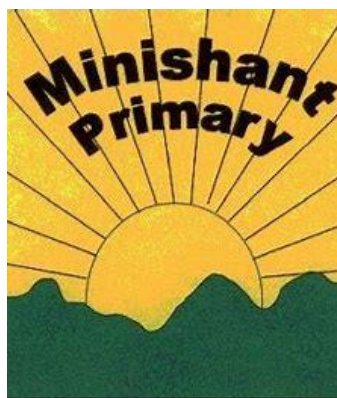




Standards and Quality Report  
Minishant Primary School  
2023-2024



## Introduction

This report is to provide evidence of how well Minishant PS has performed in the academic year 2023-2024. The report highlights a variety of information about how well our pupils are attaining, the many accomplishments we have had, the wide variety of experiences children can engage in at Minishant Primary School and how our pupils benefit from their learning here. At the very forefront of all that we do is our goal of high-quality teaching and learning experiences for all pupils.

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 or walk. At present, June 2024, the school roll is 22. Less than half of our pupils reside in quintile 4, 21% of the children reside in quintile 1 and 26% in quintile 2 and 5% in quintile 3. In Minishant Primary, 33% of pupils are entitled to Free School Meals and 33% are recipients of a clothing grant.

We have experienced change in our staffing, due to our pupil numbers. Currently, we have one full time permanent class teacher, one temporary class teacher, 0.5 Principal Teacher and a 0.5 Head Teacher, shared with Crosshill Primary School. Additionally, we have one school assistant: 27.5 hours, one janitor/cleaner/catering assistant and one clerical assistant for 25 hours. The school is very well supported by Chris Flannagan, Quality Improvement for South Ayrshire.

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 93%, higher than the authority average of 92% and has reduced our late comings with almost all learners arriving to school on time. Our Breakfast Club continues to have a positive impact on children's social skills, readiness to learn as well as their mental health and wellbeing.

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

## 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 achievement, particularly in literacy and numeracy.**

The drivers of improvement in the outcomes achieved by children and young people through education are:

- **School and ELC leadership**
- **Teacher and practitioner professionalism**
- **Parent/carer engagement and family learning**
- **Curriculum and assessment**
- **School and ELC improvement**
- **Performance information**

What key outcomes have we achieved?

School Priority 1: To improve children's reading skills in Crosshill and Minishant Primaries in order to raise attainment.

NIF Priority: **Improvement in attainment, particularly in literacy and numeracy.**

Closing the attainment gap between the most and least disadvantaged children and young people

NIF Drivers: Assessment of Children's Progress, Teacher and Practitioner Professionalism and Performance Information

Progress and Impact

Pupils at Minishant PS, experience a literacy curriculum based on phonological awareness approaches and this will be further strengthened through developing the use of Active Literacy resources and strategies. The reading resource, Read Write Inc. linked to phonics will continue to be embedded and used and this includes having digital access to books for use in home and school. 'Reading Wise' resources will be utilised as appropriate, as these have been shown to make an impact because of the daily aspect of the approaches used.

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 strategy is woven into the curriculum; however, we also recognise the importance of allowing pupils free opportunities to write for a variety of purposes.

Reading Buddies/SAR activities have been successful in highlighting to staff, parents and pupils of the importance of reading skills. The 'Reading Schools' Initiative, having achieved the Core accreditation, we seek to undertake Silver Award over the next session. Continued support from the South Ayrshire Reads Initiative which started in August 2023 -June 2024 will ensure pupils continue to benefit from a scientific approach to the teaching and learning of reading and staff have increased confidence in the teaching of reading. This will be further strengthened within our School Improvement Plan, through Making Thinking Visible routines which were highlighted and explored during cluster staff meetings, professional reading and activities, led by Mrs Leavy our MTV lead. Our Dyslexia and Inclusive Practice Award, ensures the needs of all learners as we continue to strive to get it right for all our children.

The new reading resource that was purchased to close the gap identified at Early Level reading and has been making an impact with ACEL scores.

Committees have given all pupils the opportunity to engage in a range of learner participation groups and this opportunity will continue with our smaller pupil numbers moving forward. All children engaged in participation groups, which supported their ability to listen and talk about their learning and for them to take greater responsibility and leadership of their school. Our school has recently achieved Core accreditation in Reading Schools.

