

Summarised inspection findings

Whitehirst Park Primary – Bun-sgoil Pàirc Whitehirst

North Ayrshire Council

28 October 2025

Key contextual information

Whitehirst Park Primary / Bun-sgoil Pàirc Whitehirst is a non-denominational school, serving the community of Kilwinning in North Ayrshire. At the time of the inspection, the roll was 277 children. The headteacher is supported by a deputy headteacher and two principal teachers. There were absences at senior leadership level at the time of the inspection. An acting headteacher had taken up post just prior to the inspection.

In September 2023, 29% of children had additional support needs. Seventeen percent of children live in Scottish Index of Multiple Deprivation (SIMD) deciles 1-2, 32% in SIMD decile 7 and the remainder are evenly split across SIMD deciles 3-9.

Whitehirst Park Primary / Bun-sgoil Pàirc Whitehirst is the base for North Ayrshire Council's Gaelic Provision and started in August 2020, initially with a composite Primary 1/2 class.

1.3 Leadership of change

satisfactory

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

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- At the time of the inspection, the acting headteacher had very recently taken up post. The recent changes have meant that there has not been a complete senior leadership team in place. This had an impact on the ability of the acting headteacher to lead the delivery of school improvement priorities, and to continue to secure improvements across the school. Due to the recent changes, senior leaders did not have a strategic overview of a few significant areas of the school's work. They recognised the need to focus more on developing the strategic vision and direction to help move the school forward. Despite these challenges, the whole staff team were working very hard and effectively together to maintain the quality of learning experiences for children. The local authority has recognised the challenges the school community has faced, and has taken steps to provide more sustainable and consistent leadership for the school. This is supporting staff to now drive forward strategic improvement work.
- The vision, values and aims have been in place for a number of years. The strong emphasis the school community places on values, such as respect and resilience, is very evident in daily interactions. High standards are set across the whole school in terms of effort, achievement and behaviour. These high standards are recognised and owned by the whole school community. Senior leaders and staff recognise the need to refresh and update the vision, values and aims to reflect the school's context more accurately, and to meet the current needs of children more effectively.
- All staff have a strong understanding of the socio-economic context of children and any barriers to learning that children may face. They know children very well as individuals. Senior leaders should develop further staff's ownership and use of data, so that all staff have a holistic picture of all children, to support them fully as they progress through school.

- Children are confident that their views are important when change is being considered. They provide their views through consultation exercises, such as ‘talking circles’ based on How good is OUR school (HGIOURs). The ‘you said, we will...’ boards across the school support children to understand how their views are taken into account by staff. Staff facilitate effectively leadership groups for children in P4 to 7, such as school improvement committees and self-evaluation circles. Pupil leadership groups, such as the eco-group, help maintain attractive outdoor spaces where children can play. These roles help children feel listened to and allow them to see how their ideas and thoughts influence the school's work.
- The school improvement plan (SIP) reflects school, cluster and national priorities. Teachers, support staff and administrative staff are central to supporting and leading improvement across the school. They are motivated and work closely together to improve outcomes for children. Teachers have individual areas of responsibility within the SIP and lead well on these. Staff participate in regular self-evaluation activities and share expertise and professional learning at both school and local authority levels. Partnership working, with a focus on improving learning and teaching, with cluster and ‘trios’ colleagues is an important priority in the SIP. Staff’s positive work in taking this forward is enhancing children’s experiences. Senior leaders should now review how they use the SIP going forward, to drive improvement at a more strategic level and ensure that the priorities in the SIP remain a focus throughout the year.
- Senior leaders have created a helpful quality assurance framework which identifies effective activities undertaken across the school year, including monitoring children’s experiences and progress. Staff work closely with cluster colleagues and ‘trios’ to agree common approaches in areas, such as moderation and health and wellbeing. Staff’s engagement in these common approaches and moderation exercises support them well to improve children’s learning experiences.
- All teachers undertake professional review opportunities, where they identify individual plans that reflect well their own needs and those relating to school improvement priorities. Teachers value highly their opportunities for professional learning and collegiate working time. Senior leaders support staff well to develop additional knowledge and skills through a helpful collegiate calendar of professional learning. Staff use their professional learning very effectively to support and care for children. They undertake extensive professional learning, for example in oracy, reading and writing, often in conjunction with cluster colleagues. All staff undertake enthusiastically a variety of roles to develop areas such as digital literacy and children’s rights. These activities are leading to improved outcomes for children.
- Senior leaders meet with parents to discuss the priorities in the SIP. Parents are keen to contribute further to the dialogue about the use of funding, including Pupil Equity Funding (PEF). PEF has been used to fund successful interventions which are improving the wellbeing of children requiring additional support and those who may be affected by poverty. These interventions have improved children’s literacy and numeracy skills.

