

Summarised inspection findings

St Bridget's Primary School

North Ayrshire Council

28 October 2025

Key contextual information

St Bridget's Primary School, Nursery and Enhanced Nurture Resource is a Roman Catholic school located in Kilbirnie in North Ayrshire. At the time of inspection, the school roll was 185 children arranged over eight classes from P1 to P7. The Enhanced Nurture Resource (ENR) has a roll of 12 children.

Over the past four months, the school has been led by an acting headteacher, supported by an acting deputy headteacher and acting principal teacher.

In session 2023/2024, school attendance was 93%, which is in line with the national average. At the time of inspection, a majority of children reside in Scottish Index of Multiple Deprivation (SIMD) deciles one and two.

1.3 Leadership of change	unsatisfactory
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	

- There are major weaknesses in this aspect of the school's work. A lack of strategic planning for change over a sustained period has impacted negatively on outcomes and experiences for children across the school, early years centre and ENR. Senior leaders currently receive intensive and impactful support from local authority officers. This is supporting senior leaders to begin to refocus improvement priorities on improving outcomes for all children.
- The school is currently led by the acting headteacher, supported well by the acting deputy headteacher. The local authority is in the process of appointing a permanent headteacher. This work should continue at pace to provide stable and effective strategic leadership to the school. This is crucial to ensure the significant work required to improve outcomes for children is progressed at pace.
- The acting headteacher has swiftly and correctly understood the need to refresh the school's vision and values. In doing so, school leaders are committed to involving all members of the school community in this process. Senior leaders, working closely with a pupil leadership group ('The Changers'), have very recently consulted pupils, parents and staff to refresh the values. The school now has draft values of 'respectful, inclusive, successful'. The majority of children across the school discuss at least one value confidently and what this means for their own behaviour and actions. However, as this work is very recent, these values are not yet embedded into the life and work of the school. Senior leaders must ensure that the values reflect Gospel values, high aspirations and expectations for children, staff and families and are focussed upon learning and achievement.
- There have been major weaknesses in school improvement planning over recent academic sessions. The absence of a school improvement plan for session 2023/2024 and the related self-evaluation evidence has had an adverse impact on the relevance of the current

improvement plan. This resulted in school improvement priorities which have not focussed clearly enough on meeting the needs of children. Very little evaluation of the quality of children's experiences has been carried out this session. As a first step, the acting headteacher has recently created a quality assurance calendar. Although at a very early stage, this is supporting senior leaders to gain a clearer and more accurate understanding of the school's improvement needs. The local authority should continue to provide timely and structured action to support senior leaders and staff to adopt a rigorous approach to self-evaluation and school improvement. This must include regular and effective monitoring of all aspects of learning and teaching in order to improve children's experiences and outcomes. This should support senior leaders to create a school improvement plan which contains specific, time measurable targets, underpinned by a clear understanding of the needs of all children.

- Staff have not had sufficient opportunity to engage with continuous professional learning. Over the last few sessions, only teachers fulfilling the 'professional update' requirement for General Teaching Council for Scotland have benefitted from professional review and development meetings and associated plans. This process should be widened to include all teaching and support staff. Staff demonstrate a commitment to professional learning and are eager to engage with education colleagues and professional learning networks more often. For example, teachers speak positively of their professional learning to improve 'learning through play' and of the professional support offered by the local authority Professional Learning Academy. Senior leaders should adopt a more coherent approach to professional learning. This should, in turn, provide opportunities for staff to lead aspects of school improvement.
- Senior leaders and staff should develop a shared understanding of what makes high quality learning and teaching to ensure greater consistency in practice across the school. Senior leaders should support the implementation of this through effective quality assurance activities. Staff would benefit from opportunities to visit other schools to support them to develop their professional practice.
- Senior leaders demonstrate a clear commitment to pupil leadership. Children benefit from participation in a wide variety of leadership activities through the 'School's Councils' programme. For example, Reader Leaders support well a culture of reading across the school and local community. Children in 'The Changers' leadership group speak proudly of their impact upon improving the school and are beginning to explain the skills they develop as a result. As a next step, senior leaders should ensure pupil leadership groups are more effectively represented in the school improvement plans and processes. There is significant potential for children to take increased responsibility for leading these groups.
- Senior leaders and teachers understand well the social and economic context of the children and their families. Senior leaders now identify more accurately the poverty related attainment gap across the school. The substantive headteacher utilises Pupil Equity Funding (PEF) to enhance staffing and resources. However, for session 2024-25, there is no coherent plan for PEF which includes clear and measurable targets. Senior leaders are not yet able to demonstrate clearly how their current strategies are helping to close the poverty related attainment gap. They must now ensure that they use relevant and meaningful data to inform the development of a clear plan which focuses on closing the poverty related attainment gap and improving outcomes for children. At present, senior leaders inform parents of how PEF is used in school. They are aware of the need to consult and involve parents more closely in decisions regarding the allocation of PEF resources and the impact this is having upon children.

