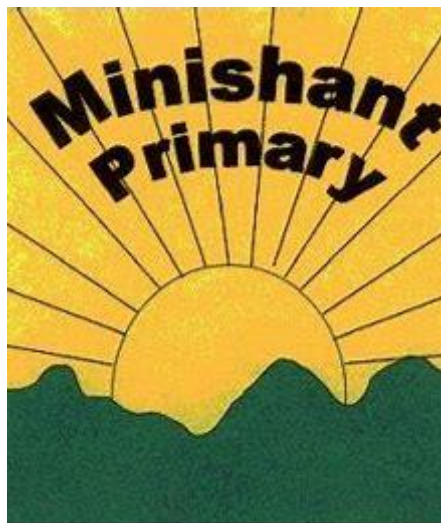


Standards and Quality Report Minishant Primary School 2022-2023



Introduction

The purpose of this report is to provide you with clear evidence of how well our school has performed in the academic year 2022-2023. The report provides a variety of information about how well our pupils are attaining, the many successes we have had, the wide variety of experiences children can expect at Minishant Primary School and how they will benefit from learning here. We always keep our goal of high-quality teaching and learning, to the fore of all that we do.

Minishant is a village in South Ayrshire situated on the A77 road from Ayr to Stranraer. It is a rural school serving Minishant and its surrounding district. Minishant PS and Crosshill PS & EYC are part of a shared headship. Children come to school by car, taxi or walk. At present (June 2023) the school roll is 23. The majority of pupils reside in quintile 4 and 15% of the children reside in quintile 1 and 15% in quintile 2. In Minishant Primary, 29% of pupils are entitled to Free School Meals and 46% are recipients of a clothing grant.

Currently, we have one full time permanent class teacher, one 0.8fte permanent class teacher, a 0.5 Principal Teacher and a 0.5 Head Teacher, shared with Crosshill Primary School. Additionally, we have two school assistants; 27.5 hours and 8 hours, one janitor/cleaner/catering assistant and one clerical assistant for 25 hours. The school is very well supported by Aileen Valenti, Quality Improvement Manager for South Ayrshire.

Session (2022-22), we received a total of £8575 in PEF funding. This was used to continue the running of our very successful, and well attended, free breakfast club for all pupils to attend. Our School Assistant received additional hours to implement the Breakfast Club five mornings a week over the school year. The Breakfast Club has helped to keep our attendance figures at the same as the authority average of 92% and has reduced our late comings over the past few years. It is clear that our Breakfast Club had a positive impact on children's social skills as well as their mental health and wellbeing.

The school has excellent links with our cluster primaries and the secondary school, Carrick Academy as well as other local schools.

The Parent Council is very well informed and supportive and works well, with, and for the school.

Vision

Our vision at Minishant Primary School is to create a happy, safe and nurturing environment, where everyone learns together at the heart of the community. Children will be supported to be confident in who they are and to explore their individual talents.

"Live, laugh and learn together."

Values

- Ambition
- Friendship
- Honesty
- Individuality
- Respect

Aims

We aim to create a school of which pupils, parents, staff and the community can be proud. We aim to achieve this by:

- Creating a safe, happy and friendly teaching environment where pupils are supported according to their own strengths and needs
- Valuing all contributions of pupils, staff and the community

Provide a stimulating and appropriate curriculum which is:

- Well planned, effectively resourced and evaluated
- Delivered using a variety of learning and teaching approaches including information and communications technology
- Broad and balanced with links across each area and one which builds on prior learning
- Inclusive and will promote equality of opportunity for all while setting challenging but attainable goals

An awareness of Citizenship and Positive Values by:

- Fostering an awareness of the importance of physical and mental health and fitness
- Promoting a respect for others and their property as well as the environment in general

An effective Partnership which links home, school and the Community by:

- Effective communication with parents
- Supporting the Parent Council
- Actively involving parents in their children's education
- Developing strong links with outside agencies

Leadership and Management	Learning Provision	Success and Achievements	NIF Drivers
1.1 Self-evaluation for improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity	2.1 Safeguarding and Child Protection 2.2 Curriculum 2.3 Learning, Teaching and assessment 2.4 Personalised Support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability	1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parent/carer involvement and engagement 4. Curriculum and assessment 5. School and ELC improvement 6. Performance information
NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES			

Key priorities of the National Improvement Framework

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

What key outcomes have we achieved?