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

- Relationships between children, and between children and staff, across Whitehirst Park Primary School are very positive. Children are polite, responsive and very welcoming to visitors. They are proud of their school and its community and talk with enthusiasm about their experiences. All staff know children well and prioritise their wellbeing. As a result, there is a calm, nurturing and purposeful learning environment where children feel safe and valued and ready to learn.
- Across the school, children behave well and are settled in their learning routines. Senior leaders and staff have worked to develop learning environments that are accessible for all children. These environments support children in their learning through effective classroom organisation and wall displays. All classes have charters which reflect well children's understanding of their rights and what is important to them.
- Almost all children are engaged and interact well during lessons. Almost all children are developing independence in their learning and stay on task well when working individually or in small groups. In almost all lessons, teachers' explanations and instructions are clear and children listen well. They are keen to take part in activities. Most children know and understand the purpose of learning and how they will achieve success. In most lessons, teachers make links to prior learning. Most teachers use questioning effectively to check children's understanding. In a few lessons, teachers use questioning well to extend children's thinking. As a next step, this good practice could be shared across the school.
- In most lessons, teachers set tasks and activities that are relevant and interesting and are pitched at a level that engages most children. In most classes, teachers adopt a whole-class approach to teaching, providing varying levels of support to learners to complete tasks and activities. Teachers should develop further ways in which to provide challenge and depth in activities for those learners who are capable of more.
- In all classes, teachers use digital technology effectively to enhance and support children's learning. For example, they share presentations, learning prompts, activities on interactive boards and use bar matrix codes. This motivates and engages children in their learning. A few children benefit from the use of assistive technologies and the allocation of laptops, which enables them to access learning more readily.
- Children in P1 to 3 benefit from regular and well considered opportunities to learn through play in a stimulating learning environment. These experiences are supported by effective observations by adults. This approach helps children to develop social skills, independence and creativity. Teachers across the rest of the school have also made a positive start to developing skills-based approaches. They should continue to engage with national practice

guidance and research relating to play pedagogy. This will support them to develop a deeper understanding of play-based learning.

- Staff use a range of summative and standardised assessments to ensure a consistent approach to gathering evidence of children's progress in literacy and numeracy. They analyse assessment information effectively to identify children's strengths and development needs in these areas. Written and oral feedback is provided by teachers most successfully in writing and numeracy, which supports children to know where they have been successful. In a few lessons, teachers use formative assessment strategies to check understanding during learning experiences. Senior leaders and teachers should continue to develop strategies for assessment to ensure a balance of assessment approaches to help children understand their progress and what they need to do to improve.
- Teaching staff engage in effective moderation activities at school and at cluster level in literacy and numeracy. This has led to increased teacher confidence and more accurate levels of teacher professional judgement across all stages in this area. As planned, senior leaders and teachers should continue to develop their approaches to moderation across a range of curricular areas outwith literacy and numeracy.
- All teachers plan collaboratively and consistently across the school using progression pathways aligned with Curriculum for Excellence (CfE) levels. This ensures teachers track learning experiences across all curriculum areas and enables them to plan for groups of children well in literacy and numeracy. Senior leaders should build on this by supporting teachers with planning to ensure there is clear progression and skills development across all curriculum areas. As a next step, processes for planning for project-based learning should be developed further to ensure appropriate breadth, progression and skills development.
- Teachers meet with senior leaders each term to discuss children's progress and attainment in literacy, numeracy and health and wellbeing. All teachers track children's progress in literacy and numeracy well and measure this accurately against national Benchmarks. Senior leaders and staff identified reading as a whole school area for improvement and are implementing a new approach to teaching reading. Senior leaders work with class teachers during tracking meetings to identify children who require additional support with their learning. Appropriate interventions for identified children are put in place in a timely manner. These professional discussions are informed by a range of assessment data. Staff are not yet tracking children's progress comprehensively for all other curriculum areas.

