

Summarised inspection findings

Whiting Bay Primary School

North Ayrshire Council

SEED No: 8200726

08 September 2017

Key contextual information

Whiting Bay Primary School is a non-denominational school serving the villages of Whiting Bay and Kildonan and the surrounding rural area on the east coast of Arran. At the time of inspection, the school roll was 54. The headteacher is head of 6 primary schools on Arran. A new management structure was introduced in August 2016 - one headteacher for 6 schools, 2 DHTs with responsibility for 3 schools each and 2 principal teachers. The headteacher, depute headteacher and principal teacher of Whiting Bay Primary School were appointed in August 2016.

1.3 Leadership of change - School

satisfactory

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- *Developing a shared vision, values and aims relevant to the school and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change*

- The headteacher was appointed to the shared headship of Whiting Bay and five other primary schools in Arran in August 2016. Since then, she has prioritised building relationships with staff, parents and the local community. She has worked hard to establish effective ways of working across the six schools that will benefit the different school communities. Early impact of this includes children benefiting from planned activities that bring all children of a certain stage together from across the island and joint collegiate time for staff to work together across the schools. The new school leadership structure creates good opportunities to enhance provision and improve outcomes for children. Going forward, this should be underpinned by self-evaluation that identifies strengths that can be shared and aspects for development that can be worked on collaboratively utilising expertise across the different school communities.
- Whiting Bay Primary School has a shared vision, values and aims which are reinforced with children through assemblies and the life of the school. These have been in place for many years now. The headteacher has rightly identified the need to review these with staff, parents, partners and children to reflect the changes that have taken place and ensure there is a shared understanding of the aspirations the school has for all its learners.
- Staff across the school have a good understanding of the social, economic and cultural context of the school community. As a result, they know the children and families very well.
- In their first year in post, the senior leadership team have endeavoured to be visible and accessible to children, parents and staff. Parents have appreciated this. In discussion with inspectors, senior leaders have articulated their plans for improvement which have been formulated through professional dialogue. They have not yet put in place rigorous, systematic approaches to self-evaluation that involve staff, children and parents. This should be a priority to support the development of a shared vision for improvement across the school community.
- Staff are willing to take on leadership roles and are taking forward school initiatives such as numeracy, STEM and the 1+2 language policy. They work well with colleagues across the cluster on moderation of writing. Going forward, these links should be developed further to moderate other aspects of the curriculum and share practice more systematically. Staff willingly participate in professional learning to develop their own practice, for example, through the North Ayrshire Professional

Learning Academy. The PRD process is clearly linked to the GTCS standards.

- As yet, there have been limited opportunities for collaborative self-evaluation to enable staff to come to a shared understanding of the strengths and next steps for the school. In addition, there is not a strong enough focus on improving outcomes such as excellence, equity and raising attainment. The recently established tracking and monitoring system will provide much clearer information about outcomes for children and where improvements are required. Staff would benefit from using national standards outlined in the quality indicators in *How Good is our School?* (4th edition) to support evaluative activities. They are at the very early stages of using these quality indicators to inform their evaluative activities. As planned, senior leaders should use the time before the end of this session to work with staff and stakeholders to establish clear priorities for improvement with measureable outcomes and a realistic timescale. They should also consider how staff will work together to achieve these outcomes.
- The majority of children feel that their views are listened to. They have good opportunities to lead through the responsibility groups, as buddies or playground leaders. However, there is considerable scope to develop children's voice in shaping school improvement.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- *Learning and engagement*
 - *Quality of teaching*
 - *Effective use of assessment*
 - *Planning, tracking and monitoring*
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- Almost all children enjoy school, are keen to learn and readily participate in their learning experiences. They are encouraged and supported to do their best. They benefit from a variety of motivating and relevant learning experiences across the four contexts of learning. Good use is made of the outdoor environment to support and enhance learning.
 - As a result of their work on the wellbeing indicators, children's rights and through the establishment of 'Responsibility Groups', children have a good awareness of their rights and responsibilities within school and in the community. They are developing an understanding of responsible citizenship through this work and by working in partnership with the local community. These experiences have impacted positively on behaviours. Children are considerate of others, respectful, helpful and mannerly.
 - In all classes there is evidence of a variety of teaching approaches including active learning, independent learning and opportunities to work in pairs and groups. Staff provide clear instructions to children and set clear expectations for learning. A next step would be for staff to review their questioning strategies to ensure questioning challenges all children in their learning and develops higher order thinking skills.
 - All classes have a mixed age range and in the best lessons tasks, activities and approaches used matched the children's learning needs. There is scope to review how learning is organised to take account of the mixed age range and to better meet the needs of individual learners, in particular the highest attaining children. All staff should ensure that the pace of learning is appropriate for all.
 - In all lessons, the purpose of learning is shared and children are beginning to use these to articulate what they are learning. There is scope to make success criteria more explicit to ensure they are appropriate for all children in multi-stage classes and are supporting children to evaluate their own learning. In the best lessons, verbal feedback to learners was used well. Written feedback in numeracy and writing jotters highlight what the children have done well and in some instances what they need to continue to work on. However, the quality of feedback is not sufficiently consistent. Good use is made of plenary sessions to review learning intentions with children. Staff now need to act more effectively on the information from plenaries to inform future learning and teaching.
 - Most children felt that they were making progress in their learning but they could not always explain how they knew this. They were not clear about how they could