The process for tracking and monitoring Curriculum for Excellence Levels (ACEL) has been strengthened through the introduction of termly meeting to discuss each individual's progress across the four stages of progress, any barriers to learning that they may face and strategies to meet their needs. HT will visit other establishments to look outwards at their tracking systems to ensure easy and clear monitoring of data. South Ayrshire data tools continue to allow greater access to data and interrogation of this data during staff meetings and attainment

Commented [FC1]: Is it worthwhile relating to staff confidence as well?

meetings, allowing for clear messages and professional discussions. Robust tracking and monitoring forms are place for every pupil and learners with barriers to learning are highlighted and appropriate support is provided.

#### Next Steps

Pupils in the early stages will continue to utilise Ruth Miskin reading resources that have been purchased to align more closely to the teaching and learning of the phonic code. Staff will benefit from Read, Write Inc training session on the August In-service, which will be cascaded to all staff. School assistants will work on timetabled sessions with identified individual/groups.

Class teachers will engage in daily class reading activities and the promotion of reading for enjoyment and through whole school events such as World Book Day, The Scottish Book Trust and participation in the Reading Schools Initiative, Silver Level. Continued use of Talk for Writing approaches and the use of Giglets and Ruth Miskin books on a digital platform. Staff will be involved in South Ayrshire Reads Initiative and will be involved more closely as a Phase 3 school in 2025-26 session. The intended impact is to improve literacy skills, increase pupil engagement, develop critical thinking and improve results.

Play based Learning will continue to be enhanced in Class 1 and 2, ensuring children can participate effectively in such activities. Staff have explored approaches from 'Play Types Toolkit' to re-enforce the benefits of play and how create the environment for creative, exploratory, mastery and object play.

Staff at all levels are empowered across a range of areas, taking on key leadership responsibilities such as Digital Leader, in Science, Committees and MTV approaches. Next steps will be to highlight the importance of play, meta skills, and creative skills through staff CLPL and involvement with cluster goals.

The development of the outdoor areas and the Polycrub growing area will provide a consistent approach to deliver quality outdoor education as well as the Outdoor Policy Statement, which will give guidance and further ideas and resources for Outdoor Learning.

School Priority 2: Children will benefit from high-quality math/numeracy learning, teaching and assessment, through consistent and effective pedagogy.

NIF Priority: [Improvement in attainment, particularly in literacy and numeracy.](#)

Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver: School Leadership and Assessment of Children's Progress

Progress and Impact

Pupils at Minishant Primary have benefitted from the positive impact of working collaboratively with cluster and Scott Morrow. This has resulted in pupils showing greater confidence and skills in Numeracy as they are encouraged to explain their thinking and have a more visible approach to the articulation of their approaches and mental processes. This will be further strengthened by the use of Leckie & Leckie books and resource, which are aligned to CfE and use CPA approaches.

Children participated in Maths Week Scotland challenges and resources to aid enjoyment in Mathematics and Numeracy. We worked with My Bnk and Nationwide who provided workshops on financial education.

We offered Open Afternoons and workshops with Scott Morrow for parents on developments in mathematics and numeracy, involving parents in all aspects of their child's learning. This will be continued as staff use resources and activities to ensure that, across the school and cluster, we will have a consistent approach in the teaching of mathematics.

Our ACEL results for P1-7 show a more consistent picture over the past sessions; 71% (2020-21) and 80% (2021-22) 83% (2022-23) and 80% for session 2023-24. GL Assessments in Mathematics for Primary 3-7 pupils shows almost all pupils are within or exceeding 90% confidence band. There are highlighted strengths in Shape Position and Movement, maths reasoning and conceptual understanding. 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 and develop.

Commented [FC2]: Good use of evaluative language and data

Children use their numeracy skills in a real-life context through taking part in a variety of activities during STEM fortnight to celebrate and highlight best practice for our staff and approaches we wish to embed throughout the curriculum for our pupils.

#### Next Steps

Identified pupils with specific needs will continue to be led by class teacher and supported by school assistant to meet their needs and to deepen pupils' understanding and their ability to discuss key concepts within numeracy.

Time will be given to discuss to develop with all stakeholders, a shared expectation of high-quality learning and teaching strategies. Staff will engage with literature on the benefits of play, creative and meta-skills. A staff library of texts will be established. The school improvement plan will be reviewed regularly and has been refreshed to show a 'Priorities at a Glance' section that is more easily accessible for children.