2.2 Curriculum: Learning pathways

- Senior leaders have learning pathways in place for all curricular areas which support teachers to monitor coverage of experiences and outcomes. Senior leaders and teachers have rightly recognised the need to review approaches to project-based learning to ensure that children experience a curriculum that offers more personalisation and choice, coherence, progression and relevance. Teachers should ensure learning pathways allow for flexibility, and reflect the needs and interests of children. A next step is to make strong links to the unique context within the local community. Current practice relies too heavily on individual teachers' choices and a more strategic approach is required. Teachers should develop further existing collegiate practices and work together to streamline approaches to planning for project-based learning, building on the strong work in some classes around novel studies.
- Teachers plan effectively for children to engage in science, technology, engineering and mathematics (STEM) learning activities. There is a positive focus on skills development within STEM learning. For example, children are developing skills for life, learning and work by collaboratively designing and constructing models with a given design brief.
- In line with national expectations, children receive their entitlement to a 1+2 languages approach. They learn French progressively from P1 to P7. Children in P 5 to P7 learn Spanish. Children in Gàidhlig Medium Education learn French in P5 to ensure their entitlement to 1+2 languages is met. Teachers should now use French language more effectively as part of daily routines. This would help to reinforce vocabulary and improve children's understanding
- The school is meeting the requirements to ensure that children receive their entitlement of religious and moral education, and physical education. Teachers use progression pathways to support planning and progression for these learning experiences.
- Teachers are beginning to plan using the Skills Development Scotland (SDS) meta-skills progression framework for learners in P4 to P7. This is supporting children to develop their understanding of meta skills in meaningful and engaging contexts.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents are satisfied with the quality of teaching at the school. Almost all parents agree that their child is making good progress and that their confidence and skills are increasing. Almost all parents comment positively that their child is treated fairly and with respect.
- Overall, most parents are very positive about their communication with the school, which takes place across a range of channels. This includes apps, social media and regular newsletters. Parents are confident to approach the school for support and most feel listened to. Parents particularly value the monthly learning cafes. This gives them an opportunity to visit the school to view their child's work. As a result, parents have a good understanding of how their child is progressing. A minority of parents do not think that they are provided with enough advice to support learning at home. A minority of parents would like more specific feedback on their child's progress and how their learning is assessed. The school should continue to provide individual resources to support learning at home. This will help to further engage parents who are keen to support their child's learning.
- Most parents are encouraged to become involved in the Parent Council and feel well-informed about its work. Most parents are happy with the level of communication from the Parent Council. They value the fundraising activities that the Parent Council undertakes to support the school.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

Good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Relationships across the school community are strong and supportive, with shared values and high expectations. All staff have engaged in valuable professional development focused on nurturing principles, trauma-informed approaches, and restorative practices. Staff understand the role of wellbeing and its impact on learning and achievement. As a result, children experience consistently high levels of care and support from all adults in the school. These positive relationships support children to feel safe, secure and included in the life of the school. Children interact with each other and adults with respect, compassion, and empathy. Positive behaviours are demonstrated across the school.
- Children talk confidently about their rights. Children and staff collaborated effectively to create class, lunch hall and playground charters, reflecting the school's core values and the principles of the United Nations Convention on the Rights of the Child (UNCRC). Staff integrate children's rights into all aspects of school life, ensuring these principles are consistently upheld and reflected in everyday practices. The school has received national recognition for its commitment to children's rights.
- Children complete assessments that focus on their own wellbeing twice a year. These assessments encourage children to reflect on aspects of their wellbeing. Staff use this information effectively to address wellbeing concerns of individuals or cohorts raised through the assessments. This has led to identified children accessing small group and one-to-one support in programmes that help to address areas such as bereavement and loss. Children who require support benefit from working with the local authority's family-centred wellbeing service, inclusion workers and educational psychologists. Most children feel that their views are listened to and acted upon.
- Almost all children report that the school helps them to lead a healthy lifestyle and understand the positive impact of physical activity on both their physical and mental health. Most children have significant opportunities throughout the day, including at playtimes and after school, to develop their physical health through games, sports and other physical activity. Staff have introduced timetabled zones in the playground, ensuring all children have access to different types of play throughout the week. Children and staff feel this has supported a reduction in playground incidents.
- Most children recognise that the health and wellbeing curriculum supports them in leading a healthy lifestyle. Children can give examples of how to stay healthy, such as learning about road safety and how to stay safe online. Children confidently talk about the importance of respect and responsibility in their digital interactions and can explain the key messages that help them navigate the online world safely. A few children demonstrate a sound understanding of healthy eating and describe how good nutrition contributes to their overall wellbeing and