School Priority 1: To raise attainment in literacy, ensuring equality and equity for all learners

NIF Priority: Improvement in attainment, particularly in literacy and numeracy.
NIF Drivers: Assessment of Children's Progress, Teacher and Practitioner Professionalism and Performance Information

Links to HGIOS 4 / HGIOELC 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2

Progress and Impact

Pupils experience a literacy curriculum which has a solid foundation, based on a strong phonological awareness approaches and this will be further strengthened through using Active Literacy resources and strategies, identifying and forming letters and their sounds, creating words, sentences, understanding grammar, proficient spelling, putting thoughts and ideas together to develop self-expression. A new reading resource that is linked to phonics will be used including digital access to these books for use in home and school. Staff continue to adapt their setting to ensure it is a literacy rich environment and play pedagogy will continue to be enhanced in Class 1 to support the development of children's literacy and numeracy skills. Talk for Writing is embedded into the curriculum and we benefit from our teacher being one of the Authority Literacy Leads. The core reading scheme within P1-P3 will be reviewed this session and reading resources purchased to link more closely to phonics and active literacy approaches. We will continue to use resources such as 'Reading Owl' as these have been shown to make an impact because of the daily aspect of the approaches used. Reading Buddies activities were re-introduced and this will be further strengthened by taking part once again in 'Reading Schools' Initiative and through South Ayrshire Reads Initiative in session August 2023 -June 2024. Pupils continue to benefit from increased plenary, metacognition and AiFL strategies, following in-service CLPL. This will be further strengthened within our School Improvement Plan, through re-exploring Making Thinking Visible routines through cluster staff meetings, professional reading and activities. Read Write 11, CALL Scotland resources and a strong desire to build upon our Dyslexia and Inclusive Practice Award, ensures that we keep at the forefront pupil need and we strive to get it right for all pupils.

All children benefited from using the above resources and approaches, and identified pupils were given additional support provided by a class teacher and our school assistants, within P1-4 and P5-7 and this has seen an improvement in pupils' capabilities and self-belief. Staff engaged in planned moderation of Talk for Writing and these opportunities strengthened our approach across the schools and also the cluster through cluster activities during cluster meetings. The consistent use of interventions such as '5 Minute Box' and 'Readingwise' will be explored and reviewed this session in the light of reduced school assistant hours.

The new Prim-Ed Comprehension resource that was purchased to close the gap identified in reading comprehension strategies has been making an impact with GL scores showing this improvement. Exploring analysis of group scores shows the P7 group correctly answered questions above the national average in comprehension 11% and 3% above for our Primary 4 pupils.

Committees were re-introduced this session and staff gave the children the opportunity to engage in a range of learner participation groups. The outcome being that all children engaged in learner participation groups, which supports their ability to listen and talk about their learning and for them to take greater responsibility and leadership of their school.

Considerable progress has been made in improving our data systems. The process for tracking and monitoring Curriculum for Excellence Levels (ACEL) has been strengthened through the introduction of termly meeting to discuss each individuals progress across the four stages of progress, any barriers to learning that they may face and strategies to meet their needs. South Ayrshire data tools have allowed greater access to data and allowed for the interrogation of this data during staff meetings, allowing for professional discussions.

As a result, there are now clear tracking and monitoring forms in place for every pupil and then targeted learners are highlighted and appropriate support is provided. The data from this template will also be extended to include HWB information in order to track pupil well-being, using PASS and GMW tool information in order to monitor pupil wellbeing needs.