improve further. The school should build on the work they have started in profiling. Children require more support to develop language to discuss their learning. This would allow them to reflect on and talk meaningfully about their progress and help them set realistic targets. At present, children do not have clear targets and next steps in their learning.

- Children are benefiting from a range of opportunities to use digital technologies that is supporting their learning well. For example, they use tablet computers to capture their best work, reflect on their performance in PE or to carry out independent research. 3D printers are being used to support STEM work and the school has introduced computer programming. The school has plans to continue to develop the use of digital technology in order to further enhance learning and teaching.
- Staff plan a range of assessments to ensure they gather information on children's progress. Staff now need to use this assessment information better to inform their planning and the next steps in learning and teaching. The school uses a variety of approaches to assessment to inform professional judgements including formative assessment, teacher generated assessments, peer and self-assessment, teacher observations and the use of a range of standardised assessments. The school should now take time to review these approaches and develop an agreed framework for assessment. The aim should be to ensure that assessments are robust, manageable and used effectively to help children progress in their learning and to raise attainment. There is also a need for staff to work together to develop assessment approaches that evidence breadth, challenge and application of learning.
- Children across the school are encouraged to self and peer assess their work. Where this is having most impact, children are supported to reflect on their work using the appropriate success criteria. Staff are continuing to develop approaches to involving children in assessment. This will enable children to take on greater responsibility for their learning by setting targets and agreeing how they are going to achieve them.
- Staff have engaged in moderation activities, focused on writing, within the school and across the other primary schools. The impact of this has been that there is now greater consistency in the development of children's writing and staff have a better understanding of standards in this area. The school should now further develop approaches to moderation, including engaging with the national Benchmarks and support materials on achievement of a level, to ensure professional judgements in all curriculum areas are sufficiently robust, valid and reliable.
- Staff plan learning experiences in all areas of the curriculum over the school year using Curriculum for Excellence experiences and outcomes. Additional planning and monitoring is in place for all those who experience additional challenges. Long-term and medium-term plans provide contexts for learning over a three-year cycle to take account of multi-composite classes and these plans are translated into daily planning. The staff plan a wide range of relevant learning experiences for children. The school should move forward with its plans to review its planning processes to take account of national guidance. This will provide the opportunity to make greater links across learning. STEM projects provide strong examples of interdisciplinary learning (IDL) and this approach to IDL should be extended to include other

curriculum areas. In reviewing its approaches, the school should consider how to make planning more responsive and relevant to children's own interests. Building planning around children's input in a more explicit way will encourage them to take leadership of their own learning.