2.3 Learning, teaching and assessment

weak

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 and children work well together to create a caring and nurturing ethos across the school. Relationships between most children and between adults and children are warm and supportive. In a few classes, staff should ensure they model the use of inclusive language more appropriately. Most children enjoy learning and feel encouraged to do their best when learning is engaging and active. Staff should now link the draft school values to children's developing understanding of their rights. This will help children understand how their rights are protected and celebrated in school.
- Most children behave well, and the majority are eager to learn. In a minority of classes, constant low-level disruption by a minority of children impacts on children's ability to sustain their engagement in learning. In a few lessons, where pace and challenge are appropriate, most children demonstrate good levels of motivation and engagement.
- In most lessons, teacher explanations are clear. Teachers share the purpose of learning appropriately. Most children are beginning to know what they need to do to be successful. In a few lessons, children co-create the steps needed for them to be successful. Most teachers use a range of strategies well to check children's understanding. In most lessons, the pace of learning is appropriate. However, most lessons are overly teacher led, resulting in children being too passive in their learning. Children should be supported to be more active in their learning and be provided with more choice about what and how they learn.
- Children have access to a range of learning environments, both within their classroom, across the school building and outdoors. Staff recognise the need to provide a calm and purposeful learning environment. As planned, staff should consider how well the current learning spaces support an inclusive learning environment. This should support them to better meet the needs of all children.
- Almost all teachers use interactive whiteboards effectively to support learning and teaching. All children have shared access to devices and use them well to support their learning. Children enjoy extending their digital skills by using technology. For example, children develop their coding skills to control the movement of toy vehicles during science, technology, engineering and maths (STEM) activities. Children serving as Senior Digital Leaders benefit from supporting their peers to develop their digital skills. Senior leaders have correctly identified the need to continue to provide staff training to further increase staff confidence in developing children's digital skills.
- In most lessons, staff use questioning well to check children's knowledge and understanding. In a few lessons, teachers make effective use of questions to extend children's thinking, encourage curiosity, and develop higher order thinking skills. Building on this effective practice,

senior leaders now need to ensure greater consistency of high-quality questioning throughout the school. This could help all children to engage more fully in their learning.