Next Steps

Pupils will again utilise 'Readingwise' decoding and comprehension resources as well as new Ruth Miskin reading resources that have been purchased to align more closely to the teaching and learning of the phonic code. School assistants will work on timetabled sessions with identified individual/groups and this will be explored to use the available reduced hours of the School Assistants for the best impact for pupils.

Class teachers will provide opportunities for pupils to engage in daily class reading activities and the promotion of reading for enjoyment through whole school events such as World Book Day, The Scottish Book Trust and participation in the Reading Schools Initiative, Talk for Writing Approaches and the use of Giglets and Ruth Miskin books on a digital platform. Staff will be fully involved in South Ayrshire Reads Initiative and CLPL (see SIP for more details of the approach)

Play based Learning will be further enhanced in Class 1 ensuring children have the opportunity to participate effectively in such activities. Staff are encouraged to participate in the CLPL and workshops available through South Ayrshire and delivered through TEAMS. Time will be given to discuss approaches and ideas from Play Types Toolkit to re-enforce the benefits of play and how create the environment for creative, exploratory, mastery and object play. The aim will be to highlight the range and types of play that children experience, the contribution play makes to learning and ways to integrate play into the curriculum more easily in EYC, Class 1 and beyond

A Teacher from Minishant Primary who is one of the Authority Literacy Leads, will continue to support 'Talk for Writing through planners, ideas and resources.

We will continue to develop more consistent approaches and more sessions using the outdoors to deliver quality literacy lessons and improve attainment. Again, this session, teachers are encouraged to provide 2½ hours weekly of quality outdoor education and use the minimum guidance template from Jackie Blair, as well as the policy statement from HT which will give guidance and further ideas and resources for Outdoor Learning.

School Priority 2: To raise attainment in numeracy, ensuring equality and equity for all learners	
NIF Priority: Improvement in attainment, particularly in literacy and numeracy. NIF Driver: School Leadership and Assessment of Children's Progress	Links to HGIOS 4 / HGIOELC 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2
<p>Progress and Impact</p> <p>Teachers continue to make use of the authority frameworks and pathways of learning in order to support pupils. They will continue to implement the SAC Numeracy strategy and will engage in moderation activities to celebrate successful learning and teaching approaches and to build confidence in professional judgements through professional dialogue in order to benefit the pupils. Pupils at Minishant Primary have benefitted from the positive impact of working collaboratively with cluster and secondary staff.</p> <p>The numeracy cluster group worked together this session and regularly met to discuss pedagogy and build a consistent approach for pupils across the cluster. This has resulted in pupils showing greater confidence and skills in numeracy and they are encouraged to explain their thinking and have a more visible approach to the articulation of their approaches and mental processes.</p> <p>Our GL results show that almost all pupils are achieving the appropriate confidence band for Numeracy and Maths. GL Assessments in Mathematics for Primary 7 pupils shows strengths in questions on Shape Position and Movement, 6% higher and Information Handling, 11% higher when compared with those for national average. When exploring analysis by curriculum content, this shows strengths across P4s in Number Money and Measure, 15% higher, Shape, position and movement, 24% higher and Information Handling 38% higher, which is on average an increase on last year's scores for these pupils. This is reflective of the impact of group working parties on the teaching of mathematics and through the CPA and Scott Morrow approaches to mathematics that we are beginning to adopt.</p> <p>Children have had the opportunity to use their numeracy skills in a real-life context, through taking part in a variety of activities during 'Maths Week Scotland' and STEM week to celebrate and highlight best practice for our staff and approaches we wish to embed throughout the curriculum for our pupils.</p> <p>Next Steps</p> <p>We have planned Open Afternoons/workshops for parents next session to update parents with the developments in mathematics and numeracy and we seek to involve parents in all aspects of their child's learning. This session we will extend our approaches and resources to concrete, pictorial and abstract concepts to ensure that, across the school, we have a consistent approach.</p> <p>Identified pupils with specific needs will be supported by class teacher and school assistants to support their barriers to learning in order to deepening pupils' understanding and their ability to discuss key concepts within numeracy. These inputs will be led by a class teacher to ensure the most impact on children's deepening knowledge and application of numeracy and maths.</p> <p>Play based Learning will continue in class 1, ensuring children have the opportunity to participate effectively in such activities. Time will be given to discuss approaches and ideas from 'Play Types</p>	

