

Corsehill Primary School - Standards and Quality Report

- 2025



Ambition: Resilience: Fairness: Respect: Nurture

Our vision, values and aims

Our vision is to develop a curiosity about our world and enable our children to contribute positively now and in the future.

Our aims for our children

- To enable our children to become ambitious and motivated lifelong learners with a passion to succeed.
- To equip children with well-developed literacy and numeracy skills in order that they can be successful in life.
- To nurture a sense of well-being in our children so that they grow into respectful young people able to make sound judgements and choose a healthy lifestyle.

Our aims for our families and the community

- To support and inform our parents so that they can work in partnership to help their child be ambitious and achieve success.
- To be engaged in the life of the school in order that they can contribute to school decision making and our improvement journey.
- To develop partnerships between staff, parents and the wider community which promotes a positive ethos and image.

Our School

Corsehill is a non-denominational school with a school roll of 204 learners in nine primary classes with a further 55 children in our Early Years Classes (EYC). Early Years children are offered either a morning or afternoon place with additional hours being provided via local childminders.

Our staffing consists of one Head Teacher, one Depute Head Teacher and one Principal Teacher. There are a further 11 Class Teachers, one Support Teacher who is employed 4 days per week and 8 full time / part time pupil support assistants. Our EYC is staffed by one Manager, one Senior Early Years Practitioner, one Lead Practitioner, and 12 Early Years Practitioners and 1 Early Years Assistant. Five Education Business Assistants work part-time within our office and the school building is maintained by our janitor.

Wider Achievement

- We have achieved our Digital Schools Award.
- We have submitted our application to achieve our status as a 'Reading School'.
- All classes have been successful in taking forward a leadership initiative to affect positive change within the community.
- We have secured funding from Asda to support the development of playground resources. Donations from a parent sponsored event is also supporting this.
- We have delivered very effective World of Work and Health Week to showcase a variety of positive destinations for our learners.
- Our P7 have benefitted from a residential experience to build on their skills as they get ready to move to S1.
- Our boys and girls footballs teams have been incredibly successful in the North Ayrshire tournaments.
- We have continued to support a number of charities through our fundraising.
- We have maintained strong community links with the Love Hall through our Burns Supper and P7 Leavers celebration.

Attendance

- Our school wide attendance is currently 90.5%
- This is slightly below the North Ayrshire average.
- We have been part of an Education Scotland pilot project to target specific identified families to seek ways to improve attendance in school.
- Our Area Inclusion Worker has supported a number of children and families with attendance this session.

Quality Indicators

QI 1.3 - Leadership of Change - Good

Our ambitious vision continues to focus on improving outcomes for all learners. This year, staff have engaged in planned opportunities to reflect on and enhance their pedagogy. Next session, we will further develop leadership at all levels to support sustainable change.

QI 2.3 - Learning, Teaching and Assessment - Good

We have continued our work with Judy Pitt and Deirdre Grogan to deepen pedagogy and shape our new Teaching and Learning Policy. This has supported greater consistency and professional dialogue around effective classroom practice.

QI 3.1 - Ensuring Wellbeing, Equality and Inclusion - Very Good

Our community remains committed to wellbeing and children's rights. This year, our AIW worker has supported several children and families, enhancing engagement and inclusion. Next session, we will continue to develop our outdoor spaces to promote wellbeing.

QI 3.2 - Raising Attainment and Achievement - Good

Attainment at P1, P4, and P7 continues to improve steadily. Confident teacher judgements, supported by assessment and moderation, are strengthening our data. Targeted interventions remain in place to support all learners to make progress.

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How successful have we been in improving our establishment?

Last year we worked hard to build upon our school experiences, focusing on:

- **Embed consistent high quality learning and teaching approaches**
 - Staff successfully engaged with leading experts to enhance the teaching and learning in all classes. Staff also ensured all children had access weekly to high quality outdoor learning and digital learning experiences.
- **To raise attainment in numeracy across the school and early years.**
 - This year, we placed a strong focus on numeracy across the school and early years. While overall attainment levels remained steady, we strengthened our teaching approaches, increased learner engagement, and laid solid foundations for future progress."
- **To increase emotional, social and physical wellbeing through a progressive programme of teaching.**
 - Our Health and Wellbeing working party has successfully re-developed our health and wellbeing planning pathways in line with Emotion Works to ensure clear progression pathways to support children's mental, emotional, social and physical wellbeing.

Pupil Equity Funding

- **0.2FTE Class Teacher**
 - We delivered a nurture intervention through music to enhance children's social and emotional development by targeting attention and listening, turn taking and emotional literacy.
- **1.7 FTE Classroom Assistants to deliver a number of interventions to reduce barriers to learning.**
 - This funding has allowed increased adult support to identified individuals who experience barriers to their learning.
- **Resources and licenses to support high quality literacy, numeracy, assessment and home engagement.**
 - Most online resources have increased our parental engagement and learner participation. We have been able to deliver high quality learning resources to meet the needs of our young people.
- **Teacher Pedagogy Programme**
 - We worked alongside pedagogical experts in the field of teaching and learning and play to upskill all teaching staff to be able to continue to meet the ever changing diverse needs of young learners.
- **Outdoor Learning**
 - We have successfully implemented new outdoor learning planning frameworks across all classes that has led to significant development in the school garden.

Our Improvement Plan Priorities 25-26

After meeting with our staff team, our children and our families we have selected three priorities for next session to focus on.

Priority 1

- Improve attainment in teaching in numeracy with a specific focus on basic operations and problem solving.

Priority 2

- Learners will experience high quality writing instruction leading to improvement in writing attainment.

Priority 3

- Learners will experience a high quality coherent curriculum through robust planning and assessment.

Attainment and Achievement

Throughout the year we gather lots of information on how our children are progressing in their learning. To monitor their progress we watch children working through tasks, listen to what they say, ask important questions, set challenges and use some standardised assessments.

North Ayrshire Council also ask us to summarise our children's progress in reading, writing, listening and talking as well as numeracy and maths. They ask us to look particularly at children who have reached the end of the Early, First and Second Levels: P.1, P.4 and P.7.

• Majority of our children in Primary 1 are making good progress through early level reading, writing, talking & listening and numeracy.

• Majority of children in Primary 4 are making good progress through first level reading, writing, talking & listening and numeracy.

• Majority of our children in Primary 7 are making good progress through second level reading, writing, talking & listening and numeracy.