- In most lessons, staff use oral feedback and praise appropriately to support children in their learning. Almost all teachers give written feedback in jotters. The quality of this feedback is variable. Senior leaders should now support staff to develop a consistent, high-quality approach which supports learners to identify targets and next steps. A few staff are now involving children well in reviewing their learning through self and peer assessment. This practice should be shared widely and embedded.
- Staff at P1 – P3 are beginning to develop play-based approaches to learning. They use children's ideas and interests to create interesting spaces, such as a role play area, designed to support the development of imagination and oracy skills. As planned, staff should continue to access professional learning to further support the development and progression of play across early years and first level.
- In a few lessons, teachers provide learning activities set at different levels of ability. When learning is well matched to need, children are fully engaged and motivated to learn. Staff should now work together to develop further their understanding of the diverse needs of children in their classes and plan appropriate learning activities to address these. Across the school, a minority of children require greater challenge in their learning as they have the capacity to achieve more. In providing this greater challenge, teachers should increase their expectations of what all children can achieve.
- Most staff are developing their use and application of a recently introduced annual assessment calendar. This informs the timing of assessments, including standardised assessments, in literacy and numeracy. Staff are beginning to use evidence from standardised assessments and national Benchmarks to support their professional judgement on achievement of Curriculum for Excellence (CfE) levels. Staff would benefit from engagement in professional learning to deepen their understanding of assessment. Teachers' increased use of diagnostic assessment would provide stronger data to help staff to secure further improvement.
- The majority of staff feel that moderation activities support their understanding of national standards. Despite this, staff's lack of opportunity to engage in a robust programme of high-quality moderation activity, both internally and with other schools, is impacting on the accuracy of judgements. Senior leaders should ensure that a structured programme of moderation activities forms an integral part of annual planning to increase the validity and reliability of assessment data. Staff should work together to develop a deeper understanding of national standards through more frequent engagement with national Benchmarks.
- Staff are at the early stages of implementing new forward planning processes, including the use of local authority progression pathways. Senior leaders should continue to support and review the quality and implementation of these new processes to increase the consistency of practice across the school. Staff plan for the medium and short term. The development of long-term planning could better inform their provision of a broad, balanced and progressive curriculum across the school year. Staff should also revisit the distribution of learning across the week to ensure sufficient, meaningful periods of learning are consistently provided. This is particularly relevant to literacy and numeracy. Senior leaders should ensure that assessment becomes more integral to planning. Opportunities for the views of children to inform planning should be increased, including greater involvement of children in the creation of staged intervention targets.
- Senior leaders and staff are at the early stages of using tracking effectively to monitor children's progress and identify children in need of support. They should build on this positive

start by strengthening tracking procedures further to better support the analysis of assessment data, including for different cohorts of children. This should support staff to apply greater rigour in the identification of next steps in learning and better inform the planning cycle for all children, including those with additional support needs.

- Senior leaders recognise correctly that quality assurance procedures are not yet sufficiently robust to challenge and secure improved outcomes for all children. They should consider how they coordinate quality assurance activity and pupil progress meetings across the school year to ensure children's attainment and achievement is tracked rigorously and regularly. This could strengthen the impact of these activities and ensure they contribute more effectively to the school's raising attainment strategy.

2.2 Curriculum: Learning pathways

- Staff identify correctly the need to review the overall curriculum offer. Senior leaders need to work alongside staff to consider closely the CfE design principles when reviewing the overall curriculum offer, particularly breadth and progression. At present, most teachers plan appropriate learning experiences for their children. However, a lack of collegiate curriculum building means children's learning is disjointed and lacks clear progression. As they improve the curriculum, teachers should identify further opportunities to improve children's personalisation and choice. This should help to improve the consistency of children's learning experience across the curriculum.
- Staff make use of a range of learning pathways, including those produced by the local authority. Most of these pathway documents take appropriate account of CfE's experiences and outcomes and national benchmarks. Senior leaders, in partnership with the local authority, should now develop further staff's understanding and consistent use of learning pathways across all areas of the curriculum. As they do so, senior leaders and teachers should have a clear focus on how the curriculum supports children to identify, understand and track progressively the skills they are developing.
- Children benefit from a range of positive experiences that support them to achieve and to contribute to the ethos and life of the school. For example, children gain valuable experience through school councils and participation in partnership projects. Children also have access to a wide range of clubs and activities. Staff should now review how these experiences bring different areas of the curriculum together and help children make connections in their learning. They should also support children to understand better the skills and knowledge they gain from different learning experiences both in and out with the classroom.
- Children at P5-P7 engage regularly in multi-stage STEM projects. They benefit from well considered learning experiences offered through individual activities. As staff are now in the final year of this plan, they are ideally placed to review its effectiveness. Staff should consider how these individual STEM activities experienced by children support learning that is planned, connected and progressive across each of these subject areas.
- All children are not yet receiving their full entitlement to learning modern languages. In most classes from P1-7 children experience Spanish. Staff should now introduce an additional language experience to children from P5 onwards to ensure they comply with the 1+2 modern languages national policy.
- The recently refurbished school library provides an inviting, calm environment in which to read. Children have access to a wide variety of fiction and non-fiction books and are encouraged to read daily. All classes attend the local library termly to promote the community resource and enhance curricular learning. As a result, the majority of children are members of the local library.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders prioritise partnership with parents. As a result, staff work hard to ensure and sustain very positive relationships with the school community.
- Parents are invited regularly into school to share in their child's learning. For example, parents have benefitted from stay and play sessions, reading cafes, curricular workshops and class assemblies. Parents gain a better understanding of their child's experiences in school through these activities, and how best to support their learning at home. Most parents believe the school communicates well with them including via online platforms. A few parents would like more information about their child's day to day learning and progress.
- The school is very well supported by the active and engaged Parent Council. They work very successfully to support the school's community ethos. For example, fundraising activities help the school provide non-residential trips, senior ties and provide funds for developing the school grounds. The Parent Council support the school's efforts to ensure every child has access to events and activities, regardless of financial and social circumstances.

