

Standards and Quality Report
Symington Primary School / Early
Years Centre 2024-25



Proud to be Part of the
Pride

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

Positive

Rights Respecting

Inclusive

Determined to Succeed

Excellence 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 9% and currently has 15 children attending on placing request.

The school was last inspected by HMIe May 2011. 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 6.7% until May 2025 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 46 children enrolled for the year. Our school roll this year was 167 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 and helping to reduce the cost of the school day..

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/Voice

- 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
- Throughout the year we consult with our Parents/Pupils and Staff to gather informal feedback which gives voice to their views within the plan

Priority 1: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged

<p>NIF Priority: Improvement in attainment, particularly in literacy and numeracy. Improvement in employability skills and sustained, positive school-leaver destinations</p> <p>NIF Drivers: Teacher professionalism; Parental engagement; Assessment of children's progress; School Improvement; School Leadership Performance Information</p>	<p>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</p>
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Progress and Impact

- To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society
- To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry
- To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and adapted teaching for children with additional support needs
- To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment

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 into year 3 of South Ayrshire Reads.

Reading attainment

	2023-24	2024-25
Early	100	100
First	91	91
Second	100	95

Priority 2: Adaptive Teaching To improve our approaches to differentiation/adaptive teaching in our classrooms ensuring we meet the needs of ALL our learners

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	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
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- To increase all teaching staff's understanding of the benefits of adapting planning, teaching and assessment to meet the needs of their learners
- To enhance all teaching staff's confidence of how to adapt planning, teaching and assessment to meet the needs of their learners.
- To evidence an increase in the use of adaptive teaching strategies to meet learner's needs through observations of teaching practice.
- To indicate some improvement in the learning experience using feedback from a group of learners.

All staff engaged in and undertook considerable CLPL and time commitment to adaptive teaching and planning to best meet the needs of our learners. Staff confidence in the understanding of adaptations and the differences between this approach and differentiation has increased and staff are better recognising the in the moment adaptations which they provide. All staff undertook a small test of change in at least one area of adaptive teaching and followed through to feedback from learners and direct observations as to improvements in meeting learner needs. This also led to highlight that differences per class are essential but also that some things need to remain consistent and universal in order to ease transitions for learners. Learners were able to voice their views both as a baseline and afterwards questionnaires to measure the impact of this priority. Learners were able to identify the differing approaches which assisted them s individuals and those which did not assist them. This means that next year the school will engage in the Communication Friendly Environments moving forward to help achieve this aim.

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
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<ul style="list-style-type: none"> • Increase opportunities to moderate and share best practice in reading • To embed system and collate document around Maths Week Scotland (Wednesday 25th September – Tuesday 1st October 2024) • To explore consistent practice across the second level Numeracy and Maths skills pathway to support transition • To develop an annual plan of plan transition activities to improve sustainability and ensure consistency. • Sharing practice • Prestwick Cluster ASN network • Explore provision and partners to support neurodivergent learners • Develop staff awareness and understanding of The Promise to support care experienced learners and improve outcomes <p>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 project in focus on skills in Mathematics at second level is complete and will now move to a focus on First level attainment and the transition into second level. Prestwick Cluster ASN network continue to work well together and have developed further into the Family First Forum taking more leadership and decisions in meeting the needs of youngsters with the resources available. The school achieved our commitment to The Promise for our care experienced young people.</p>	

Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of change	<p>Developing a shared vision, values and aims. All staff are committed to achieving the highest standard for our learners, with 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.</p> <p>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,</p> <p>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.</p> <p>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</p> <p>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.</p> <p>Overall the school has displayed very good leadership of change within current circumstances however coming substantial staff change will limit capacity going forward.</p>

<p>2.3 Learning and teaching</p>	<p>Learning and engagement</p> <p>Almost all of our learners display a high level of engagement in their learning, are motivated and interact well with quality learning experiences..</p> <p>Quality of Teaching</p> <p>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.</p> <p>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 hold high expectations of all learners and promote academic and wider achievement</p> <p>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 number of new members of staff and hope to continue and enhance the quality of learning and teaching by embracing new pedagogy.</p> <p>Effective Use of Assessment</p> <p>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. This is an area for further development in next year's Improvement Plan</p> <p>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. Again staff will continue to advance this over the coming year feeling that the changes achieved this year are not sufficient to show capture the involvement of the children in a meaningful way. We continue to strive for the best outcomes in this area for our learners.</p> <p>Staff take part in moderation within house and across cluster and wider to ensure reliable data.</p> <p>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.</p> <p>Planning, tracking and monitoring.</p>
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	<p>We are planning more opportunities to share moderation of learning and teaching and standards,</p> <p>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.</p> <p>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.</p> <p>Overall the school provides Good - learning and teaching experiences.</p>
3.1 Ensuring wellbeing, equity and inclusion	<p>Wellbeing</p> <p>Positive relationships are central to the work of the school. Ethos and relationships are important to our school and are a key strength. We have a shared understanding of behaviour expectations and as a result - review and refresh relationships. We are continuing to develop 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.</p> <p>Fulfilment of statutory Duties</p> <p>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.</p> <p>Inclusion and Equality</p> <p>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.</p>

	<p>School has taken good cognisance, in partnership with Parent Council regarding school day costs and have a 'no child left behind' ethos.</p> <p>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.</p> <p>Senior leadership analyse data and set realistic targets regarding attendance.</p> <p>Overall the school has a very good ethos of inclusion and equity.</p>
3.2 Raising attainment and achievement	<p>Attainment in literacy and numeracy</p> <p>Most of our children across our school are making good progress in their own targets in BGE split -into early, first and second level.</p> <p>Symington is a high attaining school.</p> <p>Literacy -</p> <p>Across the school we maintain a high level of attainment in reading with almost all achieving the appropriate level 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 as this affects the overall attainment of literacy with writing falling below the level of reading with most children achieving writing.</p> <p>Numeracy -</p> <p>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.</p> <p>Attainment over time</p> <p>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.</p> <p>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.</p> <p>Staff are confident in analysing and using data to improve outcomes for children.</p> <p>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.)</p>

	CFE levels achieved at age appropriate time in Literacy								
	2021/22		2022/23		2023/24		2024/25		
		% ASN		% ASN		% ASN		% ASN	SAC Level
Development Milestones	90%	0%	85%	11%	88%	1%	83%	22%	
Early Level	95%	15%	96%	8%	93%	13%	100%	15%	81%
1 st Level	65%	41%	85%	19%	91%	36%	79%	50%	73%
2 nd Level	87%	26%	92%	16%	74%	47%	79%	58%	79%

	CFE levels achieved at age appropriate time in Mathematics								
	2020/22		2022/23		2023/24		2024/25		
		% ASN		% ASN		% ASN		% ASN	SAC Level
Developmental Milestones	90%	0%	96%	11%	100%	11%	83%	22%	
Early Level	100%	15%	96%	8%	97%	13%	100%	15%	89%
1 st Level	82%	41%	96%	19%	100%	36%	96%	50%	80%
2 nd Level	91%	26%	92%	16%	100%	47%	90%	58%	83

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 2025/2026

In line with guidance from the National Improvement Framework, the key priorities for Symington Primary and Early Years Centre for session 2025/2026 are:

- ✓ Improvement in children and young people's literacy skills in both reading and writing
- ✓ Mathematics and numeracy expectations with particular focus on First level attainment
- ✓ 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.