Toolkit' to re-enforce the benefits of play and how create the environment for creative, exploratory, mastery and object play.

Children will continue to participate in Maths Week Scotland challenges and resources to aid enjoyment in Mathematics and Numeracy. This session we will be working with My Bnk who will provide workshops on financial education to our pupils.

School Priority 3: To ensure wellbeing, equality and inclusion for all learners

NIF Priority: Improvement in children and young people's health and wellbeing

NIF Driver: Curriculum and Assessment and Parent/carer involvement and engagement

Links to HGIOS 4 / HGIOELC 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3

Progress and Impact

Staff are very nurturing and have a clear understanding of our whole school nurturing and inclusive approach to our pupils. We support children with emotional and social needs through the creation of an inclusive and nurturing environment and through targeted intervention such as Seasons of Growth and LIAM. We work closely with established partners such as Educational Psychologist, CAMHS, Young Carers, SAMH, Phunky foods and Autism Outreach to provide universal and target supports.

Staff and pupil are aware of the 6 principles of nurture and they continue to use a variety of positive behaviour strategies such as verbal and non-verbal strategies and de-escalation techniques are utilised effectively by staff to support children effectively as this calm approach allows pupils to return more quickly to their learning. Mindfulness and sensory areas in/out of the class are used to support children who may require a quiet safe space. The Principal teacher is available to support the class in order to help facilitate wellbeing interactions and conversations.

The school's behaviour policy has been up-dated to a relationship policy along with input from stakeholders and is reflecting our increased focus on a nurturing approach and children's rights.

Next Steps

Building on the cluster digital group we will ensure staff receive the digital monthly updates from SAC as these give staff information and opportunities to enhance their digital knowledge and the digital experience for pupils. All staff are aware of Clickview and are encouraged to use this resource with their pupils. Pupils feel included, respected, safe and secure and we celebrate their achievements and their contributions are valued and celebrated, as using this approach we find that they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all our staff in the learning community.

When staff engage in termly tracking and monitoring sessions and discuss each child individually, we will also look at their health and wellbeing information from wellbeing wheel, GMW tool and PASS data to ensure their wellbeing needs are prioritised.

We continue to have a strong focus on our Committees; Rights Respecting School, Say It Out Loud, Junior Road Safety Officers and Eco Schools Committee. Committees help to drive our school community forward and they are a great way for our pupils to share their views and opinions across all aspects of school life and to demonstrate their knowledge and understanding.

The PEF funding for our Breakfast Club ensures that all pupils have the opportunity to access a free and healthy breakfast and a settled start to the school day. Children struggle to concentrate

when they are tired or hungry, so providing them with a good breakfast and stress-free morning can be most beneficial as they are able to begin with a positive mindset for the school day ahead. Eating a good breakfast in the morning wakes up the brain, improves concentration, reduces irritability, and gives pupils a stable routine for the rest of the day. We provide opportunities for the children to make choices between specific fruits for breakfast or between specific healthy cereals. Starting the day off with this little choice gives the children the confidence to continue making their own choices throughout the school day. Not only is our Breakfast Club beneficial for our pupils, but it also provides time for parents who may need to leave earlier for work or who have rushed mornings, whilst also knowing that their child is receiving a good, healthy breakfast and some stress-free and rush-free time before smoothly transitioning into their school day.

