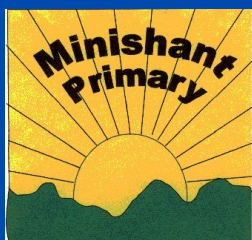
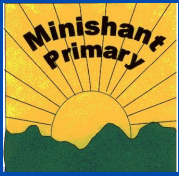




MINISHANT PRIMARY SCHOOL

STANDARDS AND QUALITY
REPORT 2024/25





Minishant Primary School

OUR SCHOOL

VISION & VALUES

At Minishant Primary School we set high standards with the view to giving our young people the best possible start in life – through nurture, meaningful learning experiences, and by fostering resilience and confidence to thrive in a changing world. We strive to do our best in all areas, we understand the importance of effective communication and the need to be respectful, friendly and kind with one another.

Everyone at the school wants to play their part in making Minishant, and the wider community, a positive, more equitable and sustainable place to live, work and play. We value community and understand the important role the school plays within that.

This session, we refreshed our school values, vision and school motto through meaningful collaboration with all key stakeholders. Every interaction within our school community is guided by our three new core values, which we have all committed to upholding to the best of our ability....

Respect

Friendship

Kindness

Vision

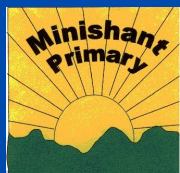
We believe every child deserves a nurturing, inclusive school where they can thrive. Our vision is to be a community that promotes learning together, teaches valuable life skills and ensures everyone is included. In our welcoming environment, we work as part of a team to support each child's journey and help them to thrive in all areas of life.

Motto

"We care, we share, we help!"

Minishant Primary recognises its role within a global community - ensuring the Global Goals and UNCRC are at the forefront of our thinking and daily experiences.





Minishant Primary School

OUR SCHOOL

SCHOOL CONTEXT

Minishant Primary School is a non-denominational school. It is in the village of Minishant in South Ayrshire situated on the A77 road between Ayr and Maybole. Minishant Primary School is part of a shared headship with Crosshill Primary School. Children come to school by car or walk. At present, June 2025, the school roll is 21 and there is no Early Years Centre within the school.

The school's SIMD profile reflects pupils from quintiles 2–7, as Minishant Primary serves children from both within and beyond the designated catchment area. Free school meal entitlement is 29%, 38% of pupils in the school are on staged intervention, and attendance in 2024/25 was 93.8% (local Authority average is 93.5%) - with no exclusions. During the course of this session we have engaged with several external partnership agencies including Family First, Educational Psychological Services, Inclusion team, Outreach and our School Nurse to provide further support where required.

We have two classroom areas comprising of a P1-4 class and P5-7 class. We have a large open area, which encompasses a library and quiet areas for pupils to work, and a community kitchen which pupils access weekly. In our IFE wing we have a gym hall/dining hall and we benefit from a lovely outdoor setting that pupils access throughout the week.

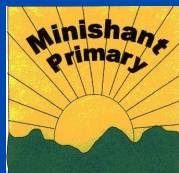
We have good links with community groups and work closely with the Thriving Communities Team and partners such as Active Schools to deliver vital services directly in the village; importantly helping to tackle rural poverty.

Our staff team consists of Head Teacher, shared with Crosshill Primary; Principal Teacher (0.5FTE Principal Teacher Minishant/0.5FTE Principal Teacher Crosshill); 1 Class Teacher (1.0 FTE); 1 Class Teacher (0.6FTE Temp) 1 Newly Qualified Teacher; 1 School Assistant (Full time); 1 Clerical assistant; 1 Janitor/Catering Assistant.

The Head Teacher has been in post since October 2024. All staff have a leadership role and develop areas such as literacy, numeracy, play based learning, digital technologies and Rights Respecting Schools.

The school enjoys links with our sister school, Crosshill; cluster primaries and feeder Secondary, Carrick Academy, and organise projects throughout the year e.g. transition projects and sporting events.

The school is supported by our Quality Improvement Officer, Chris Flanagan.