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

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

**Closing the attainment gap between the most and least disadvantaged children and young people**

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

**Progress and Impact**

All staff are very nurturing and have a clear understanding of our whole school nurturing and inclusive approach to our pupils. Children experience an inclusive and nurturing environment and through targeted intervention such as Seasons of Growth and LIAM, their needs are addressed. We work closely with established partners such as Educational Psychologist, NHS nurse, CAMHS, Campus Police, Young Carers, Child Smile, SAMH, Phunky foods and Autism Outreach to provide universal and target supports.

Within the school there are Mindfulness and sensory areas in/out of the class which can be used to support children who may require a quiet safe space. The Principal teacher or Head Teacher are available to support the class in order to help facilitate wellbeing interactions and conversations. The impact of this approach on our learners is that they experience a school environment that supports wellbeing, social-emotional development, where all pupils can thrive.

The school's relationship policy is reflective of our increased focus on a nurturing approach and children's rights.

**Next Steps**

- Engagement with Family First Forum, cluster level support
- To focus on achieving progressive learning and teaching approaches, which enhance transition experiences and pupil confidence.

Staff engage in termly tracking and monitoring sessions and children are discussed individually, along with their health and wellbeing information from wellbeing wheel, GMW tool and PASS data to ensure their wellbeing needs are prioritised. Out of school achievements are recognised and celebrated within the school, with parents encouraged to send in photos/information.

We have regular Committee time to help 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.

PEF funding for our Breakfast Club continues to ensure that all pupils have the opportunity to access a free and healthy breakfast and a settled start to 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.

Our Polycrub project will involve pupils and members of the wider community in activities from seed to harvest and through to menu design, preparing and cooking healthy meals in our community kitchen.

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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

**NIF Priority:** Improvement in employability skills and sustained positive school leaver destinations for all young people.

**Closing the attainment gap between the most and least disadvantaged children and young people**

**NIF Driver:** Teacher and practitioner professionalism, Curriculum and assessment and School and ELC leadership

**Progress and Impact**

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) strategies and information on Education Scotland web pages. Pupils will benefit from STEM fortnight resources, visits and workshops.

Our Polycrub Project, will provide the opportunity for learning relating to science, farming and STEM, linking to careers in sciences and technologies.

As a cluster, we engaged with the SSERC science programme and MTV approaches. This will continue through the Science lead, Miss Price liaising with Minishant PS staff to showcase SSERC approaches and resources through team-teaching opportunities. Mrs Leavy will lead on MTV approaches and staff will utilise the resources and CLPL from last session, integrating this across the curriculum. This approach can empower pupils to become more independent, reflective and self-regulated learners.

**Next Steps**

- All Cluster Primaries will engage in the Alloway Tunnel project to provide pupils with the opportunity for Interdisciplinary learning.
- Education Scotland contacts to source key speakers and appropriate supports to assist the Cluster aims.
- Continue links and visits with our local Fairknowe Care Home in Maybole.



## Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of change	<p><b><u>Developing a Shared Vision, Values and Aims</u></b></p> <p>All 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.</p> <p>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 school, 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. The PT supports the headteacher very well and together they provide strong leadership to the school. They have supported all staff effectively to establish a warm, nurturing ethos across the school. Staff and children demonstrate respect and kindness to each other and to visitors to the school.</p> <p>Children and staff share warm, positive relationships as a result. School vision and values are relevant to ensure they support the direction of the school. Staff regularly reflect on the values with children in their day-to-day work, assemblies and displays. As a result, all children demonstrate these values effectively in school and can clearly explain how they fulfil them.</p> <p>Staff have identified well-considered plans within the school improvement plan for raising attainment in literacy, numeracy and health and wellbeing. They consulted all stakeholders successfully to help them identify these key areas for improvement.</p> <p><b><u>Strategic Planning for Continuous Improvement</u></b></p> <p>All staff use How Good is our School 4 (HGIOS4) effectively to evaluate the work of the school. HT support all children in using How Good is Our School? (HGIOURS) well to evaluate the work of their school.</p> <p>The school takes forward areas of improvement identified in the school improvement plan. The headteacher regularly identifies key skills of all staff to review and develop clear remits which build on individual skills, interests, and talents. This helps to ensure the skills of staff are used effectively. All teachers engage successfully in regular professional review and development meetings and identify areas of school improvement which they would like to lead. As a result, all teachers take responsibility for an area of school improvement. They develop clear action plans for key improvement priorities and areas which they are leading and what next steps they now need to take to support children further. For example, teachers are developing approaches to the teaching of numeracy through using CPA approaches and training from Scott Morrow with staff, pupils and parents. Primary 1,4,7 combined results in Mathematics, making an improvement on last session.</p> <p>Staff monitor the impact of these approaches on raising attainment and engagement. 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</p>