readiness to learn. Senior leaders and staff should review the health and wellbeing curriculum to ensure it offers a cohesive, whole-school approach that fully reflects all aspects of CfE health and wellbeing experiences and outcomes.

- All staff demonstrate a strong understanding of their responsibilities and statutory duties in relation to wellbeing, equality and inclusion. They know children and families well and demonstrate high levels of care and compassion. A clear, staged intervention process is in place, aligned with local authority procedures. Senior leaders and staff make good use of information they have gathered to identify planned interventions for individuals and groups of children. Most support plans have measurable targets and are reviewed regularly with staff, parents and children. As a result, most children who require additional support with their learning are making strong progress against their own personal targets.
- Senior leaders work effectively with partner agencies, drawing on professional advice and guidance to ensure timely and appropriate support for children who require this. They maintain a clear focus on building staff capacity and confidence to meet the diverse needs of learners within the school. This has led to increased staff ownership of targeted supports, contributing to improved outcomes for children in both learning and achievement. This work is fostering strong partnership working with families.
- Children benefit from well-planned and nurturing transition processes that help them feel confident, included, and excited about the next stage in their learning. Engaging activities such as the Teddy Bears' Picnic, buddy visits, and 'meet the teacher' sessions support a smooth move into P1. For high school transitions, structured programmes, including visits and curriculum tasters, help ease anxieties and build enthusiasm. Staff provide enhanced, personalised support. This ensures almost all children, including those who require additional support, experience a successful and positive transition.
- Senior leaders and staff promote equality through inclusive, child-centred approaches that celebrate individuality. Children access appropriate resources within their classrooms to support inclusion, including coloured overlays, use of technology and quiet working areas. Children use these strategies well to engage purposefully in their learning. Strong partnerships with families and agencies further support a positive, inclusive culture where children are enabled to thrive and succeed. For example, young carers benefit from monthly visits by a specialist lead practitioner and participate in a cluster-wide support group. This is helping to ensure they feel connected, understood, and supported in their emotional and social wellbeing.
- In a few classes, texts are used effectively to help children explore a range of themes. However, senior leaders should adopt a more strategic and consistent approach to strengthen children's understanding of equalities, diversity, and inclusion. This should include well-planned, progressive opportunities for all children to learn about issues relating to each of the protected characteristics. A more coherent approach will better equip children to recognise and challenge discrimination and intolerance when 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

Attainment in literacy and numeracy

- Overall, attainment in literacy and English and numeracy and mathematics is good. At early level, almost all children achieve expected CfE levels in both literacy and numeracy. Almost all children achieve CfE first and second levels in listening and talking. Most children achieve CfE first and second level levels in reading, writing and numeracy. A few are working beyond expected levels in literacy and numeracy.
- Most children who require additional support with their learning are making good progress towards their individual learning targets. Staff have correctly identified appropriate interventions for almost all learners. These interventions are delivered by highly skilled support staff, who work closely and effectively with class teachers.

Attainment in literacy and English

- Across the school most children are making good progress in literacy and English.

Listening and talking

- Across the school, listening and talking is a strength. Almost all children listen well to teachers and follow instructions. Almost all children confidently share their thoughts and opinions appropriate to their age and stage. Younger children share their ideas enthusiastically within small group discussions and take turns at the appropriate time. Older children communicate effectively and build on the contributions of others well.

