



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



STANDARDS AND QUALITY REPORT June 2026

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2026-2027.
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 257 pupils in 12 classes, including a P1-3 and a P4-7 multi-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, 13 Teachers (including one part time Music Teacher) 7 Classroom Assistants, 1 Targeted Support Teacher, 2 Full time Education Business 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

Our Vision

At Whitehirst Park Primary, we are a nurturing, inclusive, and ambitious community where every child is valued, respected, and empowered to reach their potential. Together with families and partners, we foster lifelong learning, wellbeing, and a sense of belonging, preparing our children to thrive in a changing world. Our vision embraces Scotland's rich cultural heritage. We include and celebrate all cultures and languages, with Gaelic as a living part of our school's identity.

Our Values

We live and learn by these five core values

Kindness – We show care, compassion, and understanding to ourselves and others.

Caoimhneas – Bidh sinn a' sealltainn cùram, co-fhaireachdainn agus tuigse dhuinn fhìn agus ri chèile.

Honesty – We act with integrity and truthfulness in all we do.

Onarach – Bidh sinn onarach agus dìleas anns a h-uile rud a nì sinn.

Respect – We value everyone's rights, differences, feelings, and property, and treat each other with dignity.

Urram – Bidh sinn a' toirt luach air còrichean, diofaran, faireachdainnean agus seilbh a h-uile duine, agus a' sealltainn urram ri chèile.

Responsibility – We take ownership of our actions and decisions, and consider our impact on our school, community, and the wider world.

Dleastanas – Bidh sinn a' gabhail uallach airson ar gnìomhan agus ar co-dhùnidhean, agus a' smaoineachadh air ar buaidh air an sgoil, a' choimhearsnachd agus an t-saoghal.

Fairness – We strive to meet individual needs while ensuring equity and justice for all.

Cothromachd – Bidh sinn a' gabhail a-steach feumalachdan gach neach fhad 's a tha sinn a' dèanamh cinnteach gu bheil cothrom agus ceartas aig a h-uile duine.

Our Aims

To create a safe, happy, and nurturing environment where everyone feels a sense of belonging.

To promote wellbeing and positive mental health for all.

To provide high-quality, engaging learning experiences that inspire curiosity, creativity, and a love of learning.

To encourage kindness, respect, and fairness in all relationships and interactions.

To support every child to develop resilience, confidence, and independence.

To celebrate diversity and ensure everyone is included and valued.

To work in partnership with families and the wider community to support children's learning and development.

To empower children to take responsibility for themselves, others, and the environment.

To foster ambition and support every child to achieve their potential.

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 approaches through an engaging curriculum relevant to each schools unique context.

We undertook a variety of collaborative professional learning with Kilwinning Cluster Colleagues around Deep Learning. We undertook moderation activities within stages and created networks for sharing resources. Staff showcased the impact of Deep Learning with cluster colleagues, evidencing assessment of the six competencies in pupils.

Priority 1b – School Priority

Ensure our staff are skilled in delivering consistent, high quality learning and teaching approach through and engaging curriculum relevant to our own unique context.

We have updated our Curriculum Rationale and Vision, Values and Aims. Parents, pupil and staff were involved in the evaluation and creation. New Interdisciplinary planners have been used to plan learning, teaching and assessment around the six deep learning competencies and contexts for learning. Staff have been able to implement new learning and strategies in their own classrooms to improve practice and attainment. Pupil and staff surveys tell us that the most 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

Ensure our staff have a clear understanding of the Health and Wellbeing curriculum including whole school nurturing approaches and promoting positive relationships.

Staff have undertaken professional learning around using 123 Magic for behaviour management across the school. We have updated our Positive Relationships and Behaviour policy in line with North Ayrshire policy to include clear Expectations and Consequences. We have adapted our Health and Wellbeing planners for Session 2026-27 to support staff to teach the breadth of Health and Wellbeing.

Priority 3 – School Priority

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

Numeracy Planners and Frameworks for Early, First and Second Level are now in line with North Ayrshire. Planners have been updated to the Numeracy TEAMS page for all to access. Feedback gathered from staff demonstrates consistency in assessment and practice. Staff will benefit from professional learning around further assessment practices early in Session 2026-27.

Priority 4 – School Priority

To further develop our Gàidhlig Medium Education

We have worked in partnership with East Renfrewshire, Renfrewshire and Inverclyde Gàidhlig Medium Provisions to moderate and quality assure Gàidhlig Medium Education. Peer visits took place to share and improve practice. Pupil experiences of Gàidhlig language has been enriched by wide variety of Gàidhlig language experiences such as; visiting the Celtic Connections concert, visiting the BBC studios, taking part in activities with Spòrs Gàidhlig instructors and performing at the Tidelines Book Festival alongside the Gaelic Community Choir. Suas leis a Gàidhlig Gaelic Toddlers group visited the school to promote the provision and the roll for children starting in August 2026 has increased to 2 pupils.

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 continued to fund 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. Our P4-7 PASS (Pupil Attitude to School and Self)) survey results show a 10.2% increase in Self regard as learner and a 7.1% increase in Confidence in learning. This identifies that pupils confidence is improving. We have some work to do around Feelings about school and Preparedness for learning, indicating continued work on resilience and relationships is required. We are proud to announce that we are a My Happy Mind Silver Accredited school! This means that as a school we consider the mental health and wellbeing of our children as one of our top priorities. We are creating a whole school culture that helps build our children's resilience, confidence and self esteem as well as teaching them how to self regulate in those stressful times.