Commented [FC4]: Important that staff are able to articulate how they have been involved in this during any HMIE inspection.

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Commented [C7]: What does this show you? Can you back up with positive data trends in numeracy across stages or at a particular stage or any engagement data?

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. To ensure excellence, equity and inclusive practices are embedded throughout the school, staff engage with a variety of partners and supports 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.

**Implementing Improvement and Change**

The headteacher has planned a clear calendar to monitor the quality of learning and teaching and the impact of school improvement activities for this academic session. She prioritises time for staff to engage in regular professional dialogue and celebration visits to help them to improve their practice. Children welcome the wide range of leadership roles they undertake in the school, such as Reading buddies, House captains, and participating in leadership committees and electives. Pupils can explain the improvements they have been part of, with pride. For example, all children have sporting opportunities through Active Sports, and increased engagement in family learning activities in Mathematics with Scott Morrow and events such as Spring Celebration, Scottish Celebrations, Parent assemblies to share their learning and a strong link with Fairknowe Care Home, as a result of pupils identifying these as areas for improvement and development. PT and HT use STOP< START<CONTINUE to help children, parents and staff to understand how they are key in supporting the work and areas of development for the school. Children are involved in developing action plans for their leadership roles to help them understand how the work they carry out links with school improvement. All staff share a strong understanding of the unique context of the school and the challenges and opportunities of a small rural school. They take account of national priorities, including closing the poverty related attainment gap, when planning for school improvement. Staff use data effectively to identify and address gaps in attainment, due to small numbers. Staff track pupils individually through robust tracking and monitoring systems. They collaborate well with community partners to support families.

**Evaluative Grading: 4**

2.3 Learning, teaching and assessment.

The themes highlighted are learning and engagement, quality of teaching, effective use of assessment and planning, tracking and monitoring. Staff know our children very well and are familiar with their individual needs and relationships are very positive. Almost all children demonstrate engagement during teaching and learning activities. They are keen and confident in sharing their ideas with staff and each other and contribute well during class and group discussions. The school and both classes have a respectful and supportive ethos. Teachers discuss with children about the layout of the classroom and the resources, and their ideas are listened to and acted upon. Teachers organise learning environments well. Most children understand the purpose of their class and playground charter and can explain the importance of the United Nations Convention of the Rights of the Child (UNCRC). Staff support children to develop further their understanding of their rights through a monthly focus, highlighted at assembly and lessons and homework are linked the rights. Lessons are linked to the rights of the child. 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. The quality of teaching is good, and we are continuing to ensure we provide challenging consistent and high-quality learning and teaching. Teachers give clear explanations and instructions to make sure that children understand what they are being asked to

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Commented [FC9]: Important to be able to back this up with examples.

Commented [FC10]: Lots of good things taking place, but I think you would need more clear about the impact which would then support this grading.

Commented [FC11]: Good use of evaluative language throughout.

Commented [FC12]: Important that children can articulate this in focus group discussions.

do. CLPL on the shape of a lesson; reviewing previous learning, creativity, learning intentions and success criteria, MTV strategies, AiFL and plenary activities are used to good effect. Teachers exhibit the impact of professional learning and are responsive to the development of the best approaches to teaching and learning and consider ways to involve pupils in planning their own learning. Staff have visited other schools to engage in professional dialogue and observe aspects of teaching and learning. Teachers use review strategies, effective questioning and making thinking visible approaches in order to draw out information from children and check their understanding. Children are prompted to extend their answers and give examples or reasons for their answers and thinking. Teachers provide effective opportunities for children to take part in active learning and apply their skills in a range of contexts. They work very well with partners to support children's learning and development.