Reading

- Almost all children enjoy reading and talk about their use of class and school libraries. Children who are on track to achieve early level recognise, say and write individual and blended sounds. Most children detect and produce rhyme and read aloud a familiar text with confidence. Children who are on track to achieve first level read aloud with expression and fluency and answer questions to show their understanding. They know the difference between fiction and non-fiction texts and determine fact from opinion. Children who are on track to achieve second level are enthusiastic about reading and talk confidently about the school's approach to the teaching of reading. They answer literal, inferential and evaluative questions about a text. Older children would benefit from support to further develop strategies to analyse a text, for example to be able to discuss the author's word choice and how this can influence a reader.

Writing

- Most children on track to achieve early level are developing well their legible letter formation in writing. They are building their confidence in writing simple sentences using capital letters and full stops. Children on track to achieve first level write regularly for a range of purposes, use common words accurately and select interesting vocabulary to engage the reader. They are

developing their skills using a wider range of punctuation such as commas, exclamation marks and speech marks. Children on track to achieve second level, demonstrate a clear understanding of the key features of different genres of writing, such as imaginative, creative and functional texts. They are building their understanding further of key features of specific genre including aspects of layout and presentation. Across all levels, teachers should continue to provide opportunities for children to create texts for different purposes.

Numeracy and mathematics

- Most children at early, first and second levels make good progress from prior levels of attainment. A few children are making very good progress from prior levels of attainment.

Number, money and measure

- Children working at early level confidently recall number sequences forward and backwards from within the range 0 to 20. Most children accurately identify missing numbers in a sequence within 20. They know the names of the months of the year and can talk about features of the four seasons. They are not yet confident at recognising o'clock times on an analogue clock. At first level, most children successfully round numbers to the nearest 10 or 100. They tell the time accurately using half past, quarter past and quarter to, and digital and analogue clocks. They are less confident at converting between 12- and 24-hour time. At second level, most children read, write and order whole numbers to 1 000 000. They explain confidently the link between a digit, its place and its value. At first and second levels, children need to develop greater fluency in mental maths strategies through a sound knowledge of key number facts. Children need a greater range of types of questions to support them to apply their skills to solve open-ended problems.

Shape, position and movement

- Across the school, children confidently name and discuss features of two-dimensional shapes and three-dimensional (3D) objects, appropriate to their stage of learning. At early level, most children confidently use the language of position and direction, including in front, behind, above, below to follow instructions in movement games. At first level, most children know that a right angle is 90 degrees. They name confidently the four compass points. At second level, most children use appropriate mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles. At first and second levels, children require additional experiences to apply their skills in meaningful and engaging contexts.

Information handling

- At early level, most children use knowledge of colour, shape and size well to match and sort items in a variety of different ways. At first level, most children gather and represent information accurately in a simple graph. At second level, most children collect, organise and display data confidently using simple charts and graphs. They are not as confident in the use of line graphs and frequency tables. Across the school, children should have more regular opportunities to revisit information handling skills throughout the year. Children should build their skills in using technology to gather, analyse and display data.

Attainment over time

- At the time of inspection, attendance for 2024–2025 stands at 95%, showing an improvement from 94% in the previous year. This is above both local authority and national averages. A few children have attendance of less than 90%, but none lower than 70%. Senior leaders promote the importance of good attendance to families through regular communication in school newsletters and on social media. They follow local authority procedures effectively, using strategies such as phone calls, meetings with parents, and formal letters to reinforce expectations around attendance. Positive relationships with families, along with close partnership working, have helped a few identified children to improve their attendance. To

sustain and build on this progress, senior leaders should take a strategic approach to monitoring patterns and trends of attendance. This will support a continued collaborative approach with families and external partners to help ensure attendance remains high. There have been no exclusions in recent years. There are no children on part time timetables.

- Senior leaders track children's progress and attainment over time. They meet termly with staff to share data about children's progress and identify what support children need. These discussions also evaluate the effectiveness of planned interventions, such as those designed for children at risk of being off track in their learning. Children's attainment in literacy and numeracy over time is good. A few children at all stages are exceeding levels against national standards in literacy and numeracy. Senior leaders should now support staff to expand tracking processes to include all curricular areas, including health and wellbeing, with the rigour already evident in teachers' tracking of literacy and numeracy.