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 that need to be addressed as a matter of urgency.

3.1 Ensuring wellbeing, equality and inclusion

weak

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

- Most children report that they feel safe in school. Most children engage positively with visitors to the school and are polite, well-mannered and welcoming.
- Staff and children work well together to create a caring and nurturing ethos in school. Relationships amongst most children and between adults and children are warm and supportive. Almost all children identify confidently a trusted adult to whom they can go if they need help or support. Almost all children feel staff treat them fairly and with respect. As a result, most children appear happy in school and form positive relationships with their peers. Most children, parents and staff feel incidences of bullying are rare and that any that occur are dealt with well by staff.
- A few children display dysregulated behaviour which can disrupt the learning and wellbeing of others. Senior leaders follow local authority guidance to access appropriate support for children who find it challenging to regulate their emotions. Teachers should continue to develop their understanding of how better to meet the needs of all children. In doing so, they should review their approach to providing designated spaces for children who would benefit from quieter environments for learning. They should ensure these spaces support better the needs of all children.
- Children have a developing understanding of the draft school values of, 'respectful, inclusive, successful'. However, a significant minority of children find it challenging to discuss how these values impact on their wellbeing in school. Staff and children should adopt a renewed focus on embedding the school's vision and values in all aspects of the work of the school.
- The school achieved a gold award for their work in promoting the rights of children in 2022. Older children identify important children's rights such as the right to play and the right to an education. They explain confidently how these rights impact on their life and the lives of other children across the world. However, as staff and children focussed on other priorities, children's understanding and exercising of their rights has declined. Senior leaders have identified correctly the need to improve children's understanding of their rights. These are discussed regularly at school assemblies and children benefit from a whole school focus on a 'children's right of the month'. These rights are displayed in classes. To embed further this understanding, senior leaders and staff should use the language of children's rights throughout the school day and support children to reflect regularly upon what rights mean for them in their daily lives.
- Most children feel that their school teaches them to lead a healthy lifestyle. They feel the school provides opportunities to get regular exercise. However, most children are not currently receiving their entitlement to two hours of quality physical education (PE) each week. As teachers build the school's health and wellbeing offer to children, they must ensure that

children experience their full entitlement. Most children speak confidently and enthusiastically of participating in sports activities beyond their PE lessons. The majority of children participate in a variety of lunch time and after school clubs including rugby, football and basketball. These are improving children's physical fitness and developing their skills in teamwork. Children explain how school staff encourage them to participate in sports and try new activities. They were less certain of how staff ensure they do not miss out on sporting opportunities. Senior leaders and teachers should now track children's participation in health and wellbeing activities to better identify and support those children who do not participate regularly.