#MakeaDifference <https://iammescotlandeducation.org.uk/courses/> provides educators with a suite of online, interactive resources that have been designed with videos and animations from Pre-school through to Primary 7. The #MakeaDifference lessons educate children about the range of disabilities, the impact of bullying and the consequences of hate crime. All lessons are progressive and tailored for each year group and support the Health & Wellbeing experiences and outcomes.

We have been successful in our grant application through Phase 10 of the Food for Thought Fund from Education Scotland and we have secured almost £3,000 to design and create a Minishant Market Garden initiative in partnership with our pupils and our community. We will purchase a polycrub tunnel and design the seasonal produce. Through the project, all stakeholders will be involved from seed to harvest and through to menu design; preparing and cooking healthy meals in our community kitchen.

We will continue with our House Points and positive recognition approaches, including postcards home to share pupil successes with their parents and carers, highlighting their progress.

School Priority 4: Improve Employability skills for all children	
<p>NIF Priority: Improvement in employability skills and sustained positive school leaver destinations for all young people</p> <p>NIF Driver: Teacher and practitioner professionalism, Curriculum and assessment and School and ELC leadership</p>	<p>Links to HGIOS 4 / HGIOELC 2.2, 2.6, 2.7, 3.1, 3.2, 3.3</p>
<p>Progress and Impact</p> <p>The impact of the cluster digital group ensures that children have had the opportunity to use digital technologies across curricular areas with staff making good use of the available technology such as the digital lending library. Staff led staff meeting sessions on digital technologies such as ThinkLinks, QR codes and Clickview. Pupils from P1-P7 experienced a whole-school STEM week utilising a wide variety of resources and visitors.</p> <p>Next Steps</p> <p>For staff to continue to use the resources highlighted by SAC's digital calendar to ensure that digital experiences and resources are embedded in the daily learning and teaching in the class. All staff are up to date with COAST modules such as cyber resilience/risks. To continue to have a focus on safe internet usage and once again inviting Campus Police Officer, PC McGinley to offer workshop for children.</p> <p>All teachers to continue to use the '3-18 Career Standards' within their planning and use 'My World of Work' resources on GLOW/website and Developing the Young Workforce (DYW)</p>	

strategies and information on Education Scotland web pages. Pupils will benefit from My Bnk resources and workshops this coming session.

Through our successful grant application to the Food for Thought Fund, we will plan opportunities to develop and maintain skills for learning, life and work. Pupils will have the chance to express their opinions and make decisions on social, moral, ethical, economic and environmental issues, based upon sound understanding in order to develop as scientifically literate citizens with a lifelong interest in the sciences. We aim, through our Polycrub Project, to establish the foundation for more advanced learning and the opportunity for future careers in sciences and technologies.

As a cluster we will be engaged in the SSERC science programme and this will involve a staff member from Crosshill PS and EYC liaising with all cluster staff in their role as SSERC STEM mentor. We will allocate time for the mentor to deliver professional learning to our staff and support the mentor to attend in person PL at SSERC HQ in Dunfermline (October, March, and June)

Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of change	<p>Developing a Shared Vision, Values and Aims The school staff are committed to providing the highest standards of teaching and learning in order for all learners to be successful and have high expectations of themselves. Pupils have many and varied opportunities to display our vision, aims and values and this ensures a purposeful ethos and strong school community. Minishant Primary has a very strong family feel and we work well with the local community to strengthen our links together. Staff work collaboratively with our cluster schools, sharing knowledge and good practice and are focused on ensuring improved outcomes for all children. Staff at all levels lead learning and take on responsibilities, driving forward aspects of our school improvement plan.</p> <p>Strategic Planning for Continuous Improvement Staff are data literate and measure the impact of targeted interventions, adapting their learning and teaching environments to maximise positive outcomes for learners. Through robust analysis of standardised assessments, GL assessments, evaluation of the Four Stages of Progress, South Ayrshire Schools Data and professional dialogue, we continue to carefully plan for strategic improvement. The school continues to utilise a wide variety of data, in order to make evaluations about how good the school is; what we do well and what we need to do to make future improvements. Time will be given to allow staff to study and evaluate assessment data. Our SIP is based on all data and the views of all stakeholders, gathered during this session.</p> <p>Staff have remits and SIP objectives that are closely linked to PRD process and the SIP. To ensure excellence, equity and inclusive practices are embeded throughout the school, staff engage with a variety of partners and supports such as Educational Psychologist, SALT, who have recognised our tailored provision in and beyond our school community. Staff are committed to engaging with appropriate CLPL in order to develop their own understanding and in order to drive forward change.</p> <p>Implementing Improvement and Change Staff have individual curricular development responsibilities and clearly identified areas of leadership which have been recently refreshed to take account of changes in staff and is reflected within our</p>

