



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025.

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 276 pupils in 13 classes, including a P1/2 and a P3/4/5 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 part time Music Teacher) 9 Classroom Assistants, 0.6 Pupil Support Teacher, 2 Full time Education Support Assistants, 1 Dining Supervisor 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 2023-24 are:

* Attainment in all areas of Literacy and Numeracy has improved following the decrease after periods of school closure and is now in line with or better than attainment from 2018-19.

* Almost all pupils in Primary 1 and most in Primary 4 and 7 are making the expected progress in Reading, Writing, Talking and Listening and Numeracy .

*Almost all learners made progress from prior levels in Listening and Talking (95%) and almost all in Reading (80.1%), Writing (79.8%) and Numeracy (82.3%). Some pupils are working beyond the expected level for their age and stage. This has improved in Reading, Writing, Talking and Listening and Numeracy.

Attendance is monitored regularly and our attendance is above the average for North Ayrshire Primary schools, 94.86%. We had no pupil exclusions for Session 2023-24.

WIDER ACHIEVEMENT

All children and young people in Scotland are entitled to experience a coherent curriculum, 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 2023-24 are:

- Our Gaelic Medium pupils held a successful concert during Seachdain na Gaidhlig (World Gaelic week) and have built relationships with community groups through a Gaelic Café and wellbeing walks in the local area.
- Our Health Fortnight promoted Health and Wellbeing, through a variety of sports tasters, sports day and wellbeing activities in class.
- Pupils have enjoyed learning outside of the classroom on a variety of outings including Celtic Connections concert, GE Caledonian, Glasgow Science Centre, Jack and the Beanstalk Pantomime, Culzean Country Park and the Harbour Arts Gaelic Art Exhibition.
 - We won 2/3 categories at the Kilwinning Burns Competition
 - We achieved our second Gold Sports Scotland award and our 6th Green Eco Flag.
 - A total of 23 extra curricular clubs were run during and after the school day.
- Almost all pupils (98%) experience a variety of sport and other experiences either in school or out with school. An increase of 7% from August 2023.
 - 214 pupils (77.5%) engaged in an extra curricular activity in 2023-24. An increase of 7%.
 - Our Football and Netball teams performed well in the Kilwinning Cluster League.
 - Five of our girls were selected for the winning Regional Football team.
 - Our Primary 7 football team won the Kilwinning Academy Cluster competition.
 - Our Primary 7 team won the Kilwinning Cluster Schools Quiz.
 - Our Cross Country Team performed well with a P6 girl taking overall second place.
 - All pupils from P4-7 were in involved in School Improvement Committees or Self Evaluation Circles to guide school improvement.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1a – Kilwinning Cluster Priority

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

We undertook a variety of collaborative professional learning with Kilwinning Cluster Colleagues around learning, teaching and assessment, health and wellbeing, creativity and curriculum. We undertook moderation activities and created networks for sharing resources. Staff have been able to implement new learning and strategies in their own classrooms to improve practice and attainment. See QR Code for evidence and evaluation.



Cluster Evaluation 23-24

Priority 1b – School Priority

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

Staff undertook professional learning around feedback, engagement and challenge in partnership with Osiris Educational and one member of staff participated in the Outstanding Teaching Intervention. Staff have been able to implement new learning and strategies in their own classrooms to improve practice and attainment and their confidence has improved. Classroom observations reveal that pupil engagement in lessons is good and pupil surveys tell us that the majority of pupils feel that staff help them to understand how they are progressing with their school work and that they enjoy learning at school.

Priority 2 – School Priority

Raise attainment in Reading through consistent, high quality learning, teaching and assessment

We have purchased new reading books for Early, First and Second level. Staff have participated in professional learning around the teaching and assessment of reading. Staff and pupils have focused on developing a reading culture throughout the school and have implemented initiatives such as Paired Reading, Drop Everything and Read time in class and the creation of a Library Charter and mascot. Our attainment in Reading has improved with most pupils achieving the expected level and almost all making progress from their prior level. Pupil surveys tell us that 62% of pupils surveyed in June 2024 enjoy reading compared to 46% of pupils in October 2023.

