

Whitehirst Park Primary School

Bun Sgoil Pàirc Whitehirst



Curriculum Rationale

August 2026

Vision, Values & 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





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.

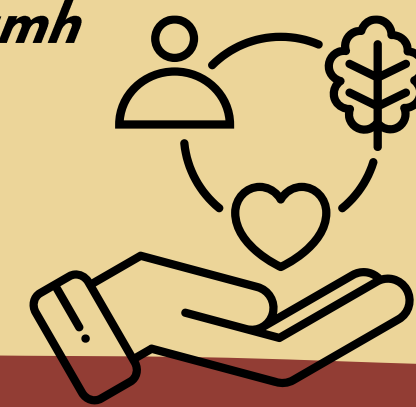
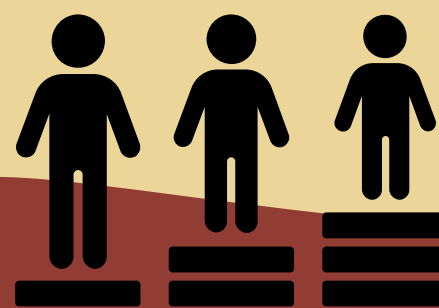
Urram – Bidh sinn a’ toirt luach air còirichean, diofaran, faireachdainnean agus seilbh a h-uile duine, agus a’ sealltainn urram ri chèile.

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-dhùnaidhean, 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.

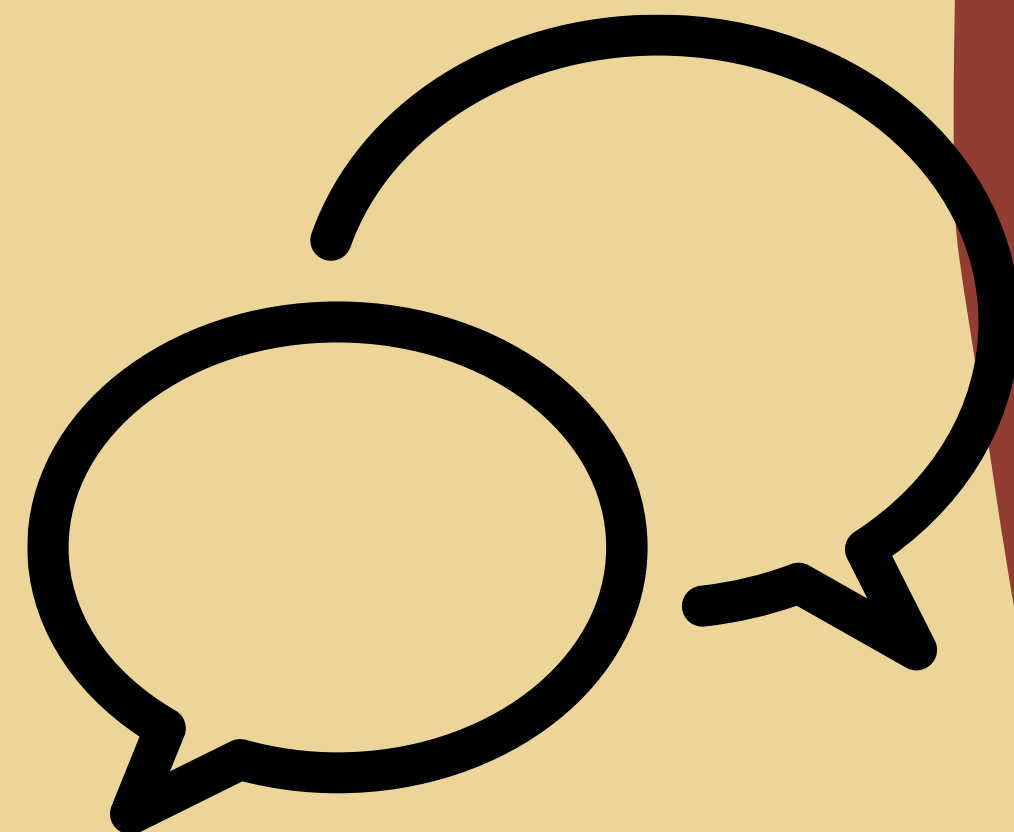




What makes us unique?...