- Planning at whole-class level provides a useful framework for learning and teaching. Planning for different groups and individuals needs further attention to improve differentiation and better meet children's needs.
- Through the recently implemented monitoring and tracking tool, staff have improved access to key data to identify any children facing additional challenges. The headteacher should ensure that staff use this information and any other relevant data to improve outcomes for children, for example in addressing any attainment gaps within the school. Developing an overview of overall school performance will enable the headteacher to review improvement over time. Senior leaders should continue to monitor whether children are meeting expectations and agree interventions at an early stage in the process to ensure that all children are achieving the best they can and to raise attainment for all.
- The school provides a range of opportunities for children to develop skills and understand their relevance to the world of work. These include organising class visits from engineers and other partners; highlighting the relevance of mathematics skills to jobs and careers; and promoting the STEM agenda by encouraging more girls to get involved in the science club. In addition, membership of the 'Responsibility Groups' and the application process for these, provide relevant, real-life contexts for developing skills for life and work. Staff should continue to plan and implement the expectations and entitlements contained in the Career Education Standard.

2.2 Curriculum: theme 2: Learning Pathways

- The school provides a range of rich learning experiences across the four contexts for learning. These activities are not always planned formally to highlight the skills being developed. A next step would be to include these experiences in formal planning processes in order to raise children's awareness of skills and support them to make meaningful links across learning.
- Staff use progressive skills planners in literacy and numeracy to plan learning experiences and to monitor children's progress. In numeracy and mathematics, the learning pathway is heavily reliant on a published programme. Literacy and numeracy pathways should now be reviewed to ensure they are aligned to the national Benchmarks. They should be organised to enable flexible pathways for children to progress at their own pace.
- The school should keep its programme for health and wellbeing under review to ensure that it is relevant to the context of the school and to ensure that all aspects of the health and wellbeing framework are planned and delivered in a progressive way.
- There is evidence at all stages of links being made across learning. Staff should build on this positive approach to plan more formally for children to apply their learning in literacy, numeracy and health and wellbeing in new and unfamiliar situations. Staff should ensure these skills are being applied and developed at the appropriate level across learning.
- The school has developed a programme of outdoor learning through involvement in the Forest Schools initiative and the John Muir Award. Staff make good use of the local environment to support and enhance learning for example, measurement activities in the playground, orienteering, beach combing, the 'Daily Mile' and educational excursions to points of interest locally.
- The school has made a positive start in developing digital literacy across the school through a progressive ICT Programme. There is now an opportunity for the school to build on this very positive start so that children are encouraged to use the technical skills they have developed to be creative, innovative and to solve problems across their learning.
- The school has been awarded a 'Primary Science Quality Mark' for the approach they take to teaching science. The investigative, highly practical approach based on 'Big Questions' and problem solving has helped children across the school develop a better understanding of all aspects of science and its relevance to the world today.
- Skills in music, dance and drama are taught discretely or through contexts for learning, when appropriate. P6/7 are currently using drama to help them explore issues of gender stereotyping.
- All children learn French in a planned and progressive way. Children in the early stages join in enthusiastically with songs and rhymes and are learning key vocabulary. Children in P4/5 class responded well to simple instructions in French and engaged enthusiastically in their language learning. The school has established

links with a primary school in rural France where they are comparing life in rural France with that of living on a Scottish Island. This is helping children to gain a deeper understanding of the similarities and differences between French and Scottish cultures. The school is working with the cluster secondary school to agree a second modern language to take forward.

2.7 Partnerships: theme 3: Impact on learners – Parental Engagement

Extracted from Choice QI 2.7 Partnerships (below).