- The majority of children do not have a sufficiently secure understanding of the wellbeing indicators. Although staff are very alert to and respond appropriately to wellbeing concerns, they do not support children systematically or regularly enough to reflect upon their own wellbeing. Teachers should support children to self-assess against wellbeing indicators. This will provide teachers with the information needed to plan health and wellbeing activities which better meet the needs of all children.
- Children's learning in school is not supported by a robust, balanced and progressive health and wellbeing curriculum. This is resulting in significant gaps in children's understanding and experiences, particularly relating to sensitive health issues. Senior leaders should support staff to design a health and wellbeing curriculum that provides all children with progressive learning experiences. Children in the Health Community Group impact positively on the school, through their work on promoting healthy eating and vegetable growing in the school allotment. Staff should seek more opportunities for children's leadership groups to lead learning across the school.
- Senior leaders and staff understand their statutory duties and responsibilities relating to wellbeing, equality and inclusion. This includes in relation to child protection. They engage with safeguarding training in line with local authority policy. Senior leaders now follow well local authority guidance and procedures. To strengthen further practice in this area, senior leaders should ensure they contribute to shared chronologies. In doing so, they should ensure the impact of significant events upon the child are recorded clearly.
- Children learn about equality and diversity in a few areas of the curriculum and during assemblies, particularly whilst learning about the United Nations Convention on the Rights of the Child (UNCRC). As senior leaders develop the health and wellbeing curriculum, they should give greater consideration to staff and children's understanding of equality and diversity issues. They should further utilise their effective partnership with the local library to ensure resources are reflective of both the children's personal experience and the wider world. Children who require additional support to achieve are supported well by the holistic approach taken by senior leaders. They take good account of the children's wellbeing, social and emotional needs. Moving forward, senior leaders should ensure that planning for children with additional needs is clear, measurable, and timeous. In doing so, they should take steps to ensure that children and parents are fully involved in planning to meet children's individual needs.

3.2 Raising attainment and achievement

weak

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, the majority of children achieve expected levels of attainment in literacy and numeracy. There are important weaknesses in children's attainment in writing. Attainment at early level is significantly higher than at first and second level in both literacy and numeracy. Attainment at first level is weak, with the minority of children attaining expected CfE levels in writing and the majority of children attaining in reading. Half of children at first level attain the expected CfE level in numeracy. A minority of children are capable of attaining more with additional challenge. The majority of children at second level attain expected levels in literacy and numeracy.
- There is currently no strategic overview identifying the progress that children with additional support needs make in their learning. Senior leaders should develop appropriate systems to address this. This should better inform staff of the effectiveness of interventions and could improve outcomes for learners. Overall, children with additional support needs are making insufficient progress from prior levels of learning.

Attainment in literacy and English

- Overall, children's progress in literacy and English is satisfactory, however, a minority of children are capable of making better progress. The development of strategies to raise attainment in writing are at an early stage of development. They are not yet resulting in raised attainment.

Listening and talking

- Across the school, the majority of children listen well and communicate with each other with increasing confidence. However, a minority of children at each level become disengaged when listening as a whole class and can disrupt the learning of others. At early level, the majority of children express their interests and are developing skills in turn taking in groups. They retell familiar stories and answer literal questions well. At first level, most children are articulate and ask and answer questions well to demonstrate understanding. They share readily experiences and interests. At second level, most children express ideas and facts clearly. They give reasons and evidence for their opinions and are developing a more complex vocabulary. Across the school, a minority of children would benefit from opportunities to actively listen and respond appropriately to the views and opinions of other children. Teachers should encourage children to build upon the contributions of others in discussion activities.

Reading

- At early level, the majority of children read familiar texts with increasing fluency and use simple sounds to blend and read simple words independently. Most identify the features of a book. For example, title, writer and the blurb. At first and second level the majority of children use punctuation cues to read with expression. Most identify and summarise the main points of a

text and predict what might happen next. At second level most children read for pleasure almost every day. As the school embeds its current work to create a culture of reading in the school, children should be encouraged to engage with a wider range of reading material. In most classes, children are more successful when understanding text containing clear ideas and information. However, across the school, a significant minority of children need further opportunities to develop more complex comprehension skills. In particular, most children need further opportunities to answer inferential questions.

Writing

- At early level, children develop writing skills using a few simple words. All children should now have regular opportunities to write independently, forming simple sentences and using connectives to extend their writing. A few children need more challenge in their writing. Children at first level now have regular opportunities to write for a variety of contexts using the newly adopted writing programme. Children now write using a variety of styles for different purposes. This is beginning to motivate children and help them improve the structure and content of their writing. A significant minority of children at first level would benefit from further opportunities to use their understanding of basic punctuation and grammar routinely in their everyday writing activities. At second level, the majority of children readily describe features of the scripts they have been writing, for example, scene, stage and direction. Most children, across all stages, need to improve their handwriting and presentation of writing.