as told by staff, parents, pupils and partners

- **Strong parent involvement and open communication**
 - **A nurturing ethos and inclusive culture**
 - **Gaelic education and bilingual opportunities**
 - **A family feel and welcoming environment**
- **Fair treatment and collaboration across the school**
 - **Staff dedication and authentic relationships**
 - **A safe and happy learning space**
 - **Strong teacher-pupil relationships**
 - **A close-knit community**
 - **Proactive support for individual needs**
- **Celebration of pupil success and achievements**
- **Rich extracurricular opportunities including music, clubs, and outdoor learning**
 - **Community events**
 - **Inclusive sports and activities for all**
 - **Freedom for children to be themselves**
- **Support for neurodivergent pupils and emotional wellbeing**
- **Values-driven culture where every child is known and valued**
 - **Strong links between nursery and primary stages**



Gaelic Medium Education



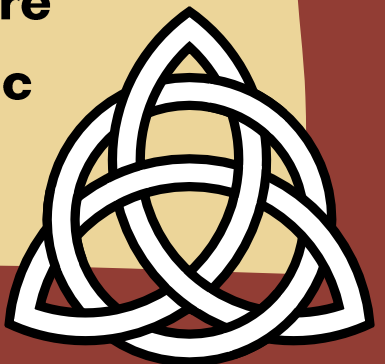
Whitehirst Park Primary is the base for North Ayrshire's Gaelic Provision, offering a vibrant and growing Gaelic Medium Education (GME) department. Since opening in August 2020, our GME has expanded to include multi-stage classes, providing children with the unique advantage of becoming proficient in both Gaelic and English.

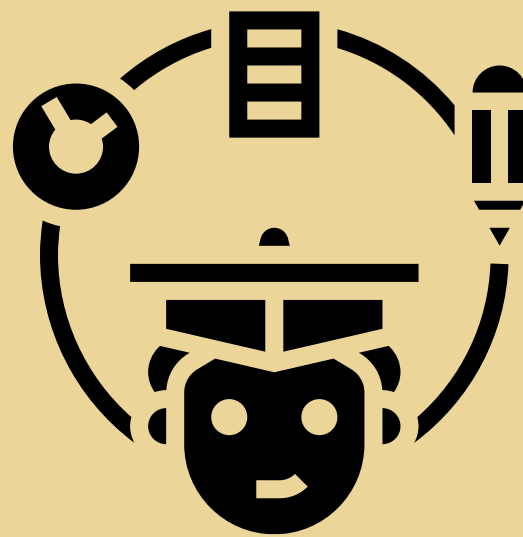
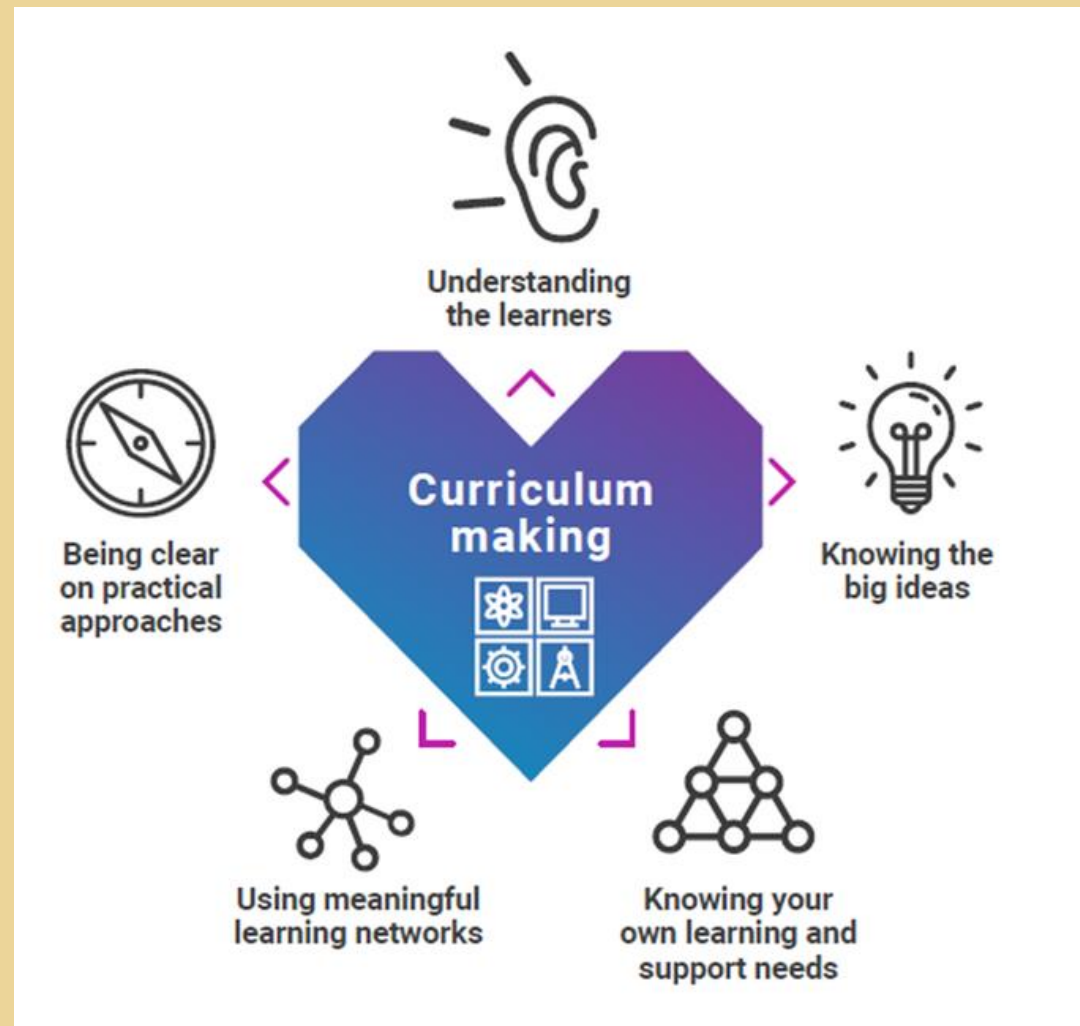
Gaelic Medium Education at Whitehirst Park

