements in ASN and staff registration requirements and all staff receive child protection training. All learners meet the requirement 2 hours of PE, with ease. Our early years establishments make good use of care plans to ensure well being of children.  **Inclusion and Equality**  We ensure that early identification of barriers and evidence based interventions improve outcomes for our learners. Individualised plans are used to support learners and have clear targets and outcomes both in short and long term circumstances. Appropriate care plans completed in a timely manner.  Curricular programmes ensure a breadth of understanding and inclusion of faith, gender, race etc.  School has taken good cognisance, in partnership with Parent Council regarding school day costs and have a ‘no child left behind’ ethos.  School works with the wider community in developing understanding the benefits and challenges of inclusion. School ensures that we focus on the entitlements of all and continue to foster this in our parent body.  Senior leadership analyse data and set realistic targets regarding attendance.  Overall the school has a very good ethos of inclusion and equity. |
| 3.2 Raising attainment and achievement | **Attainment in literacy and numeracy**  Most of our children across our school are making good progress in their own targets in BGE split -into early, first and second level. Symington is a high attaining school.  Literacy -  Across the school we maintain a high level of attainment in reading using a mix of schematic and planned active learning. We will continue to focus on the attainment of skills in writing and reading and transference into application and life skills.  Numeracy –  Whilst across the school – almost all children are attaining appropriately in numeracy. -Tracking of cohort groups sees a maintain and slight gain in numeracy attainment but this remains with room for improvement especially with those are most vulnerable to deprivation. The school has made plans to target this area in future improvement plans with particular interventions.  **Attainment over time**  The school has made gains in attainment throughout the last 3 years in Mathematics and maintained high levels of attainment in literacy, generally above South Ayrshire and National averages. However, the school puts more importance in tracking the learning journey of individuals.  The senior leadership team, working alongside class teachers, tracks and monitors each individual child’s attainment over a prolonged period of time to ensure teacher judgement and high standards.  Staff are confident in analysing and using data to improve outcomes for children.  We use a variety of data to identify our vulnerable groups and have raised attainment for most of our vulnerable learners. Attainment levels in literacy and numeracy have been a central feature of the schools priority for improvement and raising attainment. (It should be noted however that children can be easily identified through data publishing with such small numbers in classes and the school takes care to avoid this.)   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | CFE levels achieved at age appropriate time in Literacy | | | | | | | | | | |  | | 2020/21 | | 2021/22 | | 2022/23 | | 2023/24 | | | |  | |  | %  ASN |  | %  ASN |  | %  ASN |  | %  ASN | SAC  Level | | Development Milestones | | 76% | 5% | 90% | 0% | 85% | 11% | 88% | 1% |  | | Early Level | | 95% | 5% | 95% | 15% | 96% | 8% | 93% | 13% | 83% | | 1st Level | | 72% | 31% | 65% | 41% | 85% | 19% | 91% | 36% | 76% | | 2nd Level | | 92% | 33% | 87% | 26% | 92% | 16% | 74% | 47% | 81% |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | CFE levels achieved at age appropriate time in Mathematics | | | | | | | | | | |  | | 2020/21 | | 2021/22 | | 2022/23 | | 2023/24 | | | |  | |  | %  ASN |  | %  ASN |  | %  ASN |  | %  ASN | SAC  Level | | Developmental Milestones | | 86% | 5% | 90% | 0% | 96% | 11% | 100% | 11% |  | | Early Level | | 100% | 0% | 100% | 15% | 96% | 8% | 97% | 13% | 89% | | 1st Level | | 77% | 31% | 82% | 41% | 96% | 19% | 100% | 36% | 82 | | 2nd Level | | 92% | 33% | 91% | 26% | 92% | 16% | 100% | 47% | 86 |   **Overall quality of learners’ achievements**  There are many Pupil leadership opportunities across the school with School Electives, Focus groups, community and charity events.  We track children’s attainment and wider achievement and participation in order that we ensure children have a range of opportunities to choose from.  All of our youngsters are afforded a wealth of experiences by school and partners. Each of these achievements are recognised and celebrated at an individual and school level. This information is used to help guide children into choices which recognise their talents and help influence the whole school.  **Equity for all learners**  We use a variety of strategies to track and ensure barriers are identified. As a result we ensure opportunities and wider achievement are open to all of our learners across all stages. We use effective targeted strategies to close the attainment gap for individual learners and show improvement in this especially at first level. At early level we provided skills in parenting through PEEP.  Overall the attainment in the school is very good. Overall we value our capacity to improve as good due to staff changes. |

**What are the key priorities for improvement in 2024/2025**

In line with guidance from the National Improvement Framework, the key priorities for Symington Primary and Early Years Centre for session 2024/2025 are:

* Learning, and Teaching to meet the needs of all learners – Adaptive Teaching
* Improvement in children and young people’s literacy skills in both reading and writing
* Cluster working for pupil equity

**What is the capacity for improvement?**

The school has grown in size over the past year, an increased number of pupils and current staffing placement means considerable change in the staff. The following year will see over 40% of new teaching staff. This brings new opportunities and challenges for improvement over the coming year as we take account of previous priorities and develop consistent pedagogy for the future of our learners.

The school staff continue to develop their skills in self -evaluation and work with the challenging questions of HGIOS4 using this information to reflect on learning and teaching within the school. In turn this influences our current approach to learning. We refresh our practice and keep abreast of new developments and initiatives in education. We continue to develop national and local authority objectives. The staff at Symington operate as a team taking things forward in a collegiate manner designed to include and value all.

We continually track and monitor the progress of all pupils, including those on the staged intervention process, and ensure that they are supported and challenged suitably to ensure improvement; working alongside the appropriate outside agency to build upon school capacity. Continued development of Cluster working and consistent tracking and monitoring of comparable data sets to share views and standards. This is also under review at authority level

We use adaptive leadership throughout the school providing opportunities for all to lead: from pupils, through classroom practice and appropriate forums, to staff taking a collegiate approach to new developments.