	<p>School Improvement Plan. We worked closely as a staff team to include parents/carers in ensuring more opportunities to support families and make improvements and this approach will continue to be strengthened through the SIP and calendar of parent/carer links and opportunities to support their child in school and at home to ensure a relentless focus on positive outcomes for children. This session the Head teacher and Principal Teacher have put in place processes in order to fully support staff and pupils and are confident in building on this good practice to ensure the smooth running and management of the school.</p> <p>Evaluative Grading: 5</p>
<p>2.3 Learning, teaching and assessment</p>	<p>Learning and engagement</p> <p>Minishant Primary School has a nurturing, welcoming and inclusive ethos. The Head teacher, and Principal Teacher are now permanent since December 2022 and this brings stability and engenders trusting relationships with all stakeholders.</p> <p>The school's vision underpins the work of the school and this and is in evidence in all classrooms and is shared and referred to during assemblies. Through assemblies, children talk confidently about the school values and they choose the values to be highlighted and celebrated on a monthly basis.</p> <p>All staff have high expectations and aspirations for their children and will continue with the new approach to Pupil Profiles and celebration of successes in/out of school, which is feeding into the positive ethos. The experiences provided in our classes are well planned and stimulating with most lessons well matched to the pupils' needs and interests. Pupils will experience an increased involvement in co-creating and setting their learning intentions and success criteria. We focus on the NIF recommendations and continue to work towards ensuring there is appropriate challenge and effective support for all children with a focus on closing the poverty related attainment gap and preparing pupils for their future.</p> <p>The children are encouraged to know and speak about their rights. Rights Respecting Schools is a committee within the school and is also linked to the pupils' learning. The 'articles' are visible in displays across the school and teachers refer to these articles regularly during lessons and activities.</p> <p>Quality of teaching</p> <p>Our learning environments are calm and purposeful, with the classrooms providing positive learning experiences and children are mostly motivated within these settings. Pupils are encouraged to share their opinions through a variety of ways; Committees, Assemblies and STOP, START, CONTINUE. Staff use positive language and support children to make good choices, which reinforces the positive relationship policy within the school. Staff continue to use metacognition and plenary approaches to ensure a quality and depth to pupils' learning and this will be further extended next session with a cluster focus on MTV routines.</p> <p>The SLT will work diligently and closely, to ensure all teachers are given the opportunities to be creative and innovative in their approaches to teaching and learning and take account of the needs and interests of our pupils.</p> <p>Planning, Tracking and Monitoring</p> <p>We continue to improve the quality of learning and teaching across the school and will continue to use Celebrations as part of classroom visits to showcase the work within a class with both peers and SLT involved in celebrating successes in a positive and collegiate manner, which is important to support staff wellbeing.</p> <p>Teaching practice is of a good standard with class teachers knowing their pupils and managing the multi-composite classes very well. Staff critically reflect on teaching and learning through professional dialogue and using HGIOS4. They are able to use a variety of AiFL strategies, outdoor</p>