Fáilte

Our Vision for Gaelic Medium Education:

- **Progression:** Our curriculum ensures a secure base in Gaelic, supporting rapid progress in both languages and across all curricular areas.
- **Inclusive and Aspirational:** GME is open to all families, regardless of Gaelic background. We celebrate Gaelic language and culture throughout the school and wider community, and encourage all learners to participate in cultural events and activities.
- **Bilingual Benefits:** Pupils gain all the advantages of bilingualism—enhanced communication, cognitive flexibility, cultural awareness, and future employment opportunities.
- **Total Immersion:** For the first three years, children experience 'total immersion' in Gaelic, with the entire curriculum delivered through the language. English is gradually introduced after Primary 3, while Gaelic remains the main classroom language.





Our Curriculum is currently evolving to reflect and respond to the needs of the school, the local authority and the Scottish Government, taking into account our non-denominational dimension and making an advantage of its unique historical and cultural status. We have taken a Thematic Approach to the curriculum which is underpinned by exploration of the Refreshed Curriculum; as well as the fundamental teaching of Literacy, Numeracy and HWB and we employ quality questioning to build upon our approaches to teaching and learning supported by the use of higher order questioning. The curriculum will be unique and contextualised using meaningful links for learning from the locality, children's interests, topical issues, teacher passions and current events. Skills, both academic and personal, will be at the heart of how and what we deliver. The curriculum will be designed to give purpose and the structure is to be cohesive in order for a child to further recognise the transfer of skills.



SCOTLAND'S CURRICULUM
FOR EXCELLENCE
Putting learners at the heart of education

Scotland's curriculum

This narrative revisits the initial CfE narrative and sets it within the current context. It is designed to stimulate and support ongoing and future thinking about the curriculum.

Scotland's approach

Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning.



