



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024.

I hope that you find it helpful and informative.

Lynn Robertson

Head Teacher



OUR SCHOOL

Whitehirst Park Primary School is a non-denominational school with a roll of 271 pupils in 13 classes, including a P1/2 and a P3/4 composite class in our Gaelic provision. The school is situated in the Whitehirst Park area of Kilwinning and opened in 1975. The current staff structure consists of 1 Head Teacher, 1 Depute Head Teacher, 2 Principal Teachers, 18 Teachers (including one Music Teacher and one newly qualified teacher), 11 Classroom Assistants, 0.6 Pupil Support Teacher, 1 Full time Education Support Assistant, 2 Part time 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.

OUR VISION, VALUES AND AIMS

Whitehirst Park Primary's Vision, Values and Aims underpin everything we do. They are at the heart of our curriculum, extra curricular activities and the way we interact with each other.

At Whitehirst Park Primary our children, staff, parents and community partners work together to promote a culture of mutual respect and lifelong learning where children are happy, motivated and have high self-esteem and confidence to enable them to realise their potential.

We aspire to provide the highest quality of learning and teaching in order that our children and young people will develop the knowledge, skills and attitudes necessary to succeed in our changing society.

We have high standards in all that we do, which are reflected in our Values and Aims:

Ambition – We have high expectations, we believe, we can and we are determined to succeed.

Respect – We are honest and trustworthy. We value others' rights, differences, feelings and property. We are polite, have good manners and treat others with dignity.

Responsibility – We ensure the decisions we make have a positive impact on the school environment, local community, the wider world and ourselves.

Equity – We ensure that the needs of the individual are met. We provide appropriate opportunities and support to enable all to reach their potential.

Resilience – We are a Nurturing school. We support all to develop the life skills to 'bounce back' from challenges.



ATTAINMENT & ACHIEVEMENT

Throughout the year we gather lots of information on how our children are progressing in their learning. We watch children working through tasks, listen to what they say, set challenges and use some standardised assessments. We look carefully at the experiences and outcomes of Curriculum for Excellence to ensure children are making progress. Key highlights of Session 2022-23 are:

- * Attainment in all areas of Literacy and Numeracy is showing improvement following the decrease after periods of school closure.
- * Most pupils in Primary 1, 4 and 7 are making the expected progress in Literacy and Numeracy.
- * Almost all learners made progress from prior levels in Listening and Talking, Reading, Writing and Numeracy. Some pupils are working beyond the expected level for their age and stage. This has improved in Writing and Numeracy.

Attendance is monitored regularly and our attendance is above the average for North Ayrshire Primary schools. We had no pupil exclusions for Session 2022-23.

WIDER ACHIEVEMENT

As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world. Our wider curriculum places learners at the heart of education and aims to develop skills for life and work. Some highlights from Session 2022-23 are:

- We held a successful World of Work week where all classes has visits and experiences from parent volunteers and community partners.
- Our Health Fortnight promoted Health and Wellbeing, through a variety of sports tasters, sports day and wellbeing activities in class.
 - A total of 28 extra curricular clubs were run during and after the school day.
- Most pupils (97%) experience a variety of sport and other experiences either in school or out with school for all stage and for all pupils. An increase of 9% from October 22.
 - 193 pupils (70.1%) of pupils attended an extra curricular club in school.
 - Our Football and Netball teams secured places in the North Ayrshire School finals.
- Our Cross Country Team performed well with the P6 boys winning overall team prize and we had an overall winner in the P7 girl category.
 - All pupils from P3-7 were in involved in School Improvement Committees such as Pupil Council, Eco Committee, Rights Respecting Schools and Junior Road Safety. Committees report on initiatives at Assembly and organise events to raise awareness.
 - Our Eco Committee worked very hard to secure our Green Flag.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1: Focus on ensuring high quality learning experiences for all children, incorporating the effective use of assessment by staff and learners

- ❖ We worked with North Ayrshire Professional Learning Academy to pilot Play Pedagogy in our Primary 1 classrooms and open area. We adapted our learning environments to promote play based learning and piloted ways to plan and record. In Session 2023-24 we will implement our own play strategy and extend play experiences into Primary 2.
- ❖ Our Principal Teacher and Pupil Support Teacher led staff learning around Moderation. Staff then piloted an approach to the planning and assessment of Reading. Next session we will adapt this approach for other curricular areas.

Priority 2: Develop Gaelic Medium Education for Primary 1, 2 , 3 and 4 pupils

- ❖ Our Principal Teacher has developed a programme of study for the teaching of phonics and first level Literacy including the introduction of English reading and writing at Primary 4.
- ❖ A Gaelic Medium Blog has been created to support parents who are considering Gaelic Medium Education. We will work in partnership with North Ayrshire Communities colleagues and our Comann Nam Pàrant group to actively promote our provision and continue to increase our roll.

Priority 3: Focus on school recovery through approaches to assessing and supporting wellbeing, curriculum design and meeting needs

- ❖ All staff undertook professional learning around meeting needs using the Circle Resource to create inclusive environments and practice.
- ❖ We started to use our new Health and Wellbeing plans to deliver lessons across the school. Staff also undertook an online learning course from Paul Dix, looking at relationships and behaviour.
- ❖ Our staff started to evaluate our Curriculum Rationale. We will continue this work in Session 2023-24 with all other stakeholders.
- ❖ We created a Celebrating Achievements Consistency Guide to support us with recognising the wider achievements of pupils.