Numeracy and mathematics

- Overall, children's progress in numeracy and mathematics is satisfactory, however a minority of children are capable of making better progress.

Number, money and measure

- At early level, most children understand that zero means none and count add and subtract mentally to 10. They identify correctly coins to £2. They compare and describe heights, using shorter and taller. Children should continue to apply their numeracy skills in real-life situations through play. At first level, the majority of children apply strategies to determine multiplication and division facts accurately. They use concrete materials to explain what a fraction is. They should continue to develop their mental agility. At second level, the majority of children understand equivalent fractions. They record measurements to the nearest standard units, including millimetres, centimetres and metres. They are less confident in their understanding of area.

Shape, position and movement

- At early level, most children recognise, describe and sort common two-dimensional shapes and three-dimensional objects (3D). They are less confident in their understanding of symmetry. At first level, the majority of children use the compass points, north, south, east and west. They use the language of rotation such as clockwise and anticlockwise correctly but are less sure of angles. At second level, the majority of children use mathematical language including obtuse, acute, reflex, straight correctly when describing angles. They are less confident when describing the properties of 3D objects.

Information handling

- At early level, most children use their knowledge of colour, shape and size to sort and match items in various ways. They have begun to develop their understanding of tally marks. Children now need to develop their ability to interpret simple graphs and charts. At first level, most children apply their understanding of Venn diagrams to explore the similarities and differences between the food they eat compared with Roman times. They should continue to extend their ability to extract key information from a variety of data sets. At second level, the majority of children collect, organise and present accurately a range of data. They use digital technologies to create pie charts and different types of graphs. They should continue to develop their ability

to draw conclusions about the reliability of data. They use the language of chance and uncertainty accurately to describe the likelihood of simple events.

Attainment over time

- School attainment data across literacy and numeracy shows significant variation in the year-on-year attainment for individual year groups. This indicates important weaknesses in the accuracy of teachers' professional judgements. Teachers should engage in regular internal and external moderation activities to develop a more robust understanding of national standards. Overall levels of attainment in listening and talking, writing and numeracy have declined in recent years. Overall attainment in reading has increased slightly. Last session's attainment data showed that, across the school, attainment was lower than the local authority and national average in reading and writing (with the exception of early level).
- Staff have correctly identified differences in attainment between boys and girls. Boys are underperforming girls in writing. This is reversed in numeracy, with boys outperforming girls. Staff are at the early stages of addressing this and should monitor the effectiveness of strategies in closing these gaps over time.
- In 2023/24, overall school attendance was 93%, in line with national average and higher than the local authority average. This equates to a 0.8% increase on session 2023/23. A quarter of children missed more than 10% of their education in 2023/24, in line with the national average. There has been a slight increase in the number of exclusions this session. No children attend school on a part-time basis. Senior leaders discuss attendance concerns with parents to support improved attendance. This is resulting in improved outcomes for individual children. Senior leaders should now introduce more rigorous attendance monitoring processes to reduce further this gap in attendance levels.

Overall quality of learners' achievements

- Almost all children feel they have opportunities to engage in activities during and beyond the school day. Children develop their confidence and have opportunities to contribute to the work of the school and beyond. For example, children develop citizenship and gardening skills through intergenerational activities with the local dementia respite centre and community allotments. Children enjoy new challenges, such as the school choir performing at the Ayrshire Music Festival for the first time. They speak proudly of their contribution to school assemblies and participation in school shows. Children demonstrate increasing confidence in their performance skills as a result of these opportunities.
- Staff track children's participation in clubs and activities. Almost all children are involved in school councils through which older children develop leadership skills. Children develop and apply a range of skills through these experiences. However, these are not yet tracked to ensure skill progression. Children's ability to identify and talk about the skills they develop through these activities is at a very early stage. Staff should support children to develop their language of learning and skills. This will support children to evaluate their progress better and relate their skill development to the world of work. Staff also need to develop more systematic processes to record and monitor children's skill development.
- Staff encourage children to share their achievements and experiences beyond school with their peers. Over the course of this session, approaches to sharing and celebrating children's wider achievements have changed. Children's achievements are celebrated in a variety of ways, including through the 'we highlight out-of-school heroes (WHOOSH)' wall display, school social media platforms and school assemblies. Senior leaders, in consultation with children and parents, should review how best to celebrate achievement moving forward.