Whitehirst Park's approach - the four capacities



Who experience:

- Engaging lessons tailored to individual needs
- Active learning through hands-on experiences
- Development of literacy, numeracy, and digital skills
- Encouraging curiosity and problem-solving
- Learning through real-life contexts
- Growth mindset and resilience-building activities
- Gaelic learning and cultural integration
- Target-setting and self-evaluation



Who experience:

- Encouragement self-belief and Motivation
- Opportunities to develop leadership skills
- Mental health and well-being support
- Public speaking and performance opportunities
- Development of independence and decision-making skills
- Personal achievements celebrated within the school
- Health and well-being initiatives
- Mindfulness and self-care strategies

To enable ALL young people to become



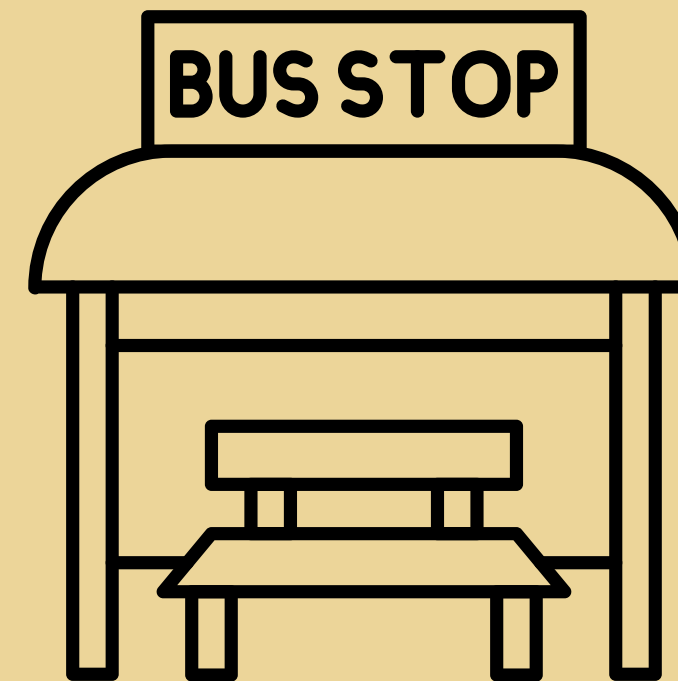
Who experience:

- Understanding rights and responsibilities (RRS)
- Active involvement in community projects
- Respect for diversity and inclusion
- Sustainability and eco-friendly initiatives
- Opportunities to develop respect for others and the environment
- Leadership roles such as school council and eco-group
- Charity and fundraising efforts
- Partnerships with local and global communities



Who experience:

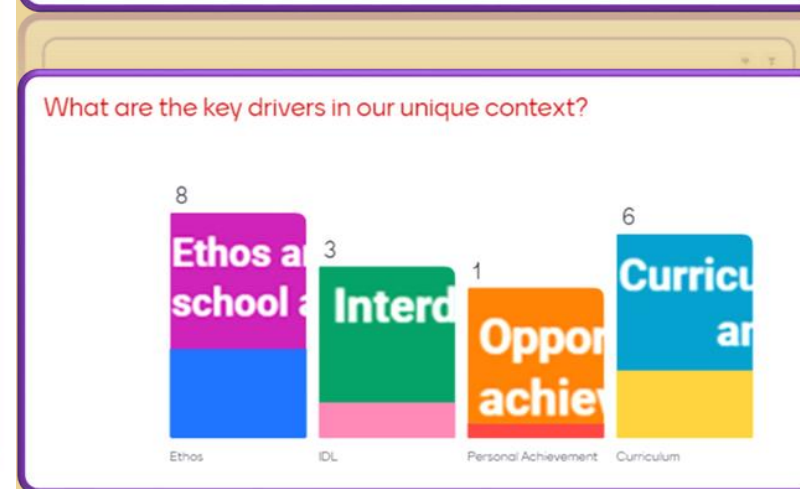
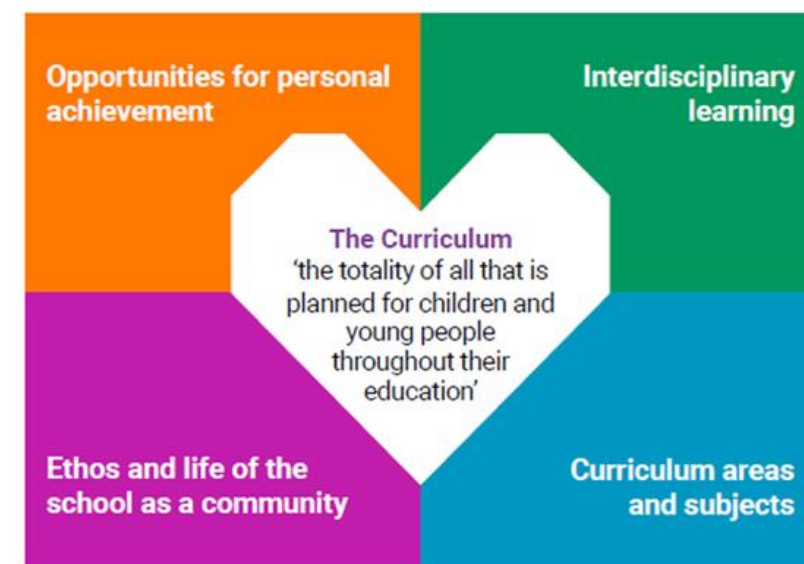
- Teamwork and collaboration in learning
- Opportunities for creative and critical thinking
- Extra-curricular clubs and wider achievement activities
- Communication and social skills development
- Participation in school decision-making
- Enterprise and leadership opportunities
- Supporting others and mentoring younger pupils