- Parents are very supportive of their children's learning and participate in a wide range of curricular activities. This includes leading clubs such as the gardening club, science club, choir and eco committee. They also regularly help on visits, outings, sports events and activities such as the 'Responsibility Groups'. A next step would be to build on this good work to develop parental engagement in children's learning. For example, by developing approaches to support children's learning at home and activities where parents and their child can learn together.
- The school should build on the success of their 'Bring your Parents to School' days, open afternoons and practical science event. The feedback from parents on these initiatives was very positive. They felt they had a better understanding of what and how their children learned in these areas. Termly curriculum information is shared with parents. This could be further developed to include ways in which parents could support their child's learning at home.
- The Parent Council makes a positive contribution to the work of the school. It has worked together with the pupil council to decide how funds can be spent to best benefit children. It was also fully involved in the consultation process for the new leadership structure and the recruitment of senior leaders. As yet, the Parent Council has had limited involvement in planning for school improvement. It has had opportunities to meet with the different parent councils across the other primary schools to consider how closer working might benefit children. As the headteacher takes forward self-evaluation activities to identify priorities for the school improvement plan next year, it will be important to fully involve the parent council and wider parent body in this work.

2.1: Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- *Wellbeing*
- *Fulfilment of statutory duties*
- *Inclusion and equality*

- The school has a caring and supportive ethos which leads to children feeling confident, cared for and respected. Children feel safe, listened to and say they know where to get help if they need it. Positive relationships across the school and its community are a strong feature of the school. Children show a high level of support for one another both in class and in the playground. Older children support younger children well, for example, as buddies, peer mediators, playground leaders and in the 'Responsibility Groups'. The recent focus on celebrating positive actions towards others through 'Kindness Tokens' and 'Spots' has resulted in children being more thoughtful towards others which is supporting social and emotional wellbeing. This is also establishing shared values across the school. The focus on nurture and restorative approaches and the school's plans to use its Pupil Equity Funding to develop nurture demonstrate the commitment of staff to extend this ethos further.
- The school has a strong focus on wellbeing. Children have a good awareness of the wellbeing indicators and can demonstrate how they are safe, healthy, achieving, nurtured, active, respected, responsible and included. They have a good understanding of the importance of healthy lifestyles. This is evident through the high participation rates in sporting activities and clubs and sports events coordinated by the Active Schools Coordinator. Children can make decisions about healthy eating options. The 'Responsibility Group' leading the school tuck shop plan weekly fruit days to encourage others to make healthy choices. Outdoor spaces and the local environment are used very effectively to promote health and wellbeing. Children regularly take their learning outdoors and show an appreciation of the environment they live in. They show consideration for the environment through litter picks and have achieved an Eco-Schools Scotland green flag. A next step is to develop approaches to support children to recognise their progress in health and wellbeing. The school should extend the use of wellbeing indicators with all children to help them to assess their own progress and set targets. They should also explore approaches to tracking children's wellbeing and evaluating the impact of any initiatives.
- The school is central to the community and works effectively with partners to enrich children's experiences. Partners working with the school feel their contribution is highly valued. The school has strong partnerships with a range of agencies to support children's wellbeing. This is leading to improved outcomes for children and their families.
- The headteacher and staff have up-to-date knowledge and understanding of their

roles and responsibilities related to statutory duties. Authority guidance and policies are implemented. Systems for recording of information and plans for children are currently being revised and the school is at the early stages of implementing new procedures. There is a need for increased rigour around the monitoring of plans and the progress children make towards targets. The school is aware of the need to ensure children's and parent's views are included in planning and review processes. This is currently not happening in a consistent and systematic way.

- Senior leaders maintain an overview of children's needs and the support they are receiving. They should ensure that highly able children are included in this monitoring. The school is reviewing its procedures for identifying and supporting children requiring additional support needs to ensure that all children are appropriately supported. Targeted interventions are in place for a few children. There is a need to keep under review the balance between support in class and extraction. More rigorous monitoring and evaluating of the impact of interventions will determine how best to deploy specialist support staff. A focus on professional learning on differentiation and planning learning to meet individual needs will support children to make better progress in class.
- The school strives to ensure all learners are included, engaged and involved in the life of the school. It actively promotes equity of opportunity for all children. This includes removing barriers so that all children can attend educational outings and residential trips. It should continue to promote equalities and understanding of a wider range of the protected characteristics to ensure children gain an insight into and understanding of the wider world.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