Equity for all learners

- Staff know the context of the school very well. They are committed to addressing and reducing any costs associated with the school day and use Pupil Equity Funding to subsidise the cost of school outings. Staff approaches to reducing barriers to participation enhances children's ability to engage in learning. Staff should continue to explore initiatives with parents to further enhance the effectiveness of this practice.
- School attainment data indicates a gap in attainment between those children living in SIMD deciles one and two and those living in deciles three to seven. This gap is particularly evident in the middle of the school in literacy. Senior leaders now need to introduce processes to effectively track the progress and attainment of children supported through PEF. These processes should clearly demonstrate how the impact of interventions is to be measured. Staff need to place a greater focus on evidencing the progress of all children with barriers to learning, including those who are care experienced.

Context

The Enhanced Nurture Resource (ENR) is located within St Bridget's Primary School. It is a local authority provision for children with social and emotional needs. Children are placed in the ENR by North Ayrshire Council's Inclusion Group.

The current roll of the ENR is 12 children from P2 to P7. All children have a split placement between the ENR and their base school. This means that not all children are in attendance in the ENR at the same time. The amount of time children spend in the ENR varies according to time allocated by the local authority Inclusion Group.

The headteacher has overall operational leadership for the ENR. The local authority has recently assigned a seconded deputy headteacher to enhance the leadership team of the ENR on a short-term basis. The ENR is staffed by a principal teacher, two class teachers, an early years practitioner and three pupil support assistants (2.0 full time equivalent).

Leadership of change

- Staff in the ENR, supported by the recently seconded deputy headteacher, are in the very early stages of considering how strategic approaches to leading change will secure improvement. It is too early to detail the impact of recent changes. While staff are committed to further developing professional knowledge to improve outcomes for children, there are major weaknesses in their overall approaches to leading change. Senior leaders, with continuing support from the local authority, need to take urgent action to develop comprehensive quality assurance procedures. Senior leaders and ENR staff need to work together to create a robust quality assurance calendar to monitor and evaluate the effectiveness of learning and teaching. This calendar should include, for example, formal learning observations and professional review and development meetings. These processes will assist teachers and support staff to access appropriate career-long professional learning. This will further develop their confidence in supporting children during periods of distress and dysregulation and improve the overall quality of children's experiences.
- Staff's approaches to self-evaluation in the ENR are not yet sufficiently developed. This is resulting in a significant detrimental impact on children's experiences. Senior leaders now need to review their approaches to supporting staff in the ENR to implement improvement and change. ENR staff have very recently started to use national guidance to assist in evaluative activities. Staff in the ENR have identified improvement priorities in recent sessions. However, they are not yet using available data on children's progress, direct observations or the views of children and their parents to inform next steps. While a few children are involved in school committees, staff should consider how to further develop leadership opportunities for more children, where appropriate. The recently seconded deputy head teacher has begun to review, monitor, evaluate and quality assure improvement plans created by staff. Staff are receptive to this support, but overall, there is no rationale behind improvement priorities. There is a need for the headteacher and other senior leaders to urgently establish a framework to provide further support and challenge for staff in the ENR. This could include regular management liaison meetings and more frequent, formal collaboration between the main school and ENR. This could develop further staff leadership capacity, increase the pace of change and improve outcomes for learners.

Learning, teaching and assessment

- All staff in the ENR adopt nurturing approaches and model positive relationships. They recognise correctly the need to further develop measures to improve learning and

engagement. They are beginning to reflect on further strategies to minimise significant disruption to teaching and learning due to frequent episodes of dysregulated behaviour. Staff use symbols to show next steps in learning, and this supports a minority of learners to stay focused on current activities and next steps in learning. Staff should now reflect on how they manage transitions. This is particularly important at the start of the day and following break and lunch. Staff should consider how teaching areas and staff deployment could be adapted further to ensure that individual children are encouraged to maximise focus and engagement. Staff recognise that they would benefit from opportunities for further professional learning. This could include visits to similar establishments and involvement in professional learning networks to deepen their understanding of different approaches.

