

Summarised inspection findings

St Peter's Primary School

North Ayrshire Council

1 September 2026

Key contextual information

St Peter's Primary School is a denominational school in Ardrossan in North Ayrshire. At the time of inspection, the school roll was 134 children taught across seven classes. The majority of children live in Scottish Index of Multiple Deprivation data zones 1 and 2. Approximately 33% of children require additional support with their learning. The school leadership team comprises of the headteacher and a deputy headteacher. The headteacher has been in post since August 2020.

St Peter's nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

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

- Senior leaders involved all stakeholders in a review of the school's vision and values in 2025. Staff help to embed the school values of 'faith, inclusive, kind, safe and resilient' at assemblies, through wall displays and learning conversations. Children receive recognition of demonstration of their values through house points and values star of the week. This helps children to develop a good understanding of the values and what they look like in action.
- The headteacher places a strong focus on children's wellbeing, learning and progress. She is supported well by a deputy headteacher. Together they have high aspirations and expectations for all and lead the school community effectively. Senior leaders have created a culture where staff work together well and demonstrate dedication to the school and local community.
- Senior leaders monitor the work of the school well. They have created a quality assurance calendar which outlines the range of approaches which they use to evaluate the quality and impact of children's learning experiences. Senior leaders share individual feedback and whole school overviews with staff which highlight identified strengths and areas for development. They ensure that all areas for improvement are proactively followed up and that all quality assurance activity leads to improved outcomes for children.
- Senior leaders employ a range of approaches to involve stakeholders in evaluating the work of the school. They gather views through surveys, school events and ongoing professional dialogue with staff. However, a significant minority of parents and a few staff report that they

do not feel their views are sufficiently taken into account to support improvements. Senior leaders should address this to ensure that all stakeholders feel meaningfully involved in both shaping and evaluating school improvement. Almost all staff contribute to self-evaluation using *How Good Is Our School? Fourth Edition*. Senior leaders have begun to extend opportunities for pupils to participate in self-evaluation. For example, the Rights Respecting Rangers monitored wall displays and provided clear, constructive feedback to staff, which has led to improved consistency across the school. Staff use *How good is OUR school?* to support pupil involvement in reviewing aspects of the school. This approach should now be embedded further, with a stronger focus on helping children understand how their contributions lead to improvements.

- Senior leaders use information and data gathered from self-evaluation activity to develop a relevant school improvement plan (SIP) which reflects the school's needs. The plan provides a clear strategic direction and supports an appropriate pace of change. For example, recent improvements in numeracy, including the use of real-life contexts and more structured lessons, are beginning to have a positive impact on improving attainment. Senior leaders should now strengthen the SIP by identifying clearer, measurable outcomes. This should help all stakeholders understand how effectively actions improve outcomes.
- Almost all teaching staff undertake leadership roles. For example, they lead improvements in children's self-directed learning, moderation and digital learning. As a result, almost all teachers feel involved in leading improvement across the school. Staff lead committees of children to identify and make improvements to the school. Almost all staff discuss confidently their professional learning and how it impacts on outcomes for children. As a result of recent training, teaching and support staff have an increased understanding of neurodiversity. They implement and promote 'neuro affirming' approaches, such as using visual supports and clear routines. This improves children's engagement. Staff regularly share ideas and effective practice that is helping to ensure greater consistency in the quality of their teaching. Senior leaders should continue to build on this positive approach. They are well placed to develop further leadership at all levels and empower staff to implement and evaluate the impact of research informed improvements.
- The headteacher looks outwards to inform self-evaluation and improvement by linking with colleagues in a school trio. They provide support and challenge to each other. For example, senior leaders carry out observations across schools in this trio as part of quality assurance processes. Through this, they identify strengths and next steps, contributing to the school's improvement agenda and a shared understanding of high-quality learning and teaching. The headteacher has identified the need to continue to look outwards and learn from others at local and national levels to improve further the quality of learning and teaching. This should help them to stay informed about different teaching methodologies and improve further existing practice.
- Children take responsibility for making positive changes across their school. Senior leaders provide regular opportunities for children to be involved in decision-making. All children have opportunities to contribute to school improvement through leadership roles and school committees. Older children become house captains, 'kindness' captains and buddies. They enjoy providing support to younger children in the playground and during learning activities. Children in P1 and P5 undertake the role of play leaders to guide and model effective practice to younger children. This supports well the transition of children into school and into new

classroom environments. Children are highly motivated by their contribution to the school. For example, the digital leaders support young children to develop further their digital skills. Pupil council members produce informative newsletters for parents to share information about their work and the work of the committees. Senior leaders recently organised a leadership showcase to share the work of the committees with families. Children speak positively about how the work of their committees improves the school and children's learning. Staff should now support children to monitor more closely the impact of their work. This should help children to develop a clearer understanding of the difference they are making. Staff should also support children to recognise and articulate the skills they are developing through their leadership roles.