Priority 3 – School Priority

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

We have implemented a whole school approach to wellbeing using the 'My Happy Mind' resource. Pupil journals show pupils are developing an understanding of mental health and staff surveys show improvements in how pupils are supported with their mental wellbeing. See QR Code for evidence.



We established a Staff Wellbeing Working group to plan activities to support staff. A staff shout out board and suggested viewing/reading board has been established. Our gift fund policy has been revised and staff social events and walks have been planned.

Priority 4 – Gàidhlig Medium

To further develop our Gàidhlig Medium Education

We have worked in partnership with East Ayrshire Gàidhlig Medium Provision to moderate and quality assure Gàidhlig Medium Education with a focus on reading, confirming staff professional judgement of a level. A promotional campaign was led in October 2024 in partnership with North Ayrshire Council and other Gàidhlig Medium partners to promote and build Gàidhlig Medium Education. The campaign overall was a positive and successful campaign as the roll for children starting P1 has increased by 5 pupils and 3 new families are joining the Gàidhlig provision in North Ayrshire. Pupil experiences of Gàidhlig language has been enriched by wide variety of Gàidhlig language experiences such as visiting the Celtic Connections concert in Glasgow and hosting a Gàidhlig Café for parents and the Suas leis a Ghàidhlig community group.

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: Very Good

Almost all pupils are making good progress from their prior levels of attainment in literacy and numeracy. Most pupils achieving the expected level in Reading, Writing and Numeracy. Almost are achieving the expected level in Listening and Talking. We have raised attainment in literacy and numeracy for most learners in the years following school closure.

PUPIL EQUITY FUNDING

Pupil Equity Funding is money that schools receive to help them provide the best possible opportunities for children's learning. We have used this for:

Resources to support wellbeing and positive relationships: We have implemented a whole school approach to wellbeing using the 'My Happy Mind' resource. Pupil journals show that pupils are developing an understanding of mental health and staff surveys show improvements in how pupils are supported with their mental wellbeing. See QR Code (Page 3) for evidence of improvements. Our RISE survey (Resilience in Schools and Education) results show that from P3-7 'Connectedness' is consistently high scoring theme. This identifies that pupils feel valued by their peers, and in their relationships.

Resources 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. Almost all pupils on Staged Intervention made progress to the next level in their learning in Writing, Listening and Talking and Numeracy and most in Reading. These levels have all improved from Session 2022-23.

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. *'Inverclyde was my best memory of school.'* P7 pupil

Reading Professional Learning and Resources: We have purchased new reading books and staff have participated in professional learning around the teaching and assessment of reading. Attainment in Reading is the highest it has been, showing improvement from the previous session and a 10% increase from the year following school closure. Almost all pupils have made progress from their prior level, including those on Staged Intervention. Most pupils on Staged Intervention have made progress from their prior level.

IMPROVEMENT PLAN PRIORITIES 2024-2025

Rationale – Pupil experience, engagement in learning and attainment will improve as we provide high quality learning and teaching and an engaging and relevant curriculum

Priority 1a – Kilwinning Cluster Priority

Ensure our staff are skilled in delivering consistent, high quality learning and teaching approaches through an engaging curriculum relevant to each schools' unique context

- 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 an engaging curriculum relevant to our own unique context

- Review and update our Curriculum Rationale with all stakeholders
- Staff professional learning around feedback, questioning and peer coaching in partnership with Osiris Education
- Apply for Gold Rights Respecting Schools Re-accreditation
- Develop a calendar of events for Family Learning/Parent/Carer engagement

Priority 2 – School Priority

Ensure our staff have a clear understanding of whole school nurturing approaches and apply nurture principles through promoting positive relationships.

- Staff professional learning around whole school nurturing approaches

Priority 3 – School Priority

To further develop our Gàidhlig Medium Education

- Review and update our Curriculum Rationale with all stakeholders