Priority 4: Develop a culture of leadership at all levels

- ❖ All pupils from P3-7 have been involved in Pupil Committees this session. We will continue to develop these to ensure there is meaningful learner participation.
- ❖ Staff have piloted approaches to support pupils to reflect on their learning. We will continue to refine approaches in Session 2023-24.

Priority 5: Maximise Parental Engagement in the life and work of the school

- ❖ North Ayrshire Family Learning Team supported family learning events for all stages. P5 pupils achieved their Young STEM Leader award.
- ❖ We started to use Seesaw to communicate with parents/carers. We will continue to refine the consistency of use in Session 2023-24.

QUALITY INDICATORS

QI 1.3 Leadership of Change

Evaluation: Good

Identification of improvement priorities is evidence-based and linked to effective self-evaluation. Senior Leaders plan self-evaluation activities to identify priorities. Senior Leaders will strive to create more meaningful opportunities for leadership at all levels and support staff to understand their role in change.

QI 2.3 Learning, Teaching & Assessment

Evaluation: Good

Our learning environment is built on positive and nurturing relationships. Learners' achievements in and out of school are recorded and recognised and they are starting to understand how these achievements help them develop knowledge and skills for life, learning and work. Staff are making good use of assessment data to plan next steps and identify interventions to support learning.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation: Very Good

Staff are sensitive and responsive to the wellbeing of each individual child and colleague. The whole learning community has a shared understanding of wellbeing and children's rights. Staff and key adults promote a climate where children and young people feel safe and secure.

QI 3.2 Raising Attainment & Achievement

Evaluation: Good

Almost all pupils are making good progress from their prior levels of attainment in literacy and numeracy. We have raised attainment in literacy and numeracy for most learners in the years following school closure.

PUPIL EQUITY FUNDING

Additional Pupil Support Teacher for wellbeing support: A target group of 14 pupils was identified throughout the course of the session. A baseline of need was identified through completion of a Strengths and Difficulties Questionnaire (SDQ) which focussed on the themes of emotional problems, conduct, hyperactivity, peer problems and pro social needs. Of the 14 pupils, 10 showed an improvement in overall total difficulties over the year with notable improvements in emotional problems for 8 pupils, 7 in conduct and 6 in peer problems. *'Mrs X helps me to feel calmer and not angry. It helps me to talk about stuff that I find difficult. I like the activities we do together. P7 pupil*

Resources to support wellbeing and positive relationships: Online professional learning revisited concepts which we based our positive relationships policy on. It was a useful tool to remind staff of key tools and approaches to support effective relationships and deal with dysregulated behaviour. A House Reward Token System has been a powerful visual for engaging pupils in displaying our school values and rewarding positive behaviours.

Resources and classroom assistant to support assessment, literacy and numeracy difficulties:

Pupils who were not on track from P2-7 have had access to targeted support from classroom assistants and the additional support teacher using Toe by Toe, Nessy, IDL, 5 minute box and Number box. Impact statements from classroom assistants evidence progress for all targeted pupils. Most pupils on staged intervention made progress to the next level in their learning in Reading, Writing and almost all in Listening and Talking and Numeracy.

Cost of the school day fund: This was used to reduce the cost of the Primary 7 residential experience, allowing all P7 pupils to take part. *'I was nervous to stay, but I stayed and I felt better.'* P7 pupil

Reading Resources: These will be used in Session 2023-24 alongside professional learning for staff to raise attainment in Reading.

IMPROVEMENT PLAN PRIORITIES 2023-2024

Priority 1a – Kilwinning Cluster Priority

Ensure our staff are skilled in delivering consistent, high quality learning and teaching approaches through:

- Collaborative professional learning across the Kilwinning Cluster School around learning, teaching and assessment, creativity and curriculum

Priority 1b – School Priority

Ensure our staff are skilled in delivering consistent, high quality learning and teaching approaches through:

- Staff professional learning around feedback, engagement and challenge in partnership with Osiris Educational
- Osiris Teaching Intervention professional learning for one member of staff

Priority 2 – School Priority

Raise attainment in Reading through delivery of consistent, high quality learning, teaching and assessment approaches through:

- Purchase of new reading books for Early and First level
- Staff professional learning
- Whole school focus on developing a reading culture

Priority 3 – School Priority

To build on our established wellbeing programmes and approaches to foster and support positive wellbeing of staff, pupils and parents through:

- Whole school approach to wellbeing using 'My Happy Mind' resource
- Staff Wellbeing Working Party to plan activities to support staff

Priority 4 – Gàidhlig Medium

To further develop our Gàidhlig Medium Education through:

- Work in partnership with East Ayrshire Gàidhlig Medium Provision to moderate and quality assure Gàidhlig Medium Education
- Work in partnership with North Ayrshire Council and other Gàidhlig Medium partners to promote and build Gàidhlig Medium Education
- Develop our Second Level Curriculum