

EDUCATION AND YOUTH EMPLOYMENT

Standards and Quality Report

2017

BUILDING
BRIGHT
FUTURES



Whitehirst Park Primary



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Our school:

Whitehirst Park Primary School is a non-denominational school with a roll of 312 pupils in 13 classes. The school is situated in the Whitehirst Park area of Kilwinning and opened in 1975. The current staff structure consists of 1 Head Teacher, 2 Deputy Head Teachers, 1 Principal Teacher, 14 Teachers (including two probationers), 6 Classroom Assistants, 0.6 Pupil Support Service Teacher (vacancy), 2 Education Support Assistants and 1 Janitor. Working in partnership, within a caring and stimulating environment, we aim to provide quality learning experiences which will encourage positive attitudes, enabling pupils to achieve their potential as valued members of the community. (correct for Session 2016-17)

Our School Values are Respect, Resilience, Responsibility, Equity and Ambition. These were created in partnership with all stakeholders in Session 2015-16 and inform the life and work of school.

The School Improvement Plan is a document which sets out the activities we will be undertaking as a school over the coming session. When writing this document we take into account a number of factors: National Priorities and directives as set out by the Scottish Government; local Priorities and directives as set out by North Ayrshire Council and our self-evaluation procedures and development needs of our own school.

Our School Improvement Priorities for Session 2016-17 were to:

1. Enrich learners' experiences and raise attainment in Numeracy
2. Embed the principles of GIRFEC within the school
3. Enrich learners' experiences and raise attainment in Listening and Talking
4. Implement a phased approach to the 1+2 agenda
5. Align Literacy and Numeracy planning, assessment and reporting with experiences and outcomes, and significant aspects of learning
6. Continue to refine school self evaluation systems

The following pages outline evidence based evaluations by all stakeholders of the priorities and the next steps for Session 2017-18.

How successful has the school been at improving excellence and equity?

School Priority 1: Enrich the quality of learners' experiences and raise attainment in Numeracy and Mathematics

National Improvement Framework Priority

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children

How Good is Our School? (version 4) Quality Indicator

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Progress:

- A working party of teaching staff was formed and programmes of work were amended in line with the North Ayrshire Early and First Level Framework for Number and Beyond Number.
- All teachers and the senior leadership team have attended a half day professional learning session on using the North Ayrshire First Level Framework at the Professional Learning Academy, followed by two further twilight sessions.
- Some teaching staff attended further professional learning at the Professional Learning Academy on using a rekinrek and counting sticks.
- Classes from P2-P4 have been involved in piloting the North Ayrshire First Level Framework. Staff from the Professional Learning Academy have visited classes to model lessons using strategies from the framework.
- A class teacher attended the Professional Learning Academy Numeracy Leadership training. She was released from class 1 day per week until Christmas to work with a target group in P3 to close the attainment gap. She then created plans and packs for pupils to work on with classroom assistants when her intervention ended.
- A Numeracy section is now included in all school newsletters to give parents ideas on supporting numeracy development at home.
- Pupils ran a Mental Maths information stall at Parents' Night in September to demonstrate mental maths strategies to parents.
- GL Standardised Assessments are being used from P2-7 as part of the assessment process to inform next steps in planning and learning for pupils alongside classwork and teacher professional judgement.

Impact and Evidence:

- Planning Audits and tracking meetings with class teachers revealed that the updated programmes of study are being used well across Early and First Level, ensuring a smooth transition between levels and continuity of teaching approach from P1-P4.
- Classroom visits conducted by senior leaders to Numeracy lessons revealed that the quality of learning and teaching in Numeracy was very good throughout the school with most lessons having appropriate pace and challenge. Almost all staff were using approaches suggested in the North Ayrshire Early and First Level Framework and Whitehirst Park Mental Maths Strategy. It was clear that staff are engaging in high quality dialogue with pupils about their learning. All pupils from a sample group across the school were keen to discuss their learning and almost all could identify their strengths and areas for improvement.
- The targeted work with P3 pupils saw almost all pupils make progress with early arithmetic learning, forward number word sequence and backward number word sequence. All made progress with Numerical Identification.
- Attainment in Numeracy and Mathematics remains very good with 93.9% of pupils making progress by moving on from the level they were working at.
- GL Assessment results in Numeracy for the P3 cohort revealed that 23% scored above average or very high level and 62% scored within the average standardised age score in Mathematics which is higher than the average for the Progress in Mathematics assessments. 64% of P4s scored within the average standardised age score in Mathematics which is higher than the average for the Progress in Mathematics assessments.