Overall quality of learners' achievements

- Children across the school participate in a variety of events, trips and sporting activities. The fifty-year celebration of the school has had a very positive impact on children and their families. Children are very proud of the celebration of their school's heritage. Participating in the school show allowed them to build their confidence and showcase their talents to their families and wider community. A few children compete at regional level in events such as cross country running, football and netball. Staff and school partners provide extensive sporting opportunities for children. The school has a high level of national accreditation for sports, digital and sustainability. Children in P6 and P7 take pride in leading lunchtime clubs, recognising the value of their role in setting a positive example for younger children to engage in physical activities. A majority of children in P4 to P7 undertake leadership roles through formal committees, for example, house and vice-captains, Junior Road Safety Officers, pupil led clubs, charity leaders, rights respecting school leaders, library leaders and talking circles.
- Staff record children's involvement in the wide range of achievement opportunities available to them, both in and beyond school. They track routinely children's participation in extra-curricular activities or achievement. Staff track and monitor children's participation in wider achievement experiences. They identify gaps in children's participation and take action to address these. This model of careful tracking supports staff's efforts to provide targeted interventions for those children who would benefit most from engaging in achievement opportunities. As a result, children are gaining confidence in their own skills and abilities and are deepening their understanding of skills such as collaboration and communication. Senior leaders and teachers should, as planned, continue to support children to understand the skills they are gaining and how they apply to learning, life and work.

Equity for all learners

- Staff work with the Parent Council to ensure all school trips are free or subsidised, to minimise any financial barriers to children's participation. For example, children in P3 and children in Gàidhlig Medium Education visited Celtic Connections at no cost. Where a cost is involved, the Parent Council subsidises a set amount to reduce the overall cost. The school also provides sensitive support, such as signposting families to helpful local services, based on staff's knowledge of individual family circumstances and strong community relationships.
- Senior leaders and teachers monitor closely the progress of individuals and groups of children. This includes those who may require additional support, such as those who are disadvantaged by poverty or those who require additional support for learning. They have used PEF to support children's wellbeing, to improve attainment in literacy and numeracy and to purchase accessibility learning tools. Staff plan targeted interventions to help close identified attainment

gaps and measure progress towards closing these gaps. As a result of these interventions, the school's data is showing improvement for almost all identified children.

Context

Bun-sgoil Pàirc Whitehirst- Whitehirst Park Primary School has had a Gàidhlig Medium Unit since 2020. During this time, the numbers enrolling for Gàidhlig has steadily increased from four children to 18 currently. There are two classes (C) for Gàidhlig Medium - C1-3 and C4-6. There was a vacancy for a Gàidhlig Medium Education teacher at C1-3 at the time of the inspection. This resulted in both classes being taught together as one C1-6 class. This has ensured that children are still being taught for almost all of the time through the medium of Gàidhlig. A teacher for C1-3 has recently been appointed and is due to take up post in August 2025. The principal teacher is the lead for Gàidhlig across the school and the teacher for the C4-6 class.

Leadership of change

- Senior leaders and middle leaders have developed the Gàidhlig Medium Unit well over the last five years. They have successfully promoted the provision through holding open afternoons annually within the school. Additionally, they have created a short video with the children to highlight the benefits of Gàidhlig Medium Education. This work is in line with North Ayrshire Council's Gaelic Language Plan. As a result, the numbers of children attending have quadrupled over this five year period and there remains capacity for further growth.
- Gàidhlig has been a feature of the SIP in recent years, with a focus on learning and teaching. The staff team for Gàidhlig engage very effectively and passionately in taking forward improvement projects. Senior leaders rightly identified that Gàidhlig should continue to be a focus in important drivers of school strategy, such as curriculum rationale, values and aims. However, there has been a pause in progressing identified priorities this session due to staffing issues. The principal teacher uses bespoke self-evaluation materials for the Gàidhlig sector, including 'The Advice on Gaelic Education' (2022). This supports them well to review practice and inform the strategic planning of Gàidhlig Medium Education within the school. Middle leaders have identified a clear vision for how they will improve and build on Gàidhlig Medium and Learner Education. Senior leaders now require a strategic plan to take forward longer-term implementation of Gàidhlig Medium Education in line with national expectations.
- Children have opportunities to undertake leadership roles to effect positive change. Older children in the Gàidhlig Medium Unit contribute to whole school change through participation in a range of committees. Some of these have led to national accreditation of which children are proud. As a result, children are beginning to develop important leadership skills. However, children's involvement in these committees dilute children's immersion experiences and learning of specialist vocabulary. Senior leaders should continue developing their strategic policy on immersion.
- Middle leaders have made positive links with teachers in other schools to share good practice in the teaching of Gàidhlig. This has led to shared observations of learning and moderating standards in areas of the curriculum. Staff also seek out professional learning in Gàidhlig, participating in online webinars. Additionally, the principal teacher works nationally on Gàidhlig as an Education Associate. These professional opportunities support improvement in the Gàidhlig Medium and contributing to increasing teachers' confidence in professional judgements in Gàidhlig.

