

1 September 2026

Dear Parent/Carer

In October 2025, HM Inspectors published a letter on St Bridget's Primary School and Nursery Class. The letter set out a number of areas for improvement which we agreed with the school and North Ayrshire Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

The local authority needs to take immediate action to improve the leadership of the school. In doing so, they should ensure that school leaders provide clear direction and effective support for staff to improve the work of the school. Senior leaders must ensure that the school, nursery and enhanced nurture resource work together as one learning community. All staff, across all areas of the school, must agree improvement priorities which focus very clearly on improving outcomes for all children.

Some positive progress has been made towards this area of improvement. However, strengthening leadership remains a priority, particularly for the enhanced nurture resource (ENR).

Recruitment of a permanent headteacher remains ongoing. An interim headteacher has been in post since August 2025. A new interim headteacher started recently. Since the original inspection, the local authority has enhanced the leadership capacity across all areas of the establishment. This additional staffing is helping to strengthen leadership across the school campus.

The interim headteachers have led well-considered and purposeful improvement work. They created a detailed action plan with staff, which now helps to shape a single School Improvement Plan (SIP) covering the school, nursery and enhanced nurture resource (ENR). As a result, staff, pupils and parents now understand the school's improvement needs and direction more clearly. The refreshed vision, values and aims, developed through wide consultation, are better understood by children, who feel proud to demonstrate them in daily life. Children now take on more leadership roles through groups such as The Changers, which is beginning to help them influence school improvement. Staff also show a stronger commitment to professional learning linked to professional standards and the school's improvement priorities. Senior leaders now need to ensure every staff member fully understands their role in delivering improvement priorities. Senior leaders must continue to develop clear remits so that each area of the school receives consistent support. Senior



leaders should continue to strengthen parental involvement and communication with them about the school's progress towards improvement.

The nursery is now better reflected within the whole-school improvement plan, strengthening the sense of one learning community. The nursery team continues to work effectively, creating a calm and nurturing environment. The acting senior practitioner has strengthened routines, communication and day-to-day procedures. The acting manager is also helping staff take on leadership responsibilities that support both wellbeing and learning.

Senior leaders should now support nursery staff to understand how their work aligns with school-wide improvement. For example, nursery staff plan to introduce new ways for families and young children to learn about the refreshed school values. Going forward, nursery staff need clearer, practical and measurable priorities that help them evaluate their impact.

Senior leaders supported staff in the ENR to ensure new policies, procedures and improvement plans align more closely with the work of the whole school. Their collaborative approach to leadership has strengthened teamwork and improved the deployment of staff.

The ENR still requires stronger strategic leadership to increase the pace of improvement. Senior leaders and staff should continue their work to reduce distress and significant dysregulation in some children. To progress this, staff now need to improve the analysis of behaviour patterns so they can target interventions more effectively. Tracking of children's learning and wellbeing also needs further development, so progress becomes clearer.

Across all areas of the school, all staff must adopt robust and rigorous approaches to evaluate and monitor the work of the school. Senior leaders should work with staff to monitor the quality of learning and teaching. They should track rigorously children's attainment to better evaluate the impact of their improvement actions.

Staff have made positive progress towards this area for improvement, especially in the primary school.

Senior leaders and staff have worked together well to improve how they collect and use information about children's progress. Staff now use self-evaluation frameworks more effectively to evaluate their work. This is helping teachers understand better the important elements of high-quality learning and teaching. Teachers worked together to create consistency guides to support shared expectations for learning and teaching, helping them to reflect better on children's experiences in their classes. The interim headteacher introduced a new quality assurance calendar, supporting staff to gather better evidence of progress more regularly and with greater purpose. Senior leaders and teachers recently introduced improved tracking of attainment procedures. Senior leaders are now meeting more regularly with teachers to discuss children's progress. This is beginning to provide teachers with more accurate and robust information about the progress children are making. Nursery and ENR staff worked together with school colleagues to improve assessment processes and are now

beginning to gather clearer information about children's learning. They now need to consider how they use this information more effectively to improve children's experiences.

The school should now focus on fully embedding these self-evaluation processes across all areas. Staff should continue monitoring the impact of improvement work so they can concentrate on what makes the biggest difference.

Senior leaders in school should take prompt action to support staff to improve the overall curriculum offered to children to ensure coherent, progressive learning experiences. In doing so, senior leaders should work together with staff to improve approaches to planning learning for all children. They must ensure that planning processes are focussed clearly on meeting the needs of all children.

Senior leaders and teachers have made some progress, such as in planning, towards aspects of this area for improvement.

Staff and children have begun to develop a clear curriculum rationale. This document is supporting teachers to plan learning for children that is becoming more purposeful and builds on what children already know. The next stage is to ensure the curriculum rationale clearly explains how learning progresses from nursery to primary and into the ENR. Senior leaders and staff in the ENR now need to consider how the curriculum in the ENR ensures children receive their full educational entitlements.

Teachers now use progressive pathways across the curriculum more consistently to help plan learning at the right level for each child. Teachers are beginning to use the refreshed curriculum rationale and progression pathways to help plan learning that is more balanced across the curriculum. The headteacher and staff agreed a new, well-considered assessment calendar. This is beginning to ensure a better balance of assessments, including national standardised assessments. This assessment information is starting to provide teachers and senior leaders with more reliable evidence of progress. To help ensure children's learning experiences are better matched to their needs, staff have introduced new reading materials and enhanced play environments in school. Staff should continue to embed these new planning and assessment approaches to ensure that high-quality learning becomes consistent across the school, nursery and ENR.

Senior leaders and staff have made a positive start to improving planning for children in the school with additional needs. They now work more effectively together to create appropriate plans to support children's progress.

Senior leaders must support all staff to adopt high-quality approaches to help all children understand and evaluate their emotions and wellbeing. Staff should further develop approaches to assessing children's wellbeing.

Staff have made some positive progress towards this area of improvement.

Staff now have a weekly focus about the language of wellbeing, school values and children's rights. This is helping children understand their wellbeing better, such as how to be healthy, safe and active. Staff have used wellbeing assessments to gather important information about children's experiences and progress in their wellbeing. They are beginning to use this information to plan more meaningful next steps in learning for children. Behaviour and engagement across the school have improved because of clearer expectations, class charters and wellbeing programmes. As a result, the school feels calmer and more welcoming. In the ENR, improvements to the environment and curriculum help some children stay settled for longer periods.

Children in the ENR should have more opportunities to learn alongside their mainstream peers. Staff in the ENR should continue to improve the accuracy of wellbeing assessments, so progress is better measured over time.

What happens next?

The school has made some positive progress since the original inspection. We will liaise with North Ayrshire Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within one year of the publication of this letter. We will discuss with North Ayrshire Council the details of this inspection. When we return to inspect the school, we will write to you as parents informing you of the progress the school has made.

Fraser Forsyth
HM Inspector

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