	<p>learning sessions, MTV approaches and plenary sessions. This work will continue next session through our focus on MTV, CPA and Science approaches.</p> <p>Children who require additional support with their learning are supported well within an inclusive environment through the use of observations and assessments and using expertise and partnership working to fully support pupils and their parents following GIRFEC practices. Staff continue to utilise 'The 4 Stages of Progress' along with the benchmarks and pathways to assist professional judgement on achievement of a level. Staff will have opportunities to moderate with Crosshill Primary School and our cluster schools.</p> <p>Staff have regular well-focused professional dialogue to identify appropriate interventions and supports for our children who require both challenge and support, ensuring looked after children, young carers and those living in financial hardship have opportunities achieve skills for learning life and work. Approaches to tracking and monitoring are systematic and thorough, there is a clear tracking and monitoring calendar. Self-evaluation approaches are robust and will be further extended through the continuation of pupil self-evaluation through using wee HGIOS4.</p> <p>Evaluative Grading: 4</p>
3.1 Ensuring wellbeing, equity and inclusion	<p>Wellbeing</p> <p>There is a strong commitment in Minishant Primary School to a nurturing and inclusive school in order to improve the health and wellbeing and satisfaction of our staff and pupils. Staff continue to build strong relationships with all our families and provide good support to our pupils and their families, going above and beyond. Staff have offered and supported after school clubs which are very well attended and welcomed by parents/carers. Wellbeing surveys of pupils show that all pupils feel that their school encourages and supports them to look after their mental health. All pupils feel that our school is inclusive and treats everyone, including those of different race, religion, sexual orientation etc., equally. Children's rights are promoted, actively, and are evident across all aspects of the school. We have a whole school culture of wellbeing and this is echoed and reinforced through a comprehensive assembly plan and classroom activities to support for example, growth mindset, nurture and mental wellbeing. We work with partners such as SAMH, Barnardos and Phunky Foods resources, pupil workshops and assemblies throughout the school year to enhance and strengthen our approach to health and wellbeing.</p> <p>Staff understand their responsibilities in relation to safeguarding and child protection. Each August In-service, all staff receive annual refresher training and the school also focusses on up-dating GIRFEC certificate and training on diabetes, asthma and Epi-pen through the NHS app.</p> <p>Pupils use wellbeing webs, pupil surveys and PASS surveys to make us aware of their thoughts and feelings about themselves, school, staff and their work. All staff continue to create safe and nurturing areas throughout the school. Staff are adept at listening to pupils and this allows pupils to feel safe when discussing personal feelings because they feel supported and understood by staff.</p> <p>Fulfilment of statutory duties</p> <p>All staff receive appropriate training when required including an annual update on GIRFEC and Child Protection. Care plans in the EYC are in place within 28 days of start dates and are updated termly in partnership with parents. All pupils receive 2 hours of PE each week and will receive 2 ½ hours of quality outdoor learning experiences a week. Staff engage with the statutory requirements and codes of practice such as GTC and SSSC registration. We engage with ASN legislation and our policies and approaches are informed by GIRFEC, RRS and South Ayrshire Staged Intervention processes and guidance. We make good use of SEEMIS to ensure pupils pastoral notes are up-dated and that their needs are correctly identified and recorded. Pupils' needs are tracked appropriately for identified pupils. We work closely with a variety of partners as well as Carrick academy to ensure smooth</p>

