

Summarised inspection findings

Springside Primary School

North Ayrshire Council

24 February 2026

Key contextual information

Springside Primary School and nursery class is situated in the village of Springside in North Ayrshire. It is a non-denominational school. Currently there are 83 children organised across five multi-stage classes. There are 13 children in the nursery. The acting headteacher has been in post since March 2025 and is non-teaching. She is supported by a principal teacher who has been in post for 18 months and is currently non-teaching. Prior to the headteacher’s appointment there were a number of changes within the staff team, including senior leaders.

Around 50% of children reside in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. Over 30% reside in SIMD decile 3 and the remainder are divided between deciles 4–9. Across the school, 53 % of children are reported as having an additional support need. Around 10% of children are from travelling communities.

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

- The acting headteacher and principal teacher have established highly positive relationships within the school community. The headteacher, supported very well by the principal teacher, provides very effective leadership to the staff team and school community. They have clear remits which allow them to use their individual strengths very successfully in leading aspects of school improvement. Together, they set high expectations of themselves, staff and children. All staff work very well together to improve the outcomes of children across the school.
- Last year, senior leaders led a whole school review of the school vision, values and aims. They included the views of children, parents and staff to develop the shared values of kindness, effort and respect. These are displayed around the school and are well-embedded in school life. Staff refer to the values appropriately during daily interactions. As a result, they are known, understood and demonstrated very well by children.
- Senior leaders know the school’s strengths and areas for development very well. They manage the pace of change skilfully, ensuring all staff are fully involved in planning changes. As a result of this clear strategic vision, senior leaders have been highly successful in leading improvements across the school. This includes implementing a guide for staff on effective planning and assessment. All teachers are very clear on the expectations for planning, assessment and teaching approaches. As a result, the quality and consistency of learning and teaching is continually improving. These positive changes are leading to significant improvements in children’s experiences and achievements. Senior leaders gather and analyse

data routinely to evidence well the positive progress children are making in literacy, numeracy and wellbeing across the school.

- Staff use robust data and self-evaluation very well to ensure improvement priorities are based on accurate information. They engage in purposeful self-evaluation activity to decide the school improvement priorities for this session. This includes reviewing attainment data, staff and parent feedback, as well as aligning plans with local authority priorities, where appropriate. The headteacher creates a detailed action plan that sets out how the team will achieve the agreed priorities. For example, to raise attainment in literacy staff formed a reading working group to review and strengthen approaches to teaching reading. A few staff attended relevant professional learning and implemented new teaching methods. Already these changes are having a significant positive impact on children's engagement in reading, confidence in taught strategies and enjoyment of reading.
- Senior leaders carry out comprehensive quality assurance. They implement a detailed quality assurance calendar that includes lesson observations, planning feedback, tracking meetings and reviews. This provides staff with robust data on how well they are working towards their plans and in delivering high quality experiences for all children. Senior leaders use this quality assurance well to plan changes in policy and priorities. They share valuable feedback with teachers regularly to support them to reflect on their practice. Together, staff have made significant progress towards improvement priorities and in improving children's experiences across the school.
- Senior leaders value the importance of ongoing professional development and reflection. They engage in regular professional development to improve their own knowledge and skills, which they share well with staff. They provide all teachers with opportunities to engage in high-quality professional learning and protect time for staff to feedback learning with the wider team. All teachers have leadership responsibilities and roles across the school. They collaborate very well in working groups to lead improvement priorities, which include numeracy, health and wellbeing and literacy. Teachers recently led important work on developing approaches to teaching writing across the school. They attended purposeful training and implemented a new writing programme. Staff support each other very well to plan and deliver writing lessons. Their detailed assessment information and children's work evidence well the success of these new methods. Across the school, most children are now much more engaged in writing lessons and are building progressively writing skills as they move through the school.
- Senior leaders have professional trust in teachers and prioritise time for teachers to take forward leadership roles. They should continue to empower teachers to lead school improvement, engage in professional research and share their practice with each other. As part of this work, they should continue to build networks within their local authority and beyond. This has the potential to further develop staff's confidence and leadership capacity.
- A strength of the staff team is their significant work towards improving how they meet children's needs across the school. This is led very well by the principal teacher and is supported effectively by all staff and a range of partners across the local authority. Parents comment positively on the high-quality support their children receive, which allows them to make good progress towards their agreed targets.