What matters?

Four contexts

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.



CHALLENGE AND ENJOYMENT
BREADTH
PROGRESSION
DEPTH
PERSONALISATION AND
CHOICE
COHERENCE
RELEVANCE



PERSONAL ACHIEVEMENT



LEARNERS ARE ENCOURAGED TO SHARE THEIR LEARNING INSIDE AND OUTSIDE OF SCHOOL IN A VARIETY OF WAYS, BUILDING CONFIDENCE IN THEIR ABILITY TO EXPERIENCE SUCCESS WITH HIGH ASPIRATIONS AND DEVELOP

AS CONFIDENT INDIVIDUALS. LISTED BELOW ARE SOME OF THE WAYS WE CELEBRATE SUCCESS.

WE TRACK PARTICIPATION IN CLUBS SO THAT NO-ONE IS AT RISK OF MISSING OUT

WE CELEBRATE AND SHARE ACHIEVEMENTS AT TOGETHER TIME EVERY WEEK

WE SET LEARNING AND WELLBEING TARGETS IN PARTNERSHIP WITH PARENTS AND LEARNERS

WE SHARE OUR SUCCESSES ON SEESAW AND TWITTER

WE TRACK PARTICIPATION IN CLUBS SO THAT NO-ONE IS AT RISK OF MISSING OUT

OUR HOUSE SYSTEM CELEBRATES AND REWARDS SUCCESS INSIDE AND OUTSIDE OF THE CLASSROOM

HEAD TEACHER AWARDS ARE PRESENTED WEEKLY AT ASSEMBLY.

SGOILEAR GÀIDHLIG NA SEACHDAIN



INTERDISCIPLINARY LEARNING

WE USE INTERDISCIPLINARY LEARNING TO PROMOTE THE TRANSFER OF KNOWLEDGE AND SKILLS ACROSS SUBJECT BOUNDARIES. THROUGH THIS WE ENCOURAGE ENQUIRY BASED LEARNING AND ALLOW CONNECTIONS TO BE MADE ACROSS THE CURRICULUM WITHIN RELEVANT AND ENJOYABLE CONTEXTS. THIS MAY TAKE THE FORM OF A ONE-OFF PROJECT OR A LONGER COURSE OF STUDY. AS A STAFF WE ANNUALLY REVIEW OUR INTERDISCIPLINARY LEARNING PROGRAMME TO ENSURE PROGRESSION AND CHALLENGE.