- The school has recently implemented a new tracking system to support termly tracking of children's progress by class teachers. This has the potential to provide valuable information about progress and attainment over time. The school is at the early stages of developing valid, reliable assessment judgements on children's progress and attainment. This should be a priority for improvement. Increased moderation and familiarisation with national standards through use of the benchmarks will support more robust professional judgements. This will also inform purposeful and focused feedback to support children to understand what they need to do to improve.
- According to the school's own data, almost all children are predicted to achieve the appropriate Curriculum for Excellence level in literacy and numeracy by the end of P1. By P4, most children are predicted to achieve appropriate levels in literacy and numeracy. By P7, a majority of children are predicted to achieve appropriate levels in literacy and numeracy.
- Teachers are at the very early stages of using the new tracking system to align results from standardised assessments and use that information effectively to inform professional judgements. The school is just beginning to monitor and track the attainment of different groups of learners in a more systematic way. At present this is done at class teacher level for individual children.

Attainment in literacy and English

- Overall, most children across the school are making satisfactory progress in reading and in listening and talking. The majority are making satisfactory progress in writing. A few children at each stage are making good progress and working beyond expectations.

Listening and talking

- Across the school, children engage confidently and respectfully in class discussions, paired and group work. The use of 'Reading Circles' is developing children's group discussion skills in a structured and progressive way. From P4, children can take turns, listen to others and contribute at appropriate times. Most are able to ask and answer questions and are beginning to build on what others say. Most children in the upper stages are confident and articulate. They contribute well in group discussions, supporting others' opinions or ideas. Across the school, children can apply their talking and listening skills in a range of contexts, for example, in their 'Responsibility Groups', in recitation competitions and school assemblies.

Reading

- Across the school, children read regularly for enjoyment and other purposes. They can talk about texts they have enjoyed and give reasons for their opinions. At the early level, children enjoy reading and listening to stories and can apply their knowledge of sounds, letters and context clues to read texts. Children working towards achieving the first level can apply a range of reading skills and strategies to read with understanding. The 'Reading Circles' approach is supporting them to be more independent in these skills. In the upper stages, children can ask and answer a range of questions and justify responses with evidence from the text. They have good opportunities to discuss character, setting and theme through the wide range of challenging texts used in the 'Reading Circles'. Most can provide evidence for the comments they make when discussing texts in groups or responding to written tasks. A next step would be to further develop skills in analysis and evaluation and increase the focus on critical literacy to develop children's higher order reading skills.

Writing

- Across the school, children write regularly for a range of purposes including relevant contexts across the curriculum. Children working towards the early level can write in sentences and are beginning to use full stops and capital letters more regularly. At the first level, children can apply key features of the chosen genre and use vocabulary appropriate to the task. The majority can vary sentence beginnings and organise their writing into paragraphs. By P6/7, children write in a wide range of genres including discursive writing. They can evaluate their own writing and most can edit and improve their work. More personalised targets and success criteria would support children at all stages to make better progress.

Attainment in numeracy and mathematics

- Most children are developing a broad range of skills and knowledge of numeracy and mathematical concepts and are attaining appropriate levels, with a few children working beyond expectations. The majority of children complete set tasks, but there is scope to reflect on the challenge within some of the tasks to ensure they meet the needs of all learners and further raise attainment of all.

Number money and measure

- Most children have a firm grasp of place value and number concepts. Children are making appropriate progress in their mental agility and numeric calculations in line with national standards and expectations. Children at all stages can talk about some of the strategies they use for calculating mentally and older children can justify their choices. Children at early level are making good progress and are developing their knowledge of money, through direct teaching and purposeful play. Children at early level can order numbers, from any given number, to 100 and beyond. Children at first level are confident in rounding numbers and are developing their knowledge of multiplication, division and fractions. At second level, children can apply their knowledge of number and number processes to solve problems and can explain BODMAS (brackets order division multiply add subtract) rule and use it to solve simple equations. They are less confident about using fractions, decimal fractions and their link to percentages.