- All children participate in class committees which help them to plan improvements in the school and community. These committees are allowing children to share their views, become responsible citizens and to develop their confidence in planning events. Children experience a range of leadership roles across the school which include lunchtime helpers, classroom jobs, paired reading with younger children and House Captains. Children have regular opportunities to share their views through surveys and class discussions. They feel their opinions are valued and acted upon. Children are now capable of developing further leadership roles within school improvement and reviewing learning and teaching.
- The headteacher consults parents on the use of the school's Pupil Equity Fund (PEF) and uses their views to shape the PEF plan. PEF is used to provide literacy and numeracy resources, employ additional teaching and support staff. These staff are deployed very effectively to support children's learning and wellbeing. Senior leaders evidence very well the impact of PEF on children's wellbeing and progress in literacy. They are able to demonstrate effectively how they are closing gaps in learning and supporting children to make good progress towards their own targets.

2.3 Learning, teaching and assessment

good

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

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Staff develop highly nurturing and trusting relationships with all children. They know children and families very well. This helps them to support children appropriately to be ready to learn and to engage well in learning. Staff have created a welcoming and calm learning environment in shared spaces and classrooms. Attractive classroom displays effectively celebrate children's work and share examples of 'what a good one looks like.' Staff refer to the school values very well to reinforce positive behaviour and high standards. They highlight appropriate behaviour, praising children displaying the values well. As a result, almost all children behave positively in their interactions with one another and with adults.
- Staff have worked very well together to create a shared approach to learning and teaching. They developed a comprehensive guide which ensure children experience a consistent approach to learning and teaching across the school. In all lessons, teachers share the purpose of learning well and help children to know how to be successful in learning. In a few lessons, children help to decide what they need to do to be successful in learning. Staff should continue to extend children's opportunities to create success criteria. All teachers provide children with clear instructions and explanations during learning, often linking learning appropriately to prior learning or real-life contexts. Children have regular opportunities to work individually, in groups and in pairs sharing their ideas with each other.
- In most literacy and numeracy lessons, teachers plan learning well to meet children's needs within the multi-stage classes. Staff support small groups and individuals effectively to help most children learn at the right level. Staff provide targeted support and helpful resources for children who require additional support with learning. They scaffold learning well and share examples to encourage children during learning. Staff should continue to develop children's confidence to learn independently and to be able to explain to others what they are learning. In a few lessons, children would benefit from increased challenge and a brisker pace of learning to maximise their progress.
- All teachers use questioning well to check children's understanding. A few teachers use open-ended questions effectively to help children think more deeply about their answers. Teachers should continue to extend the use of higher order questions to help all children to become increasingly confident in explaining their answers and adding more detail to responses.

- Most children exercise choice in learning when they help to plan topic lessons and in planning special events. For example, a group of older children successfully planned World Book Day celebrations. They developed activities related to reading and books, which children enjoyed. Teachers should help children to build on these positive experiences by planning increased opportunities for children to lead learning.
- All teachers use a variety of formative assessment strategies, such as 'thumbs up,' to track children's understanding during lessons. Children are confident in asking for help when required, and teachers regularly pause learning to check for understanding. In most classes, peer and self-assessment are increasingly regular features of classroom practice. All teachers provide clear verbal feedback to support children's progress. Most teachers provide written feedback that highlights successes and identifies clear next steps. This is helping children to know how they are progressing in learning. Children would now benefit from developing their own targets in literacy and numeracy.
- Staff have had a clear focus on developing literacy and numeracy across the school to raise attainment. As a result, teachers have developed consistent approaches to promote high-quality learning and teaching across the school. They use local authority learning, teaching and assessment guides to underpin this work. As a result, teachers are now more confident in planning learning which better meets children's needs. This is leading to increased attainment in literacy for a majority of children. Senior leaders and staff should continue to build on this positive work as they develop their own 'Springside Learning, Teaching and Assessment' policy.
- Children in the early years benefit from effective opportunities to engage in both independent, child-led play in addition to adult-initiated play experiences. Children experience a rich and varied environment with resources which motivate them well and are responsive to their interests. Staff provide well-considered, open-ended resources that allow children to engage appropriately. For example, children develop skills well in problem solving, creativity and working together as they build a house using large construction materials and create patterns in their paintings. Staff should continue to further enhance the children's play experiences. For example, supporting all children to help plan and review the resources and environment and share their learning.
- Staff use interactive whiteboards well to support learning. Children across the school access tablets to play online games to revise and consolidate numeracy and literacy skills. They use digital tools well to support and enhance learning. A few children are beginning to use digital tools to help them access and share their learning more effectively. Staff should continue to increase the opportunities children have to use digital technology in creative and progressive ways across the school.
- Support staff are deployed very effectively to meet children's needs across the school. Staff measure the impact of both universal and targeted support and adapt it to best meet children's needs. Identified children engage in boost groups for literacy and numeracy and senior leaders and teachers' evidence very well the positive impact of this work. Children are proud of the progress they are making through targeted interventions, reading and numeracy. Additional staff work well in class to support children's writing. This is having a very positive impact on children's confidence, understanding and progress in writing.