- A few children in P6 and P7 work closely with children from a partner school in the role of Young Leaders of Learning (YLL). These children have opportunities to visit each other's schools to identify similarities, differences and to take ideas back to their school. Children articulate clearly the impact of this partnership on improving their school. This includes the introduction of a lunchtime nurture club which provides a calm and safe place for children who may struggle with the unstructured nature of lunchtimes.
- Almost all staff have a very good understanding of the school's social, economic, and cultural context. Senior leaders use national data, alongside their own local knowledge, to identify families who would benefit from additional support. Senior leaders demonstrate empathy, compassion and sensitivity in supporting families.
- Senior leaders use Pupil Equity Funding (PEF) to provide targeted support for children in literacy, numeracy and health and wellbeing. They should ensure that their rationale for PEF spend is targeted on improving outcomes for children who face financial barriers. They should now consider how to develop further the involvement of parents and children in making decisions about the best use of additional funding. This must have a clear focus on closing the poverty related attainment gap.

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

- The school community has created a positive ethos and culture shaped by their shared vision and set of values. Children have a good understanding of their school values. These values have helped to create a very positive environment for learning, where children benefit from respectful and nurturing relationships. Staff explore with children the United Nations Convention on the Rights of the Child, showing their strong commitment to rights-based learning. Across the school, children are polite and respectful. Most children consistently demonstrate positive behaviour. Staff know children very well, and are aware of, and address quickly and sensitively, the few instances of low-level behaviours. Staff create supportive positive behaviour plans for a few children. These support staff to consistently implement agreed strategies which ensure children remain fully engaged with their learning.
- Senior leaders have developed the learning environment of the school to provide a variety of warm and welcoming spaces for children to learn. All teachers create positive classroom environments and make very good use of available spaces to deliver activities and lessons. Teachers use displays well to support children with their learning across the curriculum.
- In almost all classes, children have opportunities to learn individually, in pairs and as part of a group. Most teachers provide experiences and activities which meet the needs of most children effectively. However, this practice is not yet consistent across all lessons. At times, learning is too teacher-led and a few children disengage with learning as a result. Teachers should continue to ensure the right balance between direct teaching and children engaging in active learning. They should strengthen approaches to ensure children experience consistently challenging, well-paced lessons across all areas of the curriculum.
- Almost all teachers explain new concepts clearly. They share the purpose of lessons well and outline the steps that children need to be successful. In a minority of lessons, children are involved in creating the steps for success. Teachers should build on this practice across the school. In almost all classes, staff use questioning to clarify understanding. In a few classes, effective questioning is developing children's thinking skills and is providing them with further challenge. This effective practice should now be embedded more consistently. Staff should work collaboratively to ensure greater consistency in children's experiences.
- In all classes, children make choices about what and how they will learn across a few curricular areas. Teachers use floor books in P1-3 to evidence children's voice and plan next steps. For example, all children are involved in decision-making about their topic work. Older children have been experiencing learning through a self-directed learning approach. This is

empowering children to take ownership of their learning, set goals, choose resources and evaluate progress. Children enjoy this way of learning and state that it has given them more choice and improved engagement.