	<p>transitions for all pupils including those highlighted as requiring an enhanced transition package of supports.</p> <p>Inclusion and equality Minishant Primary has an inclusive learning environment, where all staff celebrate creativity and diversity, where Individuality and Ambition are two of our core values. We ensure effective strategies are in place to support children and families who are facing barriers or challenges.</p> <p>Evaluative Grading: 5</p>
3.2 Raising attainment and achievement	<p>Attainment in literacy and numeracy Teachers' Professional Judgement The majority of our children are attaining the appropriate curriculum level at key stages. At Minishant PS, we are aware of children who require additional support or challenge. Staff are data literate and confident in discussing pupils' learning through a variety of formative and summative assessments and benchmarks and using the 4 stages of progress. Teachers are able to use their professional judgement across; application, challenge and breadth of the curriculum.</p> <p>P1 Evaluative Comments 2022-2023: All Primary 1 children have achieved Early Level in Reading, Writing, Listening and Talking and Numeracy, which is an improvement across Reading and Writing compared to last year's results.</p> <p>P4 Evaluative Comments: 2022-2023</p> <ul style="list-style-type: none"> This session all Primary 4 pupils have achieved First Level in Reading, Writing, Listening and Talking and Numeracy which is an improved picture across Reading, Writing and Listening and Talking when compared to last session's results. <p>P7 Evaluative Comments: 2022-2023</p> <ul style="list-style-type: none"> The majority of pupils in Primary 7 have achieved Second Level in Reading, Writing, Listening and Talking and Numeracy. The percentage of pupils achieving second level in Reading and Writing is down on last session and will be closely monitored. Results for Numeracy have remained the same with the majority of pupils in Primary 7 achieving Second Level. Listening and Talking has improved with an increase in pupils achieving Second Level when compared to last session's results. <p>ASN</p> <ul style="list-style-type: none"> 50% of roll with one or more ASN. <p>Next Steps</p> <ul style="list-style-type: none"> Staff to engage in CLPL in maths and numeracy strategies with pupils and parents. Digital access to reading books through Giglets and Read, Write Inc. A commitment to the SAR Initiative (South Ayrshire Reads) Play-based learning CLPL MTV approaches revised and explored at Cluster level SSERC Science CLPL

	Definitions				
	Almost all Over 90%	Most 75% – 90%	The majority 50% - 74%	Less than half 15% - 49%	Few Up to 15%
	<p>Attendance Attendance for 2021-22 is at 92% our school attendance rate will continue to be carefully monitored and also the Breakfast Club attendance.</p> <p>Evaluative Grading: 4</p>				

What are the key priorities for improvement in 2022/23?

1. Raising attainment in Literacy and Numeracy through high quality learning and teaching experiences.
2. Wellbeing, Equality & Inclusion for all – GIRFEC agenda and meeting pupils' needs.
3. Improve employability skills for all children

What is the capacity for improvement?

In place since December 2022 in Minishant Primary School, is a newly established, permanent leadership team with a 0.5fte Head Teacher and 0.5fte Principal Teacher. We have two permanent teachers 1fte and 0.8fte. We are well placed to continue to improve the learning experiences for our children as we have staff that know our children and families very well and they can use their skills to meet pupil needs and develop and identify next steps for learning. We will continue to explore and re-visit our Curriculum Rationale to ensure equity and equality. We have been given £8575 in Pupil Equity Funding (PEF) and this is used to support our free Breakfast Club, which continues to be successful in providing a safe, healthy and settled start to the school day. Even though we are a small staff, we all have the desire and commitment to making improvements and driving change in order to furnish our children, families and the wider community with the best educational experiences. Pupils are consulted regularly through surveys, assemblies and pupil groups. Pupils have also used wee HGIOS to explain what makes an excellent school/teacher/student and their results and ideas have helped to shape school improvement.



- P5-P7 swimming lessons
- A permanent leadership team
- Successes in the STEM Leadership Awards
- Awards in RSBP Bronze Challenge, Litter, Eco, Active Schools, Sonappa and Garage Band

- Celebration postcards home to children
- Charities supported – Night Before Christmas, Children in Need, MacMillan Cancer and Refuweege Charity.
- Random Acts of Kindness in the village e.g. harvest surprises, litter picking and positive messages on stones
- Two staff members trained in Seasons for Growth and groups of children benefitted from the workshops and parent sessions
- Burns ambassadors performed at the SAC Burns Supper
- Young Carers identified and families supported
- Involvement with Minishant community group to help to develop Eco Trail in village
- Children involved in performing in the SAC orchestra event with Cluster Primaries and Carrick Academy.