Shape position and movement

- Children at first and second levels have a good understanding of the properties of 2D shapes and 3D objects. Children at second level can identify and talk about the properties of 2D shape and 3D objects and can discuss the relationships between the two. Children at first and second level are developing confidence in estimating and rounding and are beginning to use these skills to support their calculations. Children at first and second level are becoming more successful in selecting appropriate tools for measuring and using them to accurately calculate areas and perimeters in the playground and to construct simple scale drawings. They are able to talk about and explain angles and bearings and use this knowledge to support them in basic orienteering in the playground. Teachers should ensure that there is appropriate progression in tasks and that all children are challenged in their learning.

Information handling

- Children at early and first levels are developing their knowledge and skills in collecting data and presenting this for others. They should develop further their skills in interpreting the information and using it to bring about change. Children at first level collected information on weather and have used technology to create bar graphs to display. Children at second level have analysed statistical information and drawn conclusions from it. There is scope to extend this work, particularly at second level, to make increased use of technology to extend learning in this area.

Problem solving

- Almost all children have the opportunity to engage in word problems as part of their learning in numeracy and are developing confidence to discuss their answers. A next step for the school would be to consider the use of holistic challenges to allow children the opportunity to solve more complex problems.

Numeracy across learning

- There are examples of children applying their learning across the curriculum and of contextualised learning being used to extend learning. For example, in the early stages, children's numeracy skills are being developed through investigative play and play-based learning in the home corner (numeracy), café (menu and prices), shop (money) and sandpit (volume). At first level, children were exploring Roman numerals and collecting data for their weather station. At second level, children were investigating the number of military deaths in WWII and comparing this with military deaths in other conflicts. The school should continue to provide rich opportunities like these to extend children thinking and to provide opportunities for children to apply their learning in new and unfamiliar situations.

Attainment over time in literacy and numeracy

- The school was not able to provide evidence of attainment over time. As a result, it is not able to demonstrate continuous improvement in attainment in literacy or numeracy. It does not yet have clear targets or strategies for raising attainment in literacy or numeracy.

Overall quality of achievement

- Overall, children experience a range of opportunities both within and outwith class, such as lunch time and after school clubs, which are helping them develop confidence, self-esteem and enabling them to develop a range of skills and personal interests.

- The majority of children are confident and contribute to the life of their school. Children are developing leadership skills through a range of opportunities to take on responsibilities. For example, they undertake class roles and responsibilities; participate in 'Responsibility Groups' such as the eco group and gardening group; act as Junior Road Safety Officers, library assistants, school captains and peer mediators; and organise events and fundraising for charities. Children talk positively about their experiences and have a sense that they are making a difference to their school community.
- Children's skills for learning, life and work are developing well as a result of the school engagement with partners, out of school activities and the 'Responsibility Groups'. The school should now support children in identifying the full range of the skills they are developing through these activities. In this way, they will recognise the benefit of these experiences in building skills and confidence that they can apply in other aspects of their learning.
- Children's personal and wider achievements are recognised and celebrated in a range of ways, for example, through assemblies, e-profiles, awards and certificates (such as the 'Headteacher Award', 'Kindness Tokens', 'Spots'), wall displays and reports in the school newsletters and the local newspaper. The school also recognises achievements through a number of accredited schemes such as John Muir Award, I-Cycle, Junior Saltire Awards and by participating and being successful in a range of competitions. Children are proud of their achievements. The value the school places on achievements is building children's confidence and self-esteem.
- The school should take forward their plans to track more systematically levels of participation in activities both within and outwith school. The information gathered will help the school to target those who would benefit from participation in the wider aspects of school life.

Equity for all learners

- The school has identified those children facing additional challenges. It makes effective use of targeted support and partners to address identified needs. The school should continue to monitor and track these groups of children to ensure they make appropriate progress and identify interventions if necessary.
- The school has implemented strategies to promote equity within the school such as targeted support; the deployment of a pupil support teacher; peer learning opportunities; homework, lunch time and after school activities; and access to ICT to support and enhance learning. The school has a very caring, nurturing and rights respecting ethos. To ensure further equity, the school should now take greater account of the progress made by identifiable cohorts to measure the impact of strategies and approaches used.
- The school is at the very early stages of planning the use of the Pupil Equity Funding. It aims to develop nurturing approaches to support inclusion.