- Senior leaders, in consultation with staff, have established an effective annual assessment calendar that clearly outlines planned assessment activities. Collaborative work on assessment is strengthening staff confidence and building a shared understanding of what constitutes robust assessment evidence. As a result, senior leaders are now confident in the reliability and validity of the information gathered. Teachers should now consider planning high-quality assessments as part of their planning processes to ensure assessment is fully aligned with intended learning. They should extend assessment to cover all areas of the curriculum.
- Teachers engage well in moderation activities within their own setting. As planned, senior leaders should now seek opportunities for staff to moderate across the learning community to further strengthen confidence in their understanding of national standards.
- Teachers have implemented clearer planning approaches, based around Curriculum for Excellence experiences and outcomes. This is helping to support teachers to plan successfully for greater breadth and depth in learning.
- Senior leaders have developed robust processes to track and monitor children's progress and attainment. They support teachers well to use a greater range of summative and standardised assessments. This is helping teachers to plan learning to meet children's needs well. It is strengthening teachers' professional judgements about how well children are progressing in their learning. During regular tracking meetings, teachers and senior leaders use data meaningfully to identify children's strengths and next steps. They plan well-considered strategies or interventions to assist individuals or groups of learners. Senior leaders carefully monitor the effectiveness of interventions, making changes to planned support as required.