A DEEP LEARNING APPROACH HAS BEEN INTRODUCED TO PROMOTE SELF EFFICACY

FROM P4-7 WE ARE USING THE METASKILLS FRAMEWORK TO PROMOTE INDEPENDENCE

WE MAKE LINKS WITH THE LOCAL AND WIDER COMMUNITY TO EXPAND OUR LEARNING TO REAL LIFE CONTEXTS

WE USE PLAY BASED EXPERIENTIAL ACROSS THE SUBJECT AREAS

WE PLAN STIMULATING OUTINGS TO ENRICH LEARNING, INCLUDING A P7 RESIDENTIAL

WE INVOLVE PARENTS AND FAMILY MEMBERS IN SHARING THEIR EXPERTISE

WE MAKE USE OF OUR OUTDOOR SPACES TO ENHANCE LEARNING.

OUR ASSEMBLIES MAKE LINKS TO CULTURAL CELEBRATIONS AND WORLD EVENTS



CURRICULUM AREAS



OUR CURRICULUM IS VERY MUCH DESIGNED TO DEVELOP THE WHOLE CHILD AND TO EQUIP THEM WITH THE SKILLS, KNOWLEDGE AND ATTRIBUTES WHICH THEY WILL NEED TO ADAPT AND THRIVE IN THE 21ST CENTURY IN BOTH OUR MAINSTREAM AND GAELIC MEDIUM CLASSES. WE HAVE A VARIETY OF RESOURCES AND SCHEMES OF WORK AND TEACHERS USE THESE THOUGHTFULLY TO ENSURE THE LEARNING TAKING PLACE IS PROGRESSIVE AND CHALLENGING. THE VARIED EXPERTISE AND EXPERIENCE OF CLASS TEACHERS, VISITING SPECIALISTS, PARENTS AND FAMILY MEMBERS ARE DRAWN ON TO DELIVER HIGH QUALITY LEARNING EXPERIENCES FOR THE PUPILS. WE HAVE A STRONG DIGITAL AND MUSIC CURRICULUM AND OUR PUPILS ENJOY SHOWCASING AND PERFORMING FOR FRIENDS AND FAMILY REGULARLY THROUGHOUT THE YEAR.

THE DEVELOPMENT OF SKILLS IN THREE CORE SUBJECTS ABOVE ARE A FOCUS FOR ALL LESSONS AND LIFE IN SCHOOL.

LITERACY AND
LANGUAGES
GÀIDHLIG

NUMERACY AND
MATHEMATICS

HEALTH AND
WELLBEING

RELIGIOUS AND
MORAL EDUCATION

SOCIAL SUBJECTS

TECHNOLOGIES

SCIENCE

EXPRESSIVE ARTS



ETHOS AND THE LIFE OF THE SCHOOL

WE ENCOURAGE LEARNERS TO BE INVOLVED IN THEIR LEARNING EXPERIENCES AND TO PARTICIPATE IN DECISION MAKING ACROSS THE SCHOOL. WE ARE A RIGHTS RESPECTING SCHOOL. NURTURING OUR PUPILS THROUGH POSITIVE RELATIONSHIPS IS AT THE HEART OF EVERYTHING WE DO IN OUR SCHOOL. THE EXPERIENCES BELOW ENSURE PUPILS HAVE OPPORTUNITIES TO PUT THE SCHOOL VALUES INTO ACTION AND TO DEVELOP AS RESPONSIBLE CITIZENS AND EFFECTIVE CONTRIBUTORS.