- Staff are beginning to improve the curricular experience of the children by developing play-based learning. A few children engage well in these activities. Staff should now reflect on how the curriculum can be enhanced. A recent positive example of providing improved experiences is the outdoor learning programme delivered in partnership with colleagues from the Outreach Support Service. These activities support children to develop important skills such as self-regulation, communication and the ability to work positively with other children. Staff should continue to build on this and plan more frequent outdoor learning tasks and physical activity, using the valuable outdoor garden area.
- Staff have recently introduced digital learning activities. These have engaged children well. Staff should improve access to the curriculum by enhancing digital learning to raise levels of engagement and motivation. Senior leaders and staff in the ENR should now consider how to improve inclusion across the school and be more aspirational about children's capabilities. They should increase opportunities to work with mainstream peers, whenever appropriate. This will provide learning experiences which develop children's personal attributes and skills.
- Staff in the ENR use a number of tools to collect valuable information including, for example, baseline assessments recording readiness to learn, social and emotional behaviour and sensory profiles. They create collaborative curriculum plans for children alongside their base schools. However, the impact of assessment and planning on outcomes for children is unclear. Senior leaders and staff need to revise and streamline the use of assessment, planning, tracking and monitoring. This could provide a clearer focus on the skills and targets which children are expected to achieve or exceed within a defined timescale. Senior leaders should work with staff to create a clear policy and an assessment calendar. This should include quality assurance processes which set clear expectations and strengthen experience for staff and children.

Ensuring wellbeing, equality and inclusion

- Most staff are aware of individual children's needs and are sensitive to factors which can affect children's wellbeing before and during the school day. Staff endeavour to adapt their approaches to support children who are showing signs of distress and disengagement, and detail effective supports in recently introduced positive behaviour plans. However, these positive behaviour plans are not yet having a significant impact on most children. Staff should review plans and consider to what extent the actions and interventions are supporting children to engage in learning. Staff recognise that there is a need to now develop a more consistent planned and pro-active approach to managing dysregulated behaviour. Staff need support to develop de-escalation strategies further to create a safer and more productive learning environment. This has the potential to reduce the number of violent incidents.
- With support from the deputy headteacher, staff have recently developed more robust approaches to fulfilling statutory duties. Staff have recently introduced formal debriefs following incidents of distressed behaviour. This should continue to support staff to reflect on and consider approaches prior to and during incidents of dysregulated behaviour. Staff in the ENR

have very recently improved processes to record and review when incidents occur. The use of these should now be embedded and used to identify trends and patterns of behaviour and to reflect on next steps. Individual Education Plans are held in children's base schools. Senior leaders need to urgently ensure that plans are co-created across establishments to provide a more coherent approach to meeting children's needs.

Raising attainment and achievement

- All learners in the ENR have a highly individualised curriculum. As the current number of children is very small, direct comparison to national expectations of achievement of CfE levels is not appropriate. Staff support children to exceed literacy and numeracy targets successfully in line with targets set by their base schools. Staff use play-based approaches to plan appropriate learning activities based on these targets. Supported by the seconded depute head teacher and principal teacher, staff are currently reviewing approaches to delivering literacy and numeracy. They are considering how to more fully integrate literacy and numeracy targets into broader curriculum plans.
- Staff are at the very early stages of tracking attainment over time and are not able to detail accurately the progress that children are making. Senior leaders and staff now need to urgently consider how they track, monitor and evaluate the progress that children make in their learning. This will provide an overview of progress and support staff to identify more effectively children who require interventions and supports to progress in their learning.
- Staff in the ENR need to develop further approaches to recognising and supporting achievements. Senior leaders and staff should promptly reflect on how to promote a broader range of learning experiences within and beyond the classroom. This will support children to develop important skills in a wider range of contexts and should contribute towards personal targets. Staff should consider how these experiences lead to wider accreditation.

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.