Next Steps:

- Early, First, Second and Third Level plans to be reviewed in line with new benchmarks, closely examining the transition from First Level to Second Level.
- Update Numeracy and Mathematics policy to include North Ayrshire Frameworks and benchmarks
- Create/adapt existing diagnostic assessments for the end of Early and First levels and for use throughout the levels.
- Training for classroom assistants at the Professional Learning Academy on supporting pupils with Numeracy.
- Family Learning around Numeracy (linked to Pupil Equity Fund Plan).

How successful has the school been at improving excellence and equity?

School Priority 2: Embed and enhance the principles of Getting It Right for Every Child (GIRFEC) within the school.	
<u>National Improvement Framework Priority</u> <ul style="list-style-type: none">• Closing the attainment gap between the most and least disadvantaged children• Improvement in children and young people's health and wellbeing	<u>How Good is Our School? (version 4) Quality Indicator</u> <ul style="list-style-type: none">2.1 Safeguarding and Child Protection2.4 Personalised Support3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement
<u>Progress:</u> <ul style="list-style-type: none">• Current understanding of GIRFEC was audited through a staff, parent and pupil GIRFEC baseline questionnaire. The baseline questionnaire results were collated and analysed. All staff participated in a GIRFEC quiz and used the Education Scotland Self Evaluation tool to identify areas of strength and next steps on the September In-service day. The pupils completed a similar exercise in Assemblies and Parents were asked to give their views at Parents Night. This information and the baseline questionnaires were used to identify Safe and Healthy as the two indicators we would focus on for Session 2016-17.• A GIRFEC committee has been created including staff and children. They planned a series of Assemblies to further enhance understanding of GIRFEC, Children's Rights. North Ayrshire Integrated Children's Services Plan and the focus wellbeing indicators with pupils. The NSPCC led workshops and Assemblies about what children need to do if they feel unsafe.• An updated GIRFEC Information Leaflet was created and distributed to all Parents. GIRFEC notice boards are continually updated in the staffroom, parent room and corridor to raise awareness. The GIRFEC information section has also been updated on the school website.• The GIRFEC committee pupils and Digital Leaders led input for classes on safe use of the internet, social media and electronic devices. They also created activities for class teachers to use in class.• The GIRFEC committee has launched 'Tutti Fruitti Tuesday' in Term 4 where pupils can gain extra house points for bringing a healthy snack to school.• One staff member has been fully trained in Nurture this session. The Head Teacher and another class teacher attended a two day Nurture Training delivered by North Ayrshire. The three members of staff trained delivered training to staff, including support staff, on Nurturing Approaches and all staff undertook a baseline questionnaire on our current position as a nurturing school. This baseline indicated our strengths as a nurturing school and identified work to be undertaken.• Two class teachers trained in Nurture piloted a lunchtime 'Wellbeing Group' with 10 P1-3 pupils in Term 4 of Session 2016-17. Boxall assessments were carried out by class teachers prior to this intervention and will be measured again in Term 1 2017-18.• All staff attended training in Child Sexual Exploitation in the October In-service Day.• All staff received a brief refresher on using Restorative Approaches to deal with situations where relationships have broken down between pupils. They were issued with a reminder card for lanyards with the 5 key questions to use with pupils.• A draft "Positive Relationships Policy" has been created in line with Nurturing Approaches, Restorative Approaches and the UNCRC Rights of the Child.• All teaching staff have been involved in using the new Staged Intervention procedures. They have set targets for pupils and have shared these with pupils and parents. These have been evaluated and re-set throughout the session. The DHT and HT have completed Wellbeing plans for all pupils at Stage 3 and 4 of Staged Intervention. Staff have completed another Additional Support for Learning questionnaire in May 2017 to measure their confidence from last year.• Attainment data was again used to target specific groups for Writing support in class during lessons from teaching staff and classroom assistants. Staff absence meant this was challenging to sustain. However, classroom assistants have been used to provide targeted intervention for pupils behind their expected level.	