2.2 Curriculum: Learning pathways

- Staff use progressive pathways in all curricular areas well to plan learning across the curriculum. In recent years there had been a focus on literacy, numeracy and health and wellbeing. This has supported children to develop a positive foundation in these areas and to build upon this as they progress through the school. Staff correctly recognised the need to ensure children experience a rich and varied curriculum. They have reviewed their planning to ensure children now experience a broader curriculum, with opportunities for children to contribute to planning experiences.
- All children experience two hours of high-quality learning in physical education (PE) each week. Children are building skills progressively in PE and respond well to helpful feedback from the teachers and peers on how to develop their physical skills.
- Children in P1 to P7 learn French as part of Scottish Government 1 +2 approach to modern languages. Children in P5–P7 learn Spanish. Most children enjoy the annual Scottish Poetry competition where they learn a Scots poem as part of Scots language work.
- Staff are developing well a positive reading culture across the school. They are reviewing and enhancing approaches to teaching reading this session. Children enjoy daily reading times in all classes. They select reading books from the newly refurbished school library or class libraries, where they can access a broad selection of both fiction and non-fiction reading materials in a variety of genres.
- Children have a few opportunities to learn skills in outdoor learning and sustainability. For example, the P4/5 Eco group planned an outdoor learning day where children developed skills in den building and cooking on the fire pit. As planned, staff should look to extend outdoor learning opportunities across the school to make this a more regular feature of school life.
- Children learn about religion and religious festivals through progressive programmes of work. Senior leaders use assemblies well to celebrate festivals and share important messages. Staff work well with partners from the local church to enhance this learning.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents are comfortable contacting the school if they have any worries or concerns. They comment positively on the highly supportive staff team and senior leaders. Most parents are very supportive of the work of the school. They believe the school is well led. They value the regular opportunities to share their views through events and surveys. Most parents appreciate the regular communication from staff about events and children's learning. They enjoy the planned opportunities to come into school to see children's learning. The 'Spring Inside' events are well attended, and children enjoy sharing their learning with parents. Parents are very positive about events where they find out about how their children learn and what they can do to help them, for example the P1 reading workshop.
- The Parent Council supports the work of the school well. They hold regular meetings where the headteacher shares school progress towards improvement plans. The Parent Council plans fundraising for school events and to reduce the cost of the school day.
- Parents have opportunities to comment on the school's improvement priorities, including PEF plans through focus groups and Parent Council work. Parents views are valued and listened to.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children's wellbeing is central to the work of all staff. All staff know and care for children as individuals and provide sensitive support when it is needed. Relationships across the school community are highly positive, nurturing and supportive. Almost all children treat each other with respect and demonstrate very positive behaviour across the school and playground. Staff and children benefit from a strong understanding of shared values and a sense of community. As a result, almost all children feel safe at school and talk positively about ways that staff help them to feel safe. They know that they have someone they can talk to if they feel worried or concerned.
- Almost all children have a very good knowledge and understanding of the wellbeing indicators. Senior leaders use assemblies very well to make explicit links to the language of wellbeing. All teachers build on this successfully through planned follow up learning in class. Children undertake a range of wellbeing assessments throughout the year. Staff support children very well to self-evaluate their wellbeing using the wellbeing indicators. Almost all children feel that their views are listened to and acted upon. Senior leaders and teachers use the information from the wellbeing assessments effectively to identify individuals, groups or classes who would benefit from additional support. This includes focused discussions within classes, or guidance from a wide range of partners, including counsellors and bereavement support. This is leading to improved wellbeing outcomes for most children.
- Teachers have engaged in high-quality professional learning to create inclusive environments, resulting in a consistent approach throughout classrooms and learning areas. Staff make very good use of calm areas and visual timetables, along with resources such as ear defenders to promote readiness to learn and independence. Consequently, almost all children settle well after breaks in learning and demonstrate readiness to learn across their learning spaces.
- Teachers effectively use progressive planners to support their planning of health and wellbeing. This ensures that children experience breadth and depth across almost all aspects of health and wellbeing. Almost all children know how to stay safe online and talk about a range of appropriate strategies they could use if they have concerns. They understand the importance of how a healthy balanced diet, physical activity and sleep contribute to improving their health and wellbeing. As planned, senior leaders should ensure that relationships, sexual health and parenthood is taught progressively across the school. Almost all children feel that staff support them to lead a healthy lifestyle and engage in regular exercise. Almost all children participate in high quality PE, lunchtime and after school sports and activities every week.

Older children adopt the role of sports leaders at lunchtime to support younger children to engage in a range of physical activities and games. These activities develop well children's communication skills, determination and resilience.

- All staff demonstrate a strong understanding of their statutory duties and responsibilities to improve outcomes for children. Almost all staff apply the school's child protection procedures effectively and with confidence. Teachers have engaged in a range of appropriate professional learning opportunities, including strategies for promoting positive behaviour, to further enhance their practice and support a safe, inclusive and nurturing learning environment.
- Most children demonstrate a strong understanding of their own wellbeing and the wellbeing of others. They have a clear understanding of the challenges their peers may face and recognise that the needs of others can differ to their own. Children speak confidently about the range of supports in place for other children and why they are needed. Those who experience barriers to their learning share their experiences openly with their peers, such as Young Carers and children with health-related needs. They speak confidently and passionately about how they are supported to thrive.
- A strength of the school is how well children who require additional help with their learning and wellbeing are supported by highly skilled and compassionate staff. Senior leaders have collaborated very well across the cluster to review targets for children with additional support needs. They support school staff to develop their skills in creating clear, short-term achievable targets. Children and parents are encouraged to contribute to child's plans. This is supporting children positively to have a voice and feel included in decisions about the help they receive. Staff collaborate effectively with partner agencies where required to support children and families. For example, they make good use of local authority Outreach Support Services and family support services. Staff collaborate well to plan, monitor and evaluate effectively all additional support using a staged intervention process. Most children who require additional support make very good progress in their wellbeing.
- Children across the school benefit from effective transition arrangements. There are regular opportunities for children to visit their new school as children start P1 and move from P7 to S1. Staff provide regular parent information sessions to enable parents to support children appropriately. When children move to a new stage within the school, comprehensive records ensures that both academic and wellbeing needs are clearly communicated. Children who require additional support with their learning or wellbeing have a personalised 'Passport.' This details strategies that work well for children, enabling any staff member to provide consistent support. These approaches have resulted in almost all children experiencing a successful and positive transition.
- Senior leaders are increasingly providing children with meaningful opportunities to explore diversity and difference through the health and wellbeing curriculum and assemblies. Themes such as mental health awareness and Young Carers week support most children to develop their understanding of inclusion and equality. A few children benefit from the use of diverse online texts which supports children's awareness of protected characteristics such as disability. To build on this positive start, senior leaders should plan additional, structured opportunities for