Learning, teaching and assessment

- Children experience warm, nurturing relationships with school staff and each other. Learning environments are calm and purposeful. Children support each other very well during lessons and interact respectfully with staff. Almost all children are keen learners in Gàidhlig Medium Education. Staff integrate culture and language to develop children's strong sense of identity with Gàidhlig. Staff and children in Gàidhlig Medium Education are very well aware of the benefits available to speakers of Gàidhlig education.
- Almost all children are developing independence in their learning and stay on task well when working individually or in small groups in the multi-composite class. Younger children have a few opportunities to learn through play. Staff should continue to build on this to develop their strategy for total immersion learning through play, to better support children's fluency in Gàidhlig.
- Teachers ensure learning is differentiated within the multi-stage classes to meet the needs appropriately of all learners. Children who require further support in their learning are supported well in class and through targeted interventions.
- Staff understand the importance of total immersion to Gàidhlig Medium Education and are keen to provide this when they have appropriate levels of staffing. They use effective strategies to support children's developing fluency of the language. They have implemented an oral Gàidhlig language programme to introduce, reinforce and consolidate Gàidhlig language structures, idioms and grammar. Staffs' frequent and skilful interactions are in high quality Gàidhlig. As a result, children use Gàidhlig well in a range of situations.
- Across the school, Gàidhlig is offered as 'Blasad' (taster) sessions in the English Medium classes. Children are exposed to the language through dual signage throughout the school and through painted games in the playground. The whole school celebrated 'Seachdain na Gàidhlig', contributing to a positive Gàidhlig ethos in the school. Additionally, children in English Medium are beginning to use Gàidhlig phrases during morning routines. As a result, Gàidhlig is becoming increasingly heard and visible beyond the Gàidhlig Medium classroom. Senior leaders and staff should continue to strategically plan how having Gàidhlig Medium Education in their school impacts on the whole-school's curriculum.

Ensuring wellbeing, equality and inclusion

- Children experience positive nurturing and inclusive relationships. They are kind and considerate to each other and adults. These are important strengths to underpin children's learning through immersion. Staff have a clear understanding of the context of the families and children who attend the provision. They work closely with partners to provide support to families to access the Gàidhlig curriculum. These blocks of adult learning have enabled parents to support their children with their learning.
- Children's understanding of their rights, and the need to respect the rights of others, has been enhanced through the whole school focus on UNCRC. Within the Gàidhlig class, the children have had a focus on Article 30 and identify that they could choose which language they would like to speak. As a result, almost all children have a clear understanding of children's rights.
- Children follow similar health and wellbeing experiences to children in English Medium. The principal teacher goes to considerable lengths to translate materials to make sure that children feel included and ensure they get immersion through all aspects of their health and wellbeing

curriculum. The health and wellbeing of children is supported further through participation in a range of wider achievement activities, including specific Gàidhlig clubs with fluent speakers. This leads to children using Gàidhlig outwith the classroom setting.