School choice of QI 2.7 Partnerships

- *Development and promotion of partnerships*
 - *Collaborative learning and improvement*
 - *Impact on learners*
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- Staff have built effective partnerships and relationships to ensure that the school is at the centre of the community. They utilise the skills and talents of the parents, community members and business partners to ensure children are provided with a wide range of experiences. It will be important to involve partners when the school reviews its vision and values to ensure there is a shared vision for how partnership working will continue to grow and develop to improve outcomes for children.
 - The school has been successful in building good relationships with parents and partners. Good links have been made with partner agencies to support children and their families. These are resulting in improvements in wellbeing and achievements for almost all the children they work with.
 - There are some good examples of the school identifying partners to speak to or work with children to widen their understanding of the world of work. This includes engineers who, as well as talking about careers and promoting girls into STEM, have taken forward the school's STEM work through the Science Day and the science club.
 - The school has a range of partners who are supporting children to develop healthy and active lives and are providing stimulating contexts for the curriculum through outdoor learning. Staff make good use of the local environment in this respect.
 - Parents are very supportive of their children's learning and participate in a wide range of curricular activities. This includes leading clubs such as the gardening club, science club, choir and eco committee. They also regularly help on visits, outings, sports events and activities such as the 'Responsibility Groups'. A next step would be to build on this good work to develop parental engagement in children's learning, for example, by developing approaches to support to children's learning at home and activities where parents and their child can learn together.
 - The school should build on the success of their 'Bring your Parents to School' days, open afternoons and practical science event. The feedback from parents on these initiatives was very positive. They felt they had a better understanding of what and how their children learned in these areas. Termly curriculum information is shared with parents. This could be further developed to include ways in which parents could support their child's learning at home.
 - The Parent Council makes a positive contribution to the work of the school. It has worked together with the pupil council to decide how funds can be spent to best benefit children. It was also fully involved in the consultation process for the new leadership structure and the recruitment of senior leaders. As yet, the Parent Council has had limited involvement in planning for school improvement. It has had opportunities to meet with the different parent councils across the other primary

schools to consider how closer working might benefit children. As the headteacher takes forward self-evaluation activities to identify priorities for the school improvement plan next year, it will be important to fully involve the Parent Council and wider parent body in this work.

- Going forward, senior leaders should work with partners to develop a clear overview of the contribution partnership working has to the school curriculum and outcomes for children. This will support them to identify gaps in provision and continue to grow and develop partnerships. A more explicit focus on the skills for learning, life and work being developed through this work will support children to recognise their strengths and interests and develop new skills. Senior leaders should also ensure all partnership work is carefully planned, monitored and evaluated to measure the impact on outcomes for children and make any revisions if necessary.

Particular strengths of the school

- The school has a caring and supportive ethos with a strong focus on wellbeing. This has continued to be a priority under the leadership of the new headteacher. Positive relationships across the school and its community are a strong feature of the school. This is resulting in children feeling confident, cared for and respected.
- Staff plan engaging and motivating activities that are enriching children's learning experiences. Relevant contexts for learning, outdoor learning and use of local environment provide children with good opportunities to apply and develop their skills.
- Approaches to developing children's skills and interests in science, technology, engineering and mathematics (STEM) are enriching their experiences and developing their curiosity and ambition.
- The school has developed effective partnership working. Staff utilise the skills and talents of parents, community and business partners to support and enhance children's experiences.

Agreed areas for improvement for the school

- Develop approaches to self-evaluation that involve children, parents and partners so that a shared vision for change and improvement drives the work of the school.
- Ensure that learning is matched well to individual children's needs so that all children make appropriate progress in their learning.
- Improve approaches to assessment and staff's understanding of national standards to improve attainment for all.

What happens at the end of the inspection?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. North Ayrshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91% – 99%
Most	75% – 90%
Majority	50% – 74%
Minority/Less than half	15 – 49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

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