children to engage more frequently in learning about all protected characteristics. This will deepen their understanding and better support them to challenge discrimination confidently and appropriately if they encounter it.

3.2 Raising attainment and achievement

good

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

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- In a few stages across the school, class sizes are very small. Senior leaders are aware of this and monitor individual children's progress as well as whole class data when reviewing attainment and progress data.
- Overall, children's attainment across the school is good. Attainment is strongest at P7, with most children achieving expected levels in literacy, and almost all in numeracy. At P1, most children achieve expected levels in literacy and the majority in numeracy. At P4, the majority of children attain expected levels in reading, writing and numeracy, with most attaining in listening and talking.
- Most children requiring additional support with their learning make good progress towards their individual learning targets and very good progress towards their wellbeing targets.

Attainment in literacy and English

- Across the school, most children make good progress in literacy and English.

Listening and talking

- At early level, most children listen well to simple instructions. They answer questions confidently about what they enjoy learning. They should continue to develop skills in listening carefully to the responses of others in the group. At first level, most children talk with increasing confidence about texts they enjoy. Most children listen well to each other when working in a group. They should continue to develop their presentation skills, using eye contact and tone of voice to engage the audience. At second level, most children understand the skills needed to successfully present information to a group, including the use of body language, pace and a clear voice. Most children are becoming increasingly able to share their views in a discussion. They should now participate more regularly in debates and discussions, learning to confidently express a view and build on the views of others.

Reading

- At early level, most children are developing well their knowledge of phonics. They are beginning to read simple texts and words, using picture clues to help. They need more practise in retelling familiar stories through play and learning experiences. At first level, a majority of children share the authors they like to read and why they like them. They have a growing understanding of the features of fiction and non-fiction texts. They should continue to develop skills in summarising text, identifying key information and answering questions on

texts. At second level, most children summarise accurately the main parts of a text they are reading. They share why they like a text or genre. They would benefit from revising literal, inferential and evaluative questions.

Writing

- At early level, most children use their developing knowledge of phonics to attempt to write simple words. They understand that a sentence needs a capital letter, a full stop and spaces between words. They should continue to write regularly through play and planned learning to develop these skills further. At first and second level children are very confident in the structure of narrative writing. They are secure in their knowledge and understanding of vocabulary, connectives, openers and punctuation which they use well to improve their writing. At second level, most children have a confident knowledge of the features of imaginative writing, including the use of similes and metaphors, personification and alliteration. They use these well in writing. At first and second level, children should continue to develop skills in writing in a range of genres and styles, building on their previous learning.

Numeracy and mathematics

- Across the school, the majority of children are making good progress in numeracy and mathematics. A few children are making very good progress.

Number, money and measure

- At early level, most children confidently identify and recognise numbers between 0 and 20. They identify the number before, after and the missing number in a sequence within 20. They need more practise to recognise all coins to £2. At first level, the majority of children order and recite whole numbers to 1,000. The majority of children accurately count forwards and backwards in 2s, 5s, 10s and 100s. They are not yet confident in calculations involving fractions. At second level, most children confidently explain the link between a digit, its place and its value for whole numbers up to 1,000,000. They multiply and divide whole numbers by multiples of 10, 100 and 1,000 accurately. Most children calculate simple percentages of a quantity and use this knowledge to solve problems in everyday contexts. They are not yet confident in ordering numbers less than zero on a number line and knowing when they would use them in everyday life.