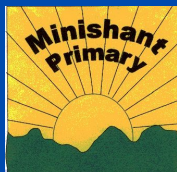
PROGRESS TOWARDS NATIONAL IMPROVEMENT FRAMEWORK & SCHOOL IMPROVEMENT PRIORITIES

NATIONAL IMPROVEMENT PRIORITIES

- **Do we place the human rights and needs of every child and young person at the centre of education?**
 - Yes, our new values, vision and ethos embody Children's Rights, but we need to make clearer links between these values and the UNCRC.
 - We achieved our Rights Respecting Schools silver accreditation this session.
- **Have we improved children and young people's health and wellbeing?**
 - Yes, most pupils report enjoying coming to school.
 - They have all engaged in a variety of physical activities across the session.
 - Most staff have engaged in training to support the needs of pupils, e.g. de-escalation, co-regulation.
 - Increased outdoor learning sessions.
- **Are we closing the attainment gap between the most and least disadvantaged children and young people?**
 - Most pupils identified within PEF have made progress in CFE levels across all curricular areas.
 - Most pupils on STINT that have an identified need have made progress in CFE levels across all curricular areas.
- **Is there an improvement in skills and sustained, positive school-leaver destinations for all young people.**
 - Yes, all staff have begun to articulate the purpose of learning with an increase in activities built around the world of work.
 - Meta-skills are at the forefront of our Improvement Agenda and as a cluster priority. Pupils have an increased understanding of meta-skills and all staff highlight key meta-skills being focused on at the beginning of relevant lessons.
 - Next session there will be a continued focus on developing skills for life and for work.
- **Has there been improvement in attainment, particularly in literacy and numeracy.**
 - Yes, P1, P4 and P7 combined has increased in both Literacy and Numeracy. In 2023/24 Literacy was 70% and has increased to 83% in 2024/25. In 2023/24 Numeracy was 80% and has increased to 100% in 2024/25. It must be noted that in a small rural school the number of pupils in each cohort can impact attainment percentages.
 - South Ayrshire Reads Universal CLPL, and in the final term more bespoke sessions for delivering phonics and reading, have helped improve the learning and teaching within Literacy and had an impact on attainment.
 - The purchase of the Numeracy resources, Numeracy CLPL and inputs from the Numeracy Development Officer has supported maths attainment.

LOCAL AUTHORITY PRIORITIES

- **Do we ensure our children and young people are engaged and participate in an inclusive education system that values the unique contributions of all our learners?**
 - Yes, we have maintained very good attendance rates of 93.6% which is just above the authority average.
 - Our new values, vision and ethos embody Children's Rights and pupil voice. We achieved our Rights Respecting Schools silver accreditation this session.
 - We are working towards our Communication Friendly Environment award.
- **Do we ensure our children and young people experience the highest quality learning and teaching in our school?**
 - Yes, we have consulted with staff and pupils and agreed expectations for high quality learning and teaching.
 - We have changed our approaches to teaching reading and phonics in line with the South Ayrshire Reads strategy.
 - Staff in P1-4 have worked alongside South Ayrshire Learns to develop play based learning approaches with the aim of achieving best practice.
 - We have reviewed and implemented our writing overview to ensure consistency throughout the year and allow for moderation within Minishant and across cluster schools.
 - Increased outdoor learning sessions.
- **Do we ensure our children and young people benefit from an ambitious curriculum that helps them gain the knowledge, skills and attributes needed for life in the 21st century?**
 - Yes, all staff have begun to articulate the purpose of learning with an increase in activities built around the world of work.
 - Meta-skills are at the forefront of our Improvement Agenda and as a cluster priority. Pupils have an increased understanding of meta-skills and all staff highlight key meta-skills being focused on at the beginning of relevant lessons.
 - Next session there will be a continued focus on developing skills for life and for work.
 - We are working towards our Digital Award.
- **Do we ensure that strong leadership and self-evaluation practice is a core feature of work?**
 - Staff at all levels are encouraged to take on leadership roles.
 - Our school improvement plan has been shared with all stakeholders and key staff are responsible for driving forward improvement.
 - HGIOS is used by staff to self evaluate and self evaluation is incorporated in to staff meetings throughout the year.
 - Data is used by staff to inform learning and teaching.