PUPIL VOICE IS GATHERED THROUGH SURVEYS, TALKING CIRCLES AND TARGET TALKS. VIEWS ARE USED TO IMPLEMENT IMPROVEMENT

TOGETHER TIME AND ASSEMBLIES PROMOTE AND REINFORCE OUR VALUES AND OUR RULES...READY RESPECTFUL AND SAFE

OUR VISION, VALUES AND AIMS WERE REFRESHED AND UPDATED TAKING IN THE VIEWS OF ALL STAKEHOLDERS

OUR HOUSE SYSTEM IS USED TO PROMOTE OUR VALUES AND PUPIL LEADERSHIP THROUGH OUR CAPTAINS AND VICE CAPTAINS

OUR PUPIL COMMITTEES PROMOTE LEADERSHIPS, LOCAL AND GLOBAL CITIZENSHIP, RAISING AWARENESS AND MONEY FOR CHARITIES

WE INVOLVE PARENTS AND CARERS IN EVENTS SUCH AS LEARNING CAFES, CONCERTS, FAMILY QUIZ NIGHTS AND WORLD OF WORK WEEK

WE WORK IN PARTNERSHIP WITH LOCAL BUSINESSES AND COMMUNITY GROUPS TO SUPPORT OUR TOWN

WE ENCOURAGE AND CELEBRATE PARTICIPATION IN SCHOOL, LOCAL AND NATIONAL COMPETITIONS



WHERE ARE WE GOING?

STAFF CULTURE

- ✓ Committed to the school with a knowledge of the community we work in
- ✓ Supportive, reliable and collaborative team professionally and socially
- ✓ A focus on honesty, professionalism and wellbeing
- ✓ Leaders of learning who share expertise
- ✓ Clear, timeous, open and honest communication

FAMILY OUTCOMES/EXPERIENCES

- ✓ Fully informed about learning, progress and challenges
- ✓ Fully involved in learning alongside pupils, sharing their expertise
- ✓ Opportunities to come together as a school community to learn, celebrate and have fun
- ✓ Positive relationships built on mutual respect, support and clear boundaries



PUPIL OUTCOMES/EXPERIENCES
FAMILY OUTCOMES/EXPERIENCES
STAFF CULTURE
COMMUNITY ENGAGEMENT IMPACT
GLOBAL IMPACT



COMMUNITY ENGAGEMENT IMPACT

- ✓ Positive and plentiful links with partners, cultural leaders and charities
- ✓ Proactive, supportive relationships

GLOBAL IMPACT

- ✓ Sustainable, healthy and responsible practices in all aspects of school life
- ✓ Celebrating diversity and culture around us and globally

PUPIL OUTCOMES/EXPERIENCES

- ✓ Independent learners in a variety of contexts within and out with the school setting which is relevant to world around them
- ✓ Knowledgeable, ambitious and proficient in using digital technology to support learning
- ✓ Supported emotionally and academically, enabling the development of skills for life and work
- ✓ Resilient and reflective with a positive mindset – ready for an ever changing society
- ✓ Respectful of all, each other, their community and the world

**FUTURE
READY**



THE JOURNEY SO FAR 2024-25...

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 learning, teaching and assessment, moderation, feedback podcasts, sharing expertise between secondary and primary and exploring Deep Learning.

We undertook moderation activities within stages 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.

Priority 1b – School Priority

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

Staff undertook professional learning around coaching and questioning, in partnership with Judy Pitt. Staff have been able to implement new learning and questioning strategies in their own classrooms to improve practice and attainment and their confidence with questioning has improved. Classroom and Peer 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.



THE JOURNEY SO FAR 2024-25...

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 identified pupils with wellbeing needs and these pupils have received targeted support from our pupil support teacher. A nurture audit with the staff within the school and results from the audit were used to inform professional learning and to continue improving nurturing approaches across the school. Our pupil support teacher is now trained in Seasons for Growth and LIAM to support change, loss and anxiety.

Priority 3 – 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 with a focus on writing, confirming staff professional judgement of a level. A promotional campaign was lead 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. The roll for children starting P1 has increased by 1 pupil and 2 new families are intending on joining the Gàidhlig provision in North Ayrshire in the near future. Pupil experiences of Gàidhlig language has been enriched by wide variety of Gàidhlig language experiences such as; visiting the Celtic Connections concert, taking part in the Gàidhlig week in Edinburgh by visiting Edinburgh Castle, taking part in outdoor activities with Spòrs Gàidhlig instructors and hosting a Gàidhlig Café for families, Suas leis a Gàidhlig Gaelic Toddlers and Largs Gaelic choir community groups.



THE JOURNEY SO FAR 2025-26

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 included 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.



THE JOURNEY SO FAR 2025-26

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.



THE JOURNEY AHEAD 2026-27

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



THE JOURNEY AHEAD 2026-27

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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)

Whitehirst Park Primary School

Bun Sgoil Pàirc Whitehirst