Impact and Evidence:

- GIRFEC continues to be a major focus this session as evidenced in In-service agendas, activities, powerpoints, Assemblies and evaluations. ALL staff and pupils have been involved in making GIRFEC a focus. The children have had many learning experiences to raise awareness of the target indicators of Healthy and Safe and can articulate their needs in relation to these.
- Staff understanding of the steps needed to improve outcomes for pupils is improved and they are confident about responding to signs of concern and intervening early. Baseline questionnaire results with ALL staff revealed improvement with understanding of and engagement with GIRFEC across all areas. In June 2016 82% felt they knew a lot about GIRFEC, compared with 87.5% in June 2017 and 100% had now undertaken professional learning about GIRFEC compared with 82% in June 2016. 100% felt we now engage well with pupils about GIRFEC compared with 82% in June 2016 and 87.5% feel we engage very well with parents now compared with just 45% feeling we satisfactorily engage with parents in June 2016.
- Baseline questionnaire results with a sample Parent Group revealed that 70% had heard of GIRFEC compared with 54% in June 2016. 60% felt they had received information from school compared with 54% in June 2016.
- Almost all pupils can confidently explain what GIRFEC means and can name most of the wellbeing indicators.
- Audits of Staged Intervention plans show pupils at Stage 1 and 2 are making good progress with their targets. They have focused targets and teachers are making good use of resources and focused teaching time to support pupils.
- Attainment and progress across the school is very good with 98.3% moving to the next level in Listening and Talking, 94.5% in Reading, 89.4% in Writing and 93.9% in Numeracy. The targeted intervention for Writing over the last two years has seen attainment in Writing increase by 10.6%.
- Teacher confidence with our Staged Intervention procedures is much improved. For example there is increased confidence with arrangements in place for pupils to review their learning and next steps and the use of assessment to assess targets compared with last session. 100% feel we involve parents and pupils effectively compared with just 40% last session.

Next Steps:

- Cultivate a 'Nuturing Schools' approach to meet the needs of all young people.
- All Stage 2,3 and 4 pupils will have a wellbeing plan in Term 1 2017-18.
- Staff to receive training in North Ayrshire Dyslexia Policy and Assessment procedures.
- Engagement with Scottish Network for Able Pupils.
- Further embed Restorative Approaches across the school.

How successful has the school been at improving excellence and equity?

School Priority 3: Enrich the quality of learners' experiences and raise attainment in Literacy - Listening and Talking	
<u>National Improvement Framework Priority</u>	<u>How Good is Our School? (version 4) Quality Indicator</u>
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children 	2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
<u>Progress:</u>	
<ul style="list-style-type: none"> A working party was formed and undertook an audit of current planners and resources being used. Whole class planners and whole class lessons were evidently the norm, except for pupils with additional support needs. A pupil focus group from P2-P6 was used to gather the views of pupils. This showed Listening and Talking was rarely taught as a discrete subject. New programmes of study for each stage have been developed identifying clearer progression of skills through each level. They have been aligned with the new assessment benchmarks and North Ayrshire Consistency Guide for Listening and Talking. The planners allow for teaching discrete Talking and Listening Skills and highlight opportunities for bundling experiences and outcomes from across other curricular areas. Resource packs for each stage have also been created. A draft Listening and Talking policy has been produced. 	
<u>Impact and Evidence:</u> (this will be gathered in Session 2017-18)	
<ul style="list-style-type: none"> There will be consistency of experience across all stages ensuring a smooth transition from one stage of learning to another. 	
Classroom monitoring and QA Activities will ensure:	
<ul style="list-style-type: none"> Appropriate resources are being used. Policy document and guidance is embedded in practice. Evidence of approaches to enhance practice. Conversations about learning with pupils demonstrate understanding of Listening and Talking skills Forward plans and evaluations reflect Listening and Talking policies and plans Classroom displays reflect Listening and Talking learning experience and significant aspects of learning 	

Next Steps:

- New programmes of study and resources will be used in Session 2017-18.
- Assessment guidance for Listening and Talking to be produced.
- Attainment data will be used to measure improvement.
- Pupil and staff views to be gathered to evaluate new programmes and resources.
- Professional learning for staff on Listening and Talking.

How successful has the school been at improving excellence and equity?

School Priority 4: Implement a phased approach to the 1+2 agenda (French)

National Improvement Framework Priority

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children

How Good is Our School? (version 4) Quality Indicator

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Progress:

- A working party was formed and a 1+2 Folder of Resources was created. Staff have a tool for planning French activities in class which ensures progression of skills and vocabulary, but also allows for consolidation of prior learning.
- A staff confidence questionnaire was issued in Term 1 and Term 4 to identify resources and professional learning required.
- A pupil focus group was created and key questions were asked to determine the consistency of approach to teaching French.
- Staff had professional learning on using the resources and plans on the September in-service day.
- Resources are available for staff on GLOW.
- Two members of staff have attended Fast Track French professional learning this session.
- The Principal Teacher with responsibility for 1+2 has liaised with the North Ayrshire 1+2 co-ordinator. The North Ayrshire 1+2 co-ordinator has supported staff by modelling lessons and demonstrating the Power Language Platform.
- One P6 class has successfully completed the John Muir Discovery Award for their outdoor learning through French. They showcased their work at the North Ayrshire Lingui Live Event in June 2017.
- Both P7 classes participated in a 4 week block of Writing French with a 1+2 staff tutor. The writing was used as part of the transition process to Kilwinning Academy.
- The profile of French has been raised through a variety of ways: a French Display Board is now in prominent view for visitors to the school; a 1+2 school committee of pupils has been set up and they have been refreshing the displays of French vocabulary around the school; we had a French Fun afternoon with games, music and art activities for all age groups; 1+2 is a focus for Assemblies when the Principal Teacher is leading whole school Assemblies and there is a 1+2 section in each school newsletter highlighting some key phrases and vocabulary for parents.

Impact and Evidence:

- There are enhanced learning experiences for all pupils and consistency of experience across all stages ensuring smooth transition. Audits of plans and timetables reveal that French is being taught more consistently across the stages in almost all classes.
- Pupils' experiences are active, stimulating, challenging, relevant and enjoyable. Audits of plans and timetables reveal that a variety of resources are being used to teach French in almost all classes, such as High Five and Coffee Break online resources.
- The staff confidence questionnaire revealed that the majority of staff feel confident about teaching French.
- All pupils surveyed stated they have regular French lessons and have covered a variety of subjects. Almost all enjoy learning French and all were either very or somewhat confident about learning French.

Next Steps:

- Participate in French schools twinning programme.
- Continue to liaise with the North Ayrshire 1+2 co-ordinator regarding the implementation of Language 3 from P5-7.
- Create an updated enhanced online bank of resources via a Glow Group, assigning appropriate resources to each stage.
- Increase Parental Engagement through a showcase stall at Parents' Evening, Whole school Homework Challenge and liaising with Family Learning Worker.
- Provide professional learning opportunities for staff to showcase good practice.

How successful has the school been at improving excellence and equity?

School Priority 5: Align Literacy and Numeracy planning, assessment and reporting with experiences and outcomes, and significant aspects of learning

National Improvement Framework Priority

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children

How Good is Our School? (version 4) Quality Indicator

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Progress:

- Staff self assessed their confidence in identifying the achievement of a level in May 2016. This was measured again in May 2017.
- A working party was formed and staff views were gathered as part of the process of reviewing the whole school planning and assessment of Literacy and Numeracy, using the key themes from A Statement for Practitioners from HM Chief Inspector of Education (August 2016).
- Work started on updating Literacy and Numeracy Planners and Baseline Writing Assessment Criteria, but this has been slowed down as the final Benchmarks were only released in June 2017. The plans produced need to be checked against the new benchmarks.
- A draft assessment policy has been produced giving staff advice about what to assess, when to assess and where to store assessments. The policy incorporates an annual calendar for Summative and Standardised Assessments.
- The working party revised the current Annual Written Report in line with 'Reporting to Parents and Carers - Guidance for Schools and ELC settings.' from Education Scotland (January 2017).
- The views of pupils, staff and parents on current reporting procedures were gathered in June 2017 and good practice was examined from across cluster schools and nationally.

Impact and Evidence:

- The staff views around planning revealed a need to streamline and bundle the learning, especially in Literacy. This has been a focus for staff when revising Literacy planners, as has been ensuring Writing plans match the Baseline Criteria and benchmarks. This will help to increase the pace of learning for pupils and ensure consistent practice and progression across the levels.
- The draft assessment policy has increased staff confidence about gathering a body of evidence and identifying a level. Staff feel this gives more consistency of approach across the school and will ensure smooth transitions for pupils. Staff self assessment around the assessment process was more positive for almost all staff e.g. there was a 100% increase in confidence with using moderation as part of the assessment cycle. Planning using the experiences and outcomes remains a strength and the use of holistic assessment was identified as an area for future development.
- The revised Annual Written Report issued in June 2017 ensured pupils were part of the reporting process as their views were recorded and the teacher assessment was shared with them. All pupils found this to be a positive process. Almost all parents who commented on the report felt this gave them clear information about their child and their next steps in learning. Staff felt the more streamlined report enabled them to focus on Literacy, Numeracy and Health and Wellbeing.
- Staff felt that meeting parents and pupils more regularly throughout the session to report on progress and set targets would have more impact than a lengthy written report at the end of the session. A survey of parents revealed that whilst most were extremely or very happy with our current procedures for reporting they too would like to meet more regularly. Most felt a 'face to face' meeting was the best way to find out about their child's progress.