REVIEW OF SCHOOL IMPROVEMENT PRIORITIES 2024/25



Literacy - SAR & Writing

- All staff engaged in the learning and teaching cycle of phonics, focusing specifically on deliberate practice.
- CLPL calendar planned out for teaching staff in 2025/26 to develop better understanding of the science of reading and early phonics/reading approaches.
- Phonics progression framework is in place and is being used by all staff.
- New decodable texts to support the approaches were purchased.
- Staff have been out to visit other schools to observe best practice.
- All areas of the school are symbolised as we work towards achieving our Communication Friendly award.
- Writing overview created and to be rolled out in August 2025.
- Writing assessment criteria created for Early, First and second level and 'hot pieces' have been assessed.
- Moderation of writing to take place in August 2025 across Crosshill and Minishant.



Numeracy

- Numeracy yearly overview created to ensure all aspects of numeracy and maths are covered each term to scaffold learning.
- Pupils are beginning to apply their numeracy skills to a wider variety of contexts in and out of school.
- The CPA approach is beginning to be embedded across all stages.
- Manipulatives are being used in almost all maths lessons to allow pupils to demonstrate their mathematical thinking.
- Progressive lessons of fractions modelled by Scott Morrow - Numeracy Development Officer to some staff.
- Next session lessons will be modelled by our school Numeracy Lead to some current and all new members of staff.



Health & Wellbeing

- The pupils took part in a variety of sporting activities throughout the session as well as increased attendance at clubs and LA competitive events.
- Zones of Regulation/colour monster morning check ins are embedded and focused lessons to raise the profile to help pupils openly talk about emotions and explore strategies to self-regulate.
- Increased outdoor learning sessions.
- We have achieved our Rights Respecting Schools - silver accreditation.



High quality learning & teaching

- To ensure consistency in expectations and shared language for high quality learning and teaching staff and pupils completed a see, hear and feel to agree on what high quality learning and teaching should look like across Minishant and Crosshill.
- South Ayrshire Learns collaborated with the Class 1 teacher to develop play-based pedagogy. This has enhanced pupil engagement, creativity, and independence in early learning experiences.
- Meta-skills have been introduced to all classes and are beginning to be embedded. Pupils are becoming increasingly confident in identifying and applying these skills. This is building learners' ability to transfer skills across contexts, supporting lifelong learning and future readiness.
- All staff have been to observe best practice in line with priorities. This has strengthened professional collaboration and is beginning to improve classroom practice.
- Next session we will develop procedures for tracking meta-skills to provide clearer evidence of pupil progress.
- Next session we will continue to work alongside South Ayrshire Reads, South Ayrshire Learns and the Numeracy Development Officer to ensure continuous improvement in learning and teaching and deepen staff understanding of effective pedagogy.



Planning, tracking & assessment

- The planning format has been reviewed, and an online system will be introduced in August 2025. This will improve consistency and allow for more effective monitoring of planning across the school.
- Tracking of data has been reviewed and a new school data tracker will be introduced in August 2025. This will enable more accurate monitoring of attainment and progress, ensuring early identification of gaps and timely interventions.
- The assessment overview has been reviewed, with a new timetable to be introduced. Assessments will take place twice per year for most pupils, and three times per year for those on STINT to allow closer monitoring. This will provide more reliable evidence of progress, support targeted teaching, and ensure that interventions are responsive to pupil needs.

IMPACT OF PUPIL EQUITY FUNDING

Priority 1 - Maintain/improve attendance rates of 93%

Interventions:

- Staffing to run the breakfast club.
- Purchase of breakfast club products.

Outcome:

- Attendance has remained high this year, just above the authority average and up until the end of April 2025 it was 93.6% which has been maintained from last year.
- Attendance at breakfast club is kept daily: 57% (12 pupils) of all pupils access the breakfast club weekly.
- A healthy variety of breakfast club items are available to pupils.