Resources to support assessment, literacy and numeracy difficulties: Pupils who were not on track from P2-7 have had access to targeted support from pupil support assistants and class teachers using Toe by Toe, Nessy, IDL, Sumdog, 5 minute box and Number box. Laptops and ipads were also purchased to support programmes to address literacy and numeracy gaps. Impact statements from interventions demonstrate that all targeted pupils are making progress in their learning. Almost all pupils on Staged Intervention made progress to the next level in their learning.

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. 2 places were fully subsidised ensuring no one missed out.

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 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 and almost all in Reading, Writing and Numeracy. 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, 95.18%. We had three pupil exclusions for Session 2025-26.

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 2025-26 are:

- Our Gaelic Medium pupils were busy in the wider community sharing their language through performances at the Tidelines book festival and Irvine Christmas Community event.
 - Our Digital Week saw pupil leaders showcase their skills and lead the learning using a variety of technology in all classes across the school.
- Our World of Work week saw a tremendous timetable of parent visitors sharing their work experiences.
 - We became a Silver Accredited Happy Mind school showing our commitment to mental health.
 - Primary 1-3 smashed their performance of Hey Ewe! for parents, family and friends.
- Pupils have enjoyed learning outside of the classroom on a variety of outings including a P7 Residential to Inverclyde, Celtic Connections concerts, GE Caledonian, BBC Studios, Edinburgh Castle, Kebrun Castle Country Park, Troon Beach, Eglinton Castle, the Science Centre and the Maritime Museum
 - We won 1/3 categories at the Kilwinning Burns Competition and were proud to have the first Gaelic Medium recital at the club.
- Our Primary 6 pupils used Teams to collaboratively plan a UNCRC Rights Based Project with Beith and West Kilbride Primaries, coming together to showcase at Whitehirst Park.
- The school maintains a strong focus on wider achievement, with 252 pupils (98%) participating in at least one extra-curricular club or wider achievement activity. 225 pupils (87%) engaged in a school-run extra-curricular activity this session. This represents a 2% increase on the 2024–2025 session, when participation stood at 85%.
 - A total of 27 extra-curricular clubs were run during and after the school day.
 - Our athletics team qualified for the North Ayrshire Sportshall finals.
 - Our Netball team performed very well in the Kilwinning Cluster League.
 - The boys' football team had an outstanding run in the Ayrshire Cup, reaching the semi-final before narrowly losing to the eventual winners. They also performed brilliantly in the local Champions League cluster format, losing only one game throughout the competition. Their excellent performances saw them crowned cluster champions, earning a place in the finals, where they took the top spot as North Ayrshire Champions. As a result of their success, the boys also qualified for the 3 Pillars Tournament, where the top four teams from North, South and East Ayrshire compete against each other.
 - The girls' football team have also had a superb year. They remained undefeated in the non-competitive Champions League cluster, showing great teamwork and consistency. Like the boys, they also reached the semi-final of the Ayrshire Cup, where they were beaten by the eventual winners. The girls also qualified for the 3 Pillars Tournament, where they performed brilliantly and finished third overall.
- A real highlight for both teams was taking part in the Susan Lauder Memorial Shield. The boys and girls were exceptional throughout the tournament, winning all 14 games, conceding zero goals, and proudly bringing home both the boys' and girls' shields.
 - Our Primary 7 team took first place at the Kilwinning Cluster Schools Quiz.
 - Our Cross Country Team performed well achieving joint first place in the overall Girls P6 category.
- All pupils from P4-7 were involved in School Improvement Committees or Self Evaluation Circles to guide school improvement.
- Our Charities Committee supported NA Foodbank, Random Acts of Kindness and Ayrshire Hospice this session.

IMPROVEMENT PLAN PRIORITIES 2026-2027

Rationale:

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

Priority 1 – Improving learning outcomes for all

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

- Collaborative professional learning and moderation across the Kilwinning Cluster School around Science Technology Engineering and Maths
- Evaluate, review and update our approaches to summative and formative assessment
- Engage in professional learning about the Curriculum Improvement Cycle in readiness for Session 2027-28

Priority 2 – Supporting needs, wellbeing, equality and inclusion

Ensure all staff consistently implement inclusive, relationship-based and nurturing approaches to support wellbeing, additional support needs and positive behaviour, resulting in improved engagement, attendance, attainment and achievement for all learners.

- Review and update the current Relationships and Behaviour Policy in line with North Ayrshire guidance and relational approaches and provide professional learning for all staff on 'New Authority', 'Expectations and Consequences', 'Emotion Coaching' and 'Positive Behaviour Support Plans'.
- All staff to receive professional learning on Neuro-affirming Practice and adapting environments to meet learners' communication, sensory, literacy and emotional regulation needs, whilst developing staff confidence and consistency in supporting all learners

Priority 3 - Building a self-improving service

To strengthen a culture of continuous improvement through high-quality data use, collaborative leadership, and strategic partnership working, ensuring consistent approaches to tracking, attendance, Gaelic Medium Education growth, and transition that improve outcomes for all learners.

- Evaluate, review and update our approaches to tracking and monitoring pupil progress and how we use data
- Evaluate, review and update our approaches to tracking and monitoring pupil attendance
- Continue to prioritise the promotion and growth of Gaelic Medium Education (GME)

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 continue to create 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: 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. 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.