- The school has taken important steps in addressing their statutory responsibilities towards Gàidhlig Medium Education. They have increased how visible Gàidhlig is within the school and the positive ethos throughout the school for Gàidhlig. Teachers need continued guidance and partnership working to support children with additional support needs in Gàidhlig Medium Education. At the time of the inspection, staff who cover for teachers' non-class contact time do not deliver learning through Gàidhlig. Moving forward, the local authority and senior leaders should work towards total immersion experiences that will ensure children continue to learn through the medium of Gàidhlig, particularly in the P1 -P3 total immersion phase.
- Children within the Gàidhlig Medium unit join the English classes for assemblies and break times. Children report that they feel included in all aspects of the school life. Senior leaders should consider, as Gàidhlig Medium increases, how all children have equal opportunities to experience Gàidhlig at whole-school events. Children in English Medium Education should be aware of their role in creating immersion opportunities for their friends who are learning through Gàidhlig.

Raising attainment and achievement

- As there are small numbers of children at each stage, broad statements about progress have been made to ensure anonymity

Attainment in literacy and Gàidhlig

- Overall, children are making good progress in literacy and Gàidhlig. Most children who require additional support with their learning are making good progress towards their individual learning targets.

Listening and talking

- Overall, children make good progress in listening and talking. Across all CfE levels, children listen respectfully to one another and take turns. Children use Gàidhlig confidently in class, and as they progress through the school, they use it more regularly with their peers in group situations. A few children should be supported to avoid using English vocabulary within their Gàidhlig communication.

Reading

- Overall, children make good progress in reading. Children read well and make use of their class and school library. Children would benefit from greater access to a range of texts in Gàidhlig and to enjoying its culture. Younger children read common words, use capital letters, full stops and read aloud. Older children read aloud fluently in Gàidhlig. Children are less confident in discussing reading for enjoyment and reasons why they would select texts.

Writing

- Across stages, children are writing frequently in Gàidhlig. Younger children are beginning to write a sentence independently. They communicate ideas through writing and drawing. Older children write for a variety of purposes and identify correctly the different features of genre. They write using commonly spelt words accurately and use punctuation appropriately.

Numeracy and mathematics

- Overall, children make good progress in numeracy and mathematics. Children use Gàidhlig mathematical terminology fluently.

Number, money and measure

- Younger children count forwards and backwards within 20. They are confident with coins up to £2. They would benefit from revising sharing to give half of a given amount. Older children are confident in addition and subtraction of three-digit numbers. They round accurately to 10 and 100. Children have quick recall of times table facts but are less confident with division facts. Children use money to pay for given items. They should now revisit giving change.

Shape, position and movement

- Younger children sort objects by shape and colour and continue a pattern. They identify symmetry in shapes. Older children describe the properties of 3D objects. They recognise symmetrical pictures and designs. They use compass points and follow directions. Their next step is to investigate right angles.

Information handling

- Across the stages children interpret simple graphs. They would benefit from exploring other graphs and charts and creating their own graphs.

Overall quality of learners' achievement

- Children have a wide range of achievements in and out of school. Children join the whole school assembly. They also have a Gàidhlig 'Together Time' where they celebrate 'Sgoilear Gàidhlig na Seachdain' (Gaelic pupil of the week) and share their achievements from outwith school. They can attend lunchtime and after school clubs that are offered. They have held lunchtime clubs for the Gàidhlig class, such as choir, to allow children who travel from across the authority to attend clubs. Additionally, they have Gàidhlig after-school club 'Spòrs' for C1-6 run by Comunn na Gàidhlig. Senior leaders and teachers track and monitor children's participation to make sure no child misses out.
- Staff and children contribute to the work of promoting and celebrating Gàidhlig in the local community through a range of projects and initiatives, including cèilidh events and the upcoming local book festival. Initiatives, such as the Cafaidh Gàidhlig led by staff and pupils, give children valuable real-life opportunities to apply their skills in Gàidhlig. This promotes Gàidhlig in the wider community and across generations. The focus on intergenerational learning with the community, along with staff's own high-quality Gàidhlig, is impacting positively on children's use of a range of vocabulary and idiom.
- Children develop skills and fluency from celebrating Gàidhlig language, music and culture. They participated in the recent national Mòd and in choir singing in the local community. Children recently participated in an outdoor education week in Edinburgh with children from other Gàidhlig Medium classes across Scotland. As a result, children are proud of their Gàidhlig identity and gain confidence in their Gàidhlig speaking abilities.

Explanation of terms of quantity

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

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

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