SCHOOL EVALUATION OF KEY QUALITY INDICATORS

1.3 Leadership of Change

- Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. The improvement plan is not seen as a static document and is projected over a number of years while being supported by authority leads and a variety of CLPL opportunities.
- Through a new well-planned calendar of self-evaluation, staff meetings and stakeholder consultation, we have a clear vision of where we want to be and what we need to do to get there.
- Staff are encouraged and empowered to lead change within the school and collegiate working across the two schools has been beneficial.
- Staff within the school are committed to improvement and have clear expectations of all learners. Staff remits and expectations across the two schools have evolved and led to leadership opportunities at all levels. All teaching staff have visited others schools to observe best practice which is a key driver to improve learning and teaching.
- Staff use their development time to develop pedagogy, support each other and improve the quality of learning and teaching.
- Parents have regular opportunities to support improvement through surveys and participating in a range of formal and informal activities. Next session a school community event will be introduced at the start and end of the year to share and evaluate school priorities and allow all to shape the year ahead as well as review the one past.

Good

2.3 Learning and Teaching

- We have a positive ethos in the school and staff focus on getting it right for every child.
- Almost all children demonstrate confidence and engagement during learning activities. Staff know the children very well and are attuned to their needs. Through observations and regular professional dialogue, it is clear to see that most experiences offered are enjoyable and well matched to pupils' needs.
- Our children are involved in the wider life of the school e.g. committees, in the community.
- Teachers adopt a wide range of strategies to meet the varied needs of their pupils-providing high quality, individualised learning.
- Staff are keen to improve and work collegiately with partners in a positive way. The school environment, inside and outside, is used well by all the staff and pupils. We are providing more opportunities for our learners to demonstrate their knowledge, understanding and skills in contextualised experiences.
- Children experience a broad and balanced curriculum. Our curriculum and planning processes are aimed to ensure all our children receive a high-quality experience across all curricular areas through breadth, depth and application of learning. Staff provide appropriate encouragement and scaffolding to enable children to learn successfully in the classroom and through play.
- Most pupils use peer/self-assessment to effectively plan next steps in their learning and can talk about what they have been learning. They are involved in evaluating and setting their learning targets termly.
- Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners. Data is used to form discussions at termly tracking meetings. School data is explored further with central colleagues to ensure accuracy.

Good

3.1 Ensuring Wellbeing, Equality & Inclusion

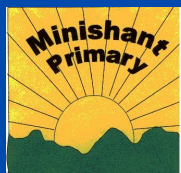
- All stakeholders promote a climate where children and young people feel safe and secure. All staff and partners model behaviour which promotes and supports the wellbeing of all. All stakeholders were involved in developing our new values that will shape our ethos.
- Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. Zones of regulation has been a focus to help pupils self-regulate and build emotional intelligence.
- All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. At community events, senior leaders present up-to-date local, national and international legislation and research affecting the rights, wellbeing and inclusion of all children and young people.
- We have increased staff and pupils' knowledge of children's rights through RRS work and we have achieved our silver award.
- Staff have received guidance and training on staged intervention and wellbeing processes and pupils and parents are involved in evaluating and setting targets.
- The teachers and our school assistant provide support to pupils experiencing difficulties in literacy, numeracy and self-regulation. Pupils who require additional support for their learning or with emotional and behavioural needs are closely monitored through the staged intervention process, with appropriate strategies and supports in place.
- Appropriate links are made with other professional partners including: educational psychologist, school nurse, inclusion team.
- Outdoor spaces are being used more often to promote positive wellbeing. Staff take account of research linking benefits of outdoor learning with wellbeing.

Good

3.2 Raising Attainment & Achievement

- Attainment, evidenced through formal measures, has been positive and every child has made progress from the start of the school session. This is evidenced through ongoing assessments, baseline/value added assessments, observations, feedback and confident teacher judgements. Support is in place for pupils who are not making expected progress. More able learners are being challenged in specific areas.
- Attainment levels are good across the school and there is increased attainment for P1, P4, P7 combined in Literacy and Numeracy this session.
- Through tracking procedures in place, it is clear that most pupils are making progress from prior levels of attainment. Attainment data is being used to identify progress and next steps.
- Staff and children share and celebrate achievements in and out of school during Together Time and in Learning Journals. All children have opportunities to attend after school clubs led by staff, Active Schools and volunteers.
- Pupils exemplify the four capacities and we aim to continue to build links with the school community to enhance the totality of the curriculum.
- All staff are committed to addressing the cost of the school day to ensure children are not disadvantaged in any way. Additional funding is sourced to ensure the cost of trips are reduced/fully funded.
- PEF money was used to fund additional hours for our school assistant to run the breakfast club and purchase breakfast club items. Attendance has remained high this year, just above the authority average and up until the end of April 2025 it was 93.6% which has been maintained from last year.

