

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026. I hope that you find it helpful and informative.

Paula Dickson

Mrs Paula Dickson

Head Teacher

Pennyburn Primary School

Our School



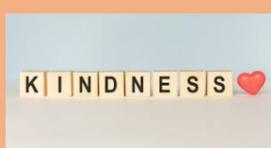
Pennyburn Primary School and Early Years is situated in the Pennyburn area of Kilwinning and currently has 161 children from P1-7. We are proud of our nurturing relationships with children, parents, carers and families as well as our links with the local community. We hope that you find our school to be a positive, nurturing place where your child can experience success. We value the education we provide and strive to promote and instil values of Kindness, Integrity and Ambition within our Pennyburn Primary School community.

Our Vision, Values and Aims

Our Vision: A School in the Community, a Community in the School



Our Values:



Our Aim: Using GIRFEC principles to underpin all teaching & learning in Pennyburn, we will ensure that all children will have the support and opportunity to reach their potential.

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. We get together and look carefully at the Curriculum for Excellence experiences and outcomes to ensure children are making progress. 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. Our attainment this session is as follows:

- Majority of our children in Primary 1 are making good progress through early level Reading and Talking & Listening. Just less than half are making good progress through Writing and Numeracy at Early Level
- Majority of children in Primary 4 are making good progress through first level Reading, Writing and Numeracy. Most children are making good progress in Listening and Talking
- Most children in Primary 7 are making good progress through second level Reading and almost all in Talking & Listening. The majority are making good progress in Numeracy and Writing

We continually monitor attendance. Attendance for the whole school this session 2024/2025 is 90% (correct at time of publication).

Wider Achievements

Our achievements and strengths last session included:

- Another Care Inspectorate visit confirmed huge improvements in our EarlyYears provision. Our improvement journey continues and we look forward to welcoming our inspectors back next year.
- Our approach to supporting children with their Mental Health and Wellbeing continues to be extremely successful and with the introduction of 'My Happy Mind' across the school and early years learners are more able to talk about how they are feeling and why
- Learning Cafes continue to be extremely popular with our families and children, we thank you for your support!
- Our mini London Marathon was a hit for staff and pupils alike, great fun was had by all.
- We welcomed guests for every class to our VE Garden Party Celebrations
- P7 were able to take part in a two night, three day residential trip to Dalguise, this was heavily subsidised by the school in order to reduce the cost for our families.
- Our fully funded breakfast club continues to provide a nutritious breakfast in school for those who attend each day
- We were delighted to receive 'Tesco Fruit and Vegetables for Schools' funding to allow us to provide this regularly and free to our children and families
- A successful bid for Lego funding has meant we now have a huge stock of Lego kits that help to promote enquiry and skills based learning.
- We gained our 'Reading Schools' award at the start of the year.
- A very positive HMIE inspection of 2.3 Teaching, Learning and Assessment and 3.2 Raising Attainment and Achievement

How successful have we been in improving Pennyburn Primary School this session?

In session 2024-2025 we have been focussing on:

- 2.3 Teaching and Learning - Working collegiately with colleagues from across the Kilwinning Academy Cluster
- Promoting Positive Mental Health and Wellbeing – introduction of 'My Happy Mind'
- Revisiting our Vision, Values and Aims and Curriculum Rationale

Progress to date:

Staff Training in Teaching and Learning: Judy Pitt coaching and questioning; Stephen Graham Approaches to teaching the literacy block
Cluster Collaborative sessions on: Staff Health and Wellbeing; Supporting needs; Digital Literacy; Transition and Moderation

Self-evaluation activities: These have allowed staff team to evaluate school performance in specific areas, following this we were able to formulate our priorities for session 2025/2026. Annual questionnaires for all stakeholders were extremely positive with almost all agreeing or strongly agreeing with positive statements in relation to their child's schooling at Pennyburn Primary School

Resources: Development of the upper open area environment to support STEM afternoons; PEF funded Early Years Practitioners to support development of literacy and Numeracy at the Early Years; improvement in the early years playroom environment

Interventions: Use of additional raising attainment teacher to deploy pupil support assistants across the whole school in timely raising attainment interventions in literacy and numeracy; Boosted Reading; Clicker 7 to support writing across the school; Daily Big Maths across the whole school to improve basic numeracy skills; LIAM training for those children dealing with issues related to anxiety; HWB support for groups and individuals at the right time provided by our Area Inclusion Worker and Principal Teacher

When surveyed almost all of our learners felt safe in school, that they had someone they could talk to and felt comfortable approaching staff. They felt respected by staff in school. Almost all said that they felt encouraged to do the best they can and are happy with the quality of teaching in our school.

Quality Indicators from HGIOS4 2024-2025

QI 1.3 Leadership of change – 'Very Good' working towards 'Excellent'

An evaluation of 'very good' means that there are major strengths in this aspect of the school's work. There are very few areas for improvement and any that do exist do not significantly diminish learners' experiences.

QI 2.3 Learning, Teaching and Assessment – 'Good' working towards 'Very Good'

An evaluation of good means that there are important strengths within the school's work yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all children and young people.

QI 3.1 Ensuring Wellbeing, Equality and Inclusion – 'Very Good' working towards 'Excellent'

An evaluation of 'very good' means that there are major strengths in this aspect of the school's work. There are very few areas for improvement and any that do exist do not significantly diminish learners' experiences.

QI 3.2 Raising Attainment and Achievement – 'Very Good' working towards 'Excellent'

An evaluation of 'very good' means that there are major strengths in this aspect of the school's work. There are very few areas for improvement and any that do exist do not significantly diminish learners' experiences.

Pupil Equity Funding

Each year some schools are provided additional funding from the Scottish Government. This is allocated in response to SIMD Data and Free School Meal Entitlement for the school. This year we have spent our additional funding on the following staff, interventions and reducing the cost of the school day initiatives:

- Continued funding of two Early Years Practitioners for P1 and P2 classes – our EYPs have been able to support effective transition from Early Years to P1 and from P1 into P2; they have continued to work collegiately with teaching staff to develop our play environment and practices across P1-P4. Our EYPs build positive and effective relationships with our youngest learners and their families, building trust and effective communication between home and school.
- Whole School Pantomime – for the second year we were able to take the whole school to the pantomime
- Subsidy of P7 residential trip to Dalguise – through PEF we again managed to pay half of our P7 residential. Our P7 children were able to experience a jam packed few days of outdoor activity in an excellent facility whilst having the valuable experience of staying away from home.

Improvement Plan Priorities 2025/2026

Through consultation with staff, learners and parents/carers we have prioritised the following themes for improvement in session 2025/2026:

- Continued focus on 2.3 Teaching and Learning – Increasing creativity in teaching and learning; the development of a skills based approach through the 'Deep Learning' approach; continuing our work with Stephen Graham with a focus on writing skills; working parties driving forward improvements across the whole school
- Focus on positive Mental Health and Wellbeing by embedding 'My Happy Mind' resource for a whole school year and improving our outdoor spaces
- Learner Participation will continue to be a theme crossing all priorities

What do our learners think?

In a recent survey almost all learners said that staff help them to understand how they are progressing in their school work and that the school helps them to understand and respect other people. Almost all learners feel they are making progress in their learning and most think their learning is FUN!

What do our parents and carers think?

From those surveyed all parents agree that we should work on developing skills for the future, most parents think we should continue our work on positive mental health through 'My Happy Mind' next session and all parents agreed that we should focus on Writing attainment across the school. Parents are keen for their children to have more opportunities for visits out with school.

Thank you for taking the time to read this document. If you have any further suggestions or comments please do not hesitate to get in touch.