Next Steps:

- New programmes of study and baseline Writing Criteria will be used in Term 1 Session 2017-18.
- New Assessment Policy to be finalised to include advice on holistic assessments and implemented in Term 1 Session 2017-18.
- Working party to prepare guidance for staff, pupils and parents on new procedures for Reporting to Parents for Session 2017-18.
- Learning and Teaching policy to be produced in line with North Ayrshire policy.

How successful has the school been at improving excellence and equity?

School Priority 6: Refine school self evaluation systems and processes to support quality improvement using HGIOS 4 and NIF	
<u>National Improvement Framework Priority</u>	<u>How Good is Our School? (version 4) Quality Indicator</u>
<ul style="list-style-type: none">• Improvement in attainment, particularly in literacy and numeracy• Closing the attainment gap between the most and least disadvantaged children• Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none">1.1 Self-evaluation for self-improvement1.3 Leadership of change
<u>Progress:</u>	
<ul style="list-style-type: none">• The views of pupils, staff and parents with regard to the life and work of the school have been sought regularly throughout the session e.g. GIRFEC, Reporting, Class Blogs and E-portfolios.• Parents are regularly informed about the progress of school improvement priorities in termly newsletters and pupils are kept up to date at Assemblies.• All stakeholders were involved in creating and understanding the school Vision, Values and Aims last session. We have launched our new Vision, Values and Aims through Assemblies, lessons in class, social media, the website and a family learning homework challenge. Our values are on display inside and outside the school in attractive banners that were created as part of the family homework challenge.• We are making use of digital technology to gather views in a more time efficient way e.g. google forms via text message.• All pupils and staff from P3-7 have been involved in pilot of School Improvement Committees in Term 4.	
<u>Impact and Evidence:</u>	
<ul style="list-style-type: none">• All stakeholders have a say in school improvement and work in partnership.• Staff, pupils and parents feel part of the school community and are valued.	
<u>Next Steps:</u>	
<ul style="list-style-type: none">• Continue to involve all stakeholders in whole school self-evaluation.• Continue to make use of digital technology to gather views.• Conduct a wider survey on the life of the school to help identify future priorities e.g. pick a theme each term to evaluate.• Evaluate our current Curriculum and design a Curriculum Rationale.	

What is our capacity for continuous improvement?

Overall Capacity For Improvement – strengths and next steps

The capacity for improvement at Whitehirst Park Primary is very good. The commitment of staff, support from parents and the confident pupils, ensures there is capacity for continuous growth and development. The school community has a clear vision. Our purpose is to ensure that every child is given the opportunity and support to be the best that they can be and develop the four capacities, supported by the nurturing ethos of the Whitehirst Park Primary School community. This will continue to be improved through cultivating positive relationships with all stakeholders, collegiate working and developing effective leadership at all levels.

The sense of community at Whitehirst Park is a particular strength. Having fully involved all stakeholders in creating our vision, values and aims staff, pupils and parents feel included and have a sense of pride in our school and our achievements. This session we have been recognised for our excellence in Digital Learning. We were the second school in North Ayrshire to receive the Digital Schools Award. Our P7 classes won the North Ayrshire Sumdog competition twice and P7b won the first National Sumdog competition and were invited to Edinburgh to receive the award. Our pupils have been involved in delivering Career-Long Professional Learning to North Ayrshire and cluster staff as well as delivering cyber safety lessons for their peers. Pupil voice is very important at Whitehirst Park. Pupils are regularly informed about the wider life of the school in Assemblies and their views are sought on all aspects of school life. Each pupil from P3-7 has been involved in a school improvement committee in Term 4 and we will look to extend this next session.

In Session 2017-18 we will continue to develop effective approaches to moderation, assessment, self-evaluation and improvement by developing staff skills, knowledge and understanding. We will continue to have high expectations of the performance of all staff and thoroughly plan Career-Long Professional Learning opportunities linked to the Professional Review and Development process and the School Improvement Plan.

We will continue to review and develop our procedures for formal and informal approaches to monitoring the quality of learning and teaching as part of the schools quality assurance procedures. This will ensure consistent, quality learning experiences for pupils. We will continue to rigorously track pupils' progress through analysing all available data. This process will include regular meetings involving teaching staff, support staff and the leadership team so that prompt action can be taken and we can continue to celebrate areas where improvements have been made. The improvement plan for 2017 - 2018 will focus directly on the curriculum, self-evaluation, meeting learners needs and reporting to ensure pace and challenge for all pupils.