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This is having a positive impact on children's engagement. In almost all lessons, teachers support children to understand the purpose of learning and encourage them to make links to the purpose of their learning and link to previous and future learning. Children engage effectively in self and peer evaluation. Children are supported to understand the relevance of activities and supports them to identify what they need to do to be succeed with a task.

All teachers know our children very well and are clear about each child's individual learning journey and their needs through assessment, observation, tracking, pupils profile/learning journal targets, STINT paperwork and other agency involvement. Teachers meet the needs of children in literacy and numeracy lessons by using different approaches effectively. Children who require additional support or challenge are supported very well by staff to make appropriate progress. Teachers give regular and specific oral feedback on all children's learning and support them with feedback and feed forward to identify next steps. Teachers provide appropriate written feedback in children's jotters, especially in relation to writing. Teachers have developed shared expectations in relation to the presentation of written work with the school policy on written work used to support children to improve in this area. Written or visual feedback across other areas of the curriculum could be further developed to support children to be able to review and reflect on their progress and support improvements in their learning. All staff enable children to make decisions about their own learning. Teachers consult with children to personalise activities and identify what, where and how they would like to learn. Children are engaged and motivated in their learning as teachers are responsive to children's opinions and incorporate their ideas and requests into all aspects of learning. Children experience a broad and balanced curriculum. They learn French and Scots throughout the school and celebrate their learning through assemblies, open afternoons and a variety of parent events. They have benefited in Class 2 from opportunities and links with German school this session. The whole school community works together to develop the school grounds and establish a Polycrub and planting. Children enjoy taking their learning outdoors and applying skills in new contexts. All children receive their entitlement to two hours of Physical Education (PE) and work collaboratively with Active Sports to facilitate the delivery of high-quality experiences. Teachers use digital technology effectively to support learning and use the digital lending library to ensure that children are given opportunities to develop their own digital skills.

Children in Class 1 engage in free play opportunities and play is also incorporated into literacy and numeracy activities. Staff have engaged with Play Toolkit [Play Types Toolkit - Play Scotland](#). Staff enable children to learn successfully through different types of play. Teachers continue to use of play approaches throughout the school. The school would like to develop play approaches and assessment further including developing approaches to assessing learning through play and supporting children to recognise the skills they are developing. Staff have had the opportunity to reflect on recent Play-based national and local guidance from SAC. Teachers continue to use a range of diagnostic and standardised assessments to gather information about children's progress

and level of attainment in literacy and numeracy and this approach will be standardised through the use of an assessment template and folder for each pupil. Children complete wellbeing assessments termly as well as PASS and GMWT. Teachers efficiently use formative and summative assessment strategies such as AiFL, MTV, and plenary activities as part of learning and teaching across the curriculum. The impact is that the information gathered is used to target support, inform planning and compile progress reports.

Commented [FC14]: Impact?

Staff continue to use metacognition to ensure a quality and depth to pupils' learning and this will be further extended next session with SSERC science inputs and a cluster focus on curriculum review and robust transitions to secondary school from P6-S1. Teachers have the opportunity to analyse data from South Ayrshire Council DATA dashboard to support their own professional judgements. Children's progress and attainment are regularly discussed in school to support the development of shared expectations. Teachers engage in professional learning and moderation activities with colleagues in their partner school and across the cluster, to facilitate an improved understanding of national standards.

Teachers plan effectively across all 8 curricular areas using Curriculum for Excellence (CfE) experiences and outcomes. They ensure breadth, depth and personalisation of learning in their planning. Teachers follow a programme that takes account of the needs of multi-composite classes. The headteacher and Principal Teacher, plans to streamline planning, making use of digital formats, in future following the migration of drives. Planning folders will follow the same template across both schools. The head teacher and teachers meet to track each child's progress three times per year for formal discussions. They review the outcomes of assessments, share observations, and evaluate the impact of approaches and supports that they have put in place and track wider achievements, interventions and Head teacher awards. The headteacher and staff work very effectively with partner agencies such as Young Carers, The Exchange, School Nurse to plan bespoke supports for children who face significant barriers to their learning. The head teacher has plans to look outwards at other school's approaches to tracking processes for a best fit approach.