Shape, position and movement

- At early level, most children correctly use the language of position and direction. They recognise and describe a range of simple two-dimensional (2D) shapes. They are less confident in describing and sorting three-dimensional (3D) objects. At first level, the majority of children know and use the compass points North, South, East and West. They know that a right angle is 90 degrees and can find right angles in simple 2D shapes. Children need to develop their understanding of the properties of 3D objects. At second level, most children accurately describe and classify a range of angles. They are not yet confident with their knowledge of complementary and supplementary angles to calculate missing angles.

Information handling

- At early level, most children accurately use knowledge of colour, shape and size to match and sort items. At first level, the majority of children create a bar graph to display simple information. At second level, most children are developing their skills of interpreting and

drawing conclusions from a range of data. Across the school, all children need more regular experience of collecting, organising and displaying data through a range of real-life contexts.

Attainment over time

- Attendance in June 2025 was 90.3% which is below the national average. Senior leaders use the local authority policy effectively to manage attendance. They work well in partnership with families and partners to address persistent absence. School assemblies and social media messaging is used effectively to increase children and parents understanding of the impact of missing school. Targeted support has led to marked improvements, with a few pupils increasing attendance to above 85%. Overall attendance figures are affected by a range of factors such as families taking holidays during term time and children's health. Where part-time timetables are used, these are reviewed regularly and adjusted when appropriate.
- Senior leaders have prioritised raising attainment in literacy and numeracy. The school's data over time is variable. This is partly due to the differences in class sizes. Senior leaders recognise that there has been a dip in attainment at first level and have put in appropriate additional measures of support to address this. There is clear evidence that children are now making better progress in literacy and numeracy as they move through the school. Staff should continue to raise attainment in literacy and numeracy across the school.
- Staff use data effectively to track children's progress thoroughly in literacy and numeracy. They use a range of data to consider the progress of specific groups and individuals such as children who have experienced care or are Young Carers. They identify children accurately who would benefit from a range of interventions to support their progress. Staff track interventions rigorously throughout the year. As a result, most children demonstrate good progress against their individual targets in literacy. Senior leaders and staff should continue to evaluate and refine interventions and strategies aimed at raising attainment in numeracy and mathematics.

Overall quality of learners' achievements

- Effective partnerships support staff to deliver a wide range of activities where children develop their confidence, communication skills and resilience. Staff track children's achievements well, both within school and beyond the school day, to ensure that no child misses out. Senior leaders and staff engage well with families to provide support for children to access clubs and activities. For example, a range of clubs are offered at lunchtime to provide equity of opportunity for children.
- A few children work with music specialists to develop music and performance skills. Most children have opportunities to represent the school through the Irvine Burns Competition, Day of Dance, and athletics competitions. Children and staff are very proud of the national recognition they have gained for the work they have undertaken around sports, sustainability and supporting Young Carers. Senior leaders celebrate children's successes and achievements well through assemblies and social media. As planned staff should support children to identify, build on and track the skills they are developing through these high-quality activities.

Equity for all learners

- The headteacher has a clear rationale for the use of PEF. She uses PEF appropriately to enhance staffing following analysis of data and wellbeing needs. Staff employed through PEF deliver highly effective targeted approaches to improve attainment and engagement in learning. Senior leaders, track and effectively monitor the impact of these interventions. School data indicates that targeted interventions are beginning to reduce the poverty-related attainment gap in literacy and accelerating progress for most identified learners.
- All staff know children and their families very well and have a strong understanding of their socio-economic contexts. They provide sensitive, tailored support and work closely with parents to minimise the impact of financial pressures on children's learning and experiences. Staff collaborate effectively with partners to offer free initiatives such as nurture breakfast buddies, sports kits and seasonal treats. A well-used uniform swap shop is available.

Explanation of terms of quantity

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

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

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

On behalf of His Majesty's Chief Inspector of Education in Scotland.