Good



ATTAINMENT OVER TIME

Literacy Attainment Over Time (%)					
	2020-21	2021-22	2022-23	2023-24	2024-25
P1	83	67	100	100	-
P4	100	60	100	67	100
P7	0	43	57	67	67

Numeracy Attainment Over Time (%)					
	2020-21	2021-22	2022-23	2023-24	2024-25
P1	83	100	100	100	-
P4	100	80	100	67	100
P7	40	71	71	100	100

Attainment within Primary 7 has steadily increased over the years within Literacy and Numeracy and in Numeracy for Primary 1.

Attainment data indicates that our current Primary 4 cohort, who began their learning journey at Minishant in Primary 1, are making very good progress in Literacy, with consistently high levels of achievement maintained in Numeracy. Similarly, our current Primary 7 pupils, who have progressed through the school since Primary 4, are demonstrating good progress in both Literacy and Numeracy."

Attainment over time for Literacy within Primary 1 and in Primary 4 for Literacy and Numeracy has peaks and troughs however has improved this year.

Peaks and troughs in attainment, as read from the table, are also the result of pupil numbers within those cohorts. Having low numbers in specific cohorts can impact percentages.

CAPACITY FOR CHANGE

The school is in a good position with definite capacity to make further improvements. The over-riding focus will continue to be on closing the gap and ensuring our young people are safe, happy and supported in their wellbeing.

Our capacity for improvement has been measured through the careful analysis of triangulated quality assurance evidence alongside 'How Good is our School 4'. Additional evaluation of our Pupil Equity Fund projects and targeted interventions has also allowed us to analyse the strategic gains made towards ensuring both excellence and equity for all and identify future opportunities for strategic growth.

Leadership of change is well managed and at an appropriate but challenging pace. The staff have adjusted well to the new Head Teacher and have been supportive and welcomed change. Staff have engaged in self-evaluation, collegiate working, moderation opportunities and they will ensure our pupils will continue to receive a positive experience at school.

The school community knows its strengths and areas for development and together it will move forward and achieve continued success!

The school is well placed and strives to consistently deliver high quality teaching, learning and assessment.

SCHOOL IMPROVEMENT PRIORITIES 2025/26



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

- To work closely with South Ayrshire Reads to ensure all staff are trained to provide high quality teaching and learning in Literacy, supported by a progressive phonics programme, decodable books and resources.
- To gain Reading Schools 'silver' accreditation in the Scottish Book Trust Reading Schools Programme.
- Work with the Numeracy Development Officer to raise attainment by strengthening number skills and conceptual understanding through a Concrete–Pictorial–Abstract approach.
- To contextualise learning experiences within Literacy and Numeracy to prepare children for the world of work.



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

- To ensure continued development of children's rights and pupil voice.
- To work towards Rights Respecting Schools gold award.
- To develop emotional literacy and self regulation strategies through the use of Zones of Regulation.
- To promote mental, emotional, social and physical wellbeing by providing wider experiences for pupils within their local community and surrounding area, e.g. Competitive Sports.
- To develop community links to work with pupils and their families to develop skills for life and work, e.g. Willow Project, gardening group.



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.

- Embed shared expectations of high-quality learning and teaching by focusing on pedagogy, engaging experiences, adaptive teaching, and effective feedback.
- To establish consistent approaches to planning and assessment used across both schools.
- To work alongside South Ayrshire Learns to enhance learning experiences for children and young people through Play Based Learning.
- To ensure all staff have an understanding of meta-skills and to develop adaptive learners and promote success across all contexts.
- To continue to develop our use of digital technologies to support learning in all areas.
- To gain Digital Schools Award.