Evaluative Grading: 4

3.1 Ensuring wellbeing, equity and inclusion

**Wellbeing**

In Minishant PS we have very positive relationships across the school, which create a nurturing and supportive ethos where children feel secure and well cared for. The wellbeing of all children and families is the strong foundation of the life of the school. The calm, accepting and purposeful environment in the school ensures that children enjoy learning and socialising together in a family atmosphere. In a recent survey, almost all children felt prepared for learning and felt positively about school. Children have a very good awareness of the wellbeing indicators and will continue to use the Glasgow Motivation and Wellbeing tool ([Glasgow Motivation and Wellbeing Profile \(GMWP\) \(education.gov.scot\)](#)) to drill down further into children's wellbeing, using the 20 questions. There are regular opportunities for children to reflect on and to evaluate their own wellbeing. We have a whole school culture of wellbeing, and this is echoed and reinforced through a comprehensive yearly assembly plan and classroom activities to support for example, growth mindset, nurture and mental wellbeing. Check Ins with our children are embedded within the daily routines across both classes and this is fostering an open method of communication and confidence to talk about issues affecting them, allowing for any actions to address any issues they may be experiencing. A variety of resources such as Phunky Foods and Treehouse resources, are used in class and at assemblies, to explore emotions and to develop self-confidence. LIAM sessions are delivered by the HT to identified individuals. This session, staff completed Nurture and Boxall Training to align with a whole school approach to Nurture. We have a variety of after school clubs on offer which are well attended. Our rights respecting journey will continue to

increase pupil's awareness of their rights and responsibilities and to enable them to become more responsible citizens. SAC music sessions on voice, musical notation and instruments have engaged the children and developed a sense of positive well-being and achievement. The construction of a school Polycrub garden will enable the children to be involved in planning, planting and growing fruits, vegetables and flowers and this will encourage physical fitness, health, diet and positive wellbeing.

#### Fulfilment of Statutory Duties

The staff are aware of their roles and responsibilities related to statutory duties and know our children and families very well. The school carefully analyses the supports and interventions for our children. Our children with additional support needs, or other barriers to learning, are very well included and engaged in their learning. There are robust procedures for recording incidents, the administration and safe storage of medicines which are reviewed and audited regularly. Children who may have emotional needs are very well supported. The school cooperates with a range of partners such as Autism Outreach, Young Carers and The Exchange to ensure that the needs of children requiring additional support and their families are met. We engage with ASN legislation, and our policies and approaches are informed by GIRFEC, The Promise, RRS and South Ayrshire Staged Intervention processes and guidance. We make good use of SEEMIS to ensure pupils pastoral notes are updated and that their needs are correctly identified and recorded. This will be further strengthened by the new Family First Forum, which targets supports that are available within the community from a wide variety of local partners, offering a tailored approach. Children who require a Child's Plan or STINT paperwork, have these in place and are reviewed regularly with parents and partners. The school monitors attendance and punctuality regularly and monitoring any issues that may arise. All children in the school receive two hours of PE per week and we offer swimming lessons to all P5-7 pupils. All teaching staff are registered with the GTC, General Teaching Council for Scotland and all staff have all participated in Child Protection sessions and COAST modules on the In-service day, including any part-time staff.

#### Inclusion and equality

All staff work diligently to provide an inclusive environment in which children can learn and thrive. All children are included, engaged and involved in the life of their school. Children are empowered to make changes, for example through auditing their school library, the Mini Reader Leaders group ordered some new texts. Through work on HWB, children in Class 2 wanted to read 'Wonder' as a class novel and a class set was purchased. Children were involved in designed and created artwork for Bruce 750 celebrations and enjoyed working with local artists on the project. Robust approaches to STINT paperwork ensure children have the opportunity to reach their potential. Plans are created and reviewed in collaboration with pupils and parents, and their view are noted on the paperwork and regularly viewed and discussed as a working document. Our parents and partners feel that their opinions and views are valued through surveys, open door policy and Coffee & Chat with HT/PT opportunities across the session. Partners support the school's arrangements for children at points of transition very well. Modified and enhanced approaches ensure that all children who require some additional help feel very well supported in making a smooth start to secondary school. Through participation in the Rights Respecting School and previously gaining the Silver award, children at all stages are aware of equality, inclusion and fairness. Pupils are involved in a Remembrance Service where parents and members of the community are invited to join in at the village memorial.

**Evaluative Grading: 4**

3.2 Raising attainment and achievement

**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 in order to develop the 4 capacities in our pupils.

**P1 Evaluative Comments 2023-2024:**

Early level data – unavailable due to pupil number.

**P4 Evaluative Comments: 2023-2024:**

This session the majority of Primary 4 pupils have achieved First Level in Reading, Writing, and Numeracy and most have achieved Listening and Talking at First Level. Most have achieved listening and talking First Level.

**P7 Evaluative Comments: 2023-2024:**

- The majority of pupils in Primary 7 have achieved Second Level in Reading, Writing, Listening and Talking. Almost all pupils have achieved Second level in Numeracy. The percentage of pupils achieving second level in Reading and Writing is up on last session and will be closely monitored.

**% achieving CFE Literacy P1,4,7**

	2018-19	2020-21	2021-22	2022-23	2023-24
<b>Minishant PS</b>	63	57	53	75	70
<b>South Ayrshire</b>	80	68	71	77	79
<b>National</b>	72	67	71	73	

**% achieving CFE Numeracy P1,4,7**

	2018-19	2020-21	2021-22	2022-23	2023-24
<b>Minishant PS</b>	88	71	80	83	80
<b>South Ayrshire</b>	84	77	80	83	85
<b>National</b>	79	75	78	80	

Our staff appreciate that our small pupil numbers of pupils in each individual year groups makes it difficult to continuously evidence improvements over time. Therefore, we use a variety of summative and formative assessment including the teacher's professional judgment, to individually track progress and identify any gaps in knowledge, understanding or skills. Barriers to learning can therefore quickly identified and acted upon.

Commented [C15]: Link to cohort tracking data discussion

**ASN**

- 43% of roll
- % of roll with one or more ASNs - 33%.

**Next Steps**

- Staff to engage in CLPL and cluster activities on lesson structures, creativity, transitions and meta-skills to enhance the curriculum .
- Reading School Award - Silver
- A commitment to the SAR Initiative (South Ayrshire Reads) Phase 3 school.
- MTV and SSERC approaches continue to be embedded.

**Definitions**

<b>Almost all Over 90%</b>	<b>Most 75% – 90%</b>	<b>The majority 50% - 74%</b>	<b>Less than half 15% - 49%</b>	<b>Few Up to 15%</b>
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**Attendance**

Attendance for 2022-23 is at 93% our school attendance rate will continue to be carefully monitored alongside the Breakfast Club attendance.

*Evaluative Grading: 4*

**What are the key priorities for improvement in 2024/25?****Priority 1**

Raising children and young people's attainment and achievement in Literacy and numeracy.

**Priority 2**

Enhance learners' experiences in Health and Wellbeing through partnership working to support the emotional and physical wellbeing of our young people and their families.

**Priority 3**

Improve learning outcomes through consistent, high-quality learning and teaching, with a focus on developing planning and assessment formats, tracking and monitoring procedures and effective approaches to learning and teaching.

**Cluster Priority**

Transitions

**What is the capacity for improvement?**

Minishant Primary School has a permanent leadership team with a 0.5fte Head Teacher and 0.5fte Principal Teacher, shared with Crosshill PS & EYC. We have a permanent teacher 1fte and temporary teacher, 0.8fte. We will 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. As a school and cluster, we will continue to explore and re-visit our curriculum offerings in order to ensure equity and equality. We have £8575 in Pupil Equity Funding (PEF), and this is once more 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 are all committed to making continual improvements and driving change in order to furnish our children, families and the wider community with the best educational experiences. Our

Pupils are consulted regularly through surveys, assemblies and pupil group activities. Pupils use wee HGIOS to explain what makes an excellent school/teacher/student and their results and ideas have helped to shape school improvement.

We continue to work closely with children, parents, carers and staff to shape the school's vision, values and aims. This work is informed by a strong understanding of local social, economic, and cultural contexts. In our school, this work is underpinned by strong relationships, nurturing approaches and our commitment to the professional standards. We appreciate the strong support from parents and the wider community as this ensures that we can deliver on our vision.

Thank you for your continued support.



- P5-P7 swimming lessons
- A permanent leadership team.
- Successes in the STEM Leadership Awards
- Awards in RSBP Challenge, Active Schools, Music participation
- Celebration postcards home to children
- Care home links
- Celebrating achievements out of school
- Charities supported – Night Before Christmas, Children in Need, MacMillan Cancer
- 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.
- Young Carers identified and families supported.
- Involvement with Minishant Community group