- Almost all teachers provide effective verbal feedback that is providing clear next steps for children. The quality of written feedback is not yet of a consistently high quality. Teachers should ensure that all written feedback provides clear next steps for children and links closely to the steps for success. Children should be encouraged to act upon all feedback to improve their work. Staff created a guide to support consistency of self and peer assessment across the school. This is supporting children to develop their skills in self- and peer-assessing their learning. Teachers should now support children to identify their own individual targets in order to better understand their next steps in learning.
- Most teachers use digital technology creatively to enhance and extend learning. For example, children in P4 created their own music to share with each other using online tools. Digital leaders share their knowledge across the school, building children's confidence in digital literacy and competency in their digital skills. Children who require additional support use digital technology well to make learning accessible.
- Teachers use the outdoors to support learning in a few activities. Senior leaders and staff should continue with their plans to maximise use of the school's outdoor environment to enhance further children's learning.
- Children in P1 to P3 have regular access to learning through a play-based approach. Teachers and nursery practitioners have worked closely together to plan effectively for quality interactions, spaces and experiences. This helps to ensure continuity in learning and more consistent approaches across early years. Children have opportunities to apply their skills learned through a range of child-led, teacher initiated, and teacher directed play experiences. They access play to consolidate and explore new learning. Teachers and support staff track children's levels of engagement and skill development. They use this well to identify children's strengths and areas for development, which influences further play experiences.
- Senior leaders have created a helpful assessment calendar which ensures all teachers have a very clear understanding of assessment expectations across all stages. Almost all staff use a range of assessment evidence, summative, formative, and standardised assessments to support their professional judgements. Teachers use the results of assessments well to inform their planning in order to meet the needs of children.
- All teachers participate successfully in moderation activities with colleagues across the school. They recently planned high-quality assessment tasks in mathematics and numeracy to share and discuss evidence gathered. Through moderation activities, teachers develop well their understanding of national standards for children's writing. This helps them to make more accurate professional judgements about children's attainment. Senior leaders should look for meaningful opportunities to moderate children's learning and attainment with other schools and local authority colleagues. This should help to increase their confidence and develop further a shared understanding of national standards across all areas of the curriculum.
- Teachers plan effectively over different timescales to ensure breadth of learning across all curriculum areas. They plan collaboratively and provide regular opportunities for children to

learn and engage with children from other classes. This includes in areas such as digital learning, outdoor learning and science, technology, engineering, art and mathematics (STEAM). Children enjoy learning in this way. Children are involved in planning learning which links different curricular areas.

- Senior leaders and teachers have tracking meetings termly to discuss their planned learning and children's progress, identifying gaps in children's learning clearly. They plan comprehensive universal and targeted supports for individuals, small groups and children who may be impacted by factors relating to poverty. Support staff use their skills and training very well to deliver effective interventions. These are supporting identified children to make effective progress in their learning.

2.2 Curriculum: Learning pathways

- Teachers make effective use of the school and local authority progression pathways in all curricular areas to plan children's learning. These pathways are based on the Curriculum for Excellence (CfE) experiences and outcomes. Children experience a broad curriculum that is enabling them to develop a wide range of knowledge and skills, which they apply in a range of contexts. Staff's recent focus on teaching meta-skills ensures that children understand, recognise and articulate their skills development. They regularly experience learning which links some of these key skills across different curricular areas.
- Children participate well in religious observance in classes, assemblies and attend Mass at the local church regularly. Senior leaders and staff provide well-planned opportunities to support children to learn about and practise their faith in different ways across the school community. For example, 'St Peter's Prayer Pals' encourage children to support each other in times of need. They raised funds, through a cake sale, to support a charity for those less fortunate than themselves. Children in P6 and P7 participate in the Pope Francis Faith awards.
- All children receive their entitlement to two hours of physical education (PE) every week. PE takes place both indoors and outdoors in the school grounds. Working together, the school community has achieved a national award for sport which highlights their achievements in this area. Senior leaders have identified the need to improve the quality of PE and are working with staff and partners to address this.
- Children receive their entitlement to learn languages in line with the Scottish Government's 1+2 languages policy. Children at all stages learn Spanish, and children from P5 also learn French. This learning is progressive, enabling children to build on their existing knowledge and skills.
- Children are encouraged to make connections in their learning with real-life experiences. They develop STEAM skills within the newly created STEAM room. For example, children grow vegetables in the school grounds that they cook in the STEAM room. This helps children to understand where their food comes from and develop their understanding of learning for sustainability.
- Children benefit from highly effective and timely curriculum transition arrangements for moving into P1, between stages and on to secondary school. Staff work collaboratively with colleagues in the nursery and local high school to share information about children's progress within the curriculum. They plan shared activities which allow staff to gain knowledge of where children are at with their learning in literacy and numeracy. This supports teachers to build on children's prior learning when they arrive in their new setting.
- Staff have established a reading schools committee to promote reading for pleasure across the school community. Children have access to an attractive, welcoming school library, class libraries and regular visits to the local library. A lending library for families is located at the entrance to the school to ensure an equity of access to reading for all. Staff should use these resources to support their planned work to raise attainment in reading.

2.7 Partnerships: Impact on learners – parental engagement

- The majority of parents are satisfied with the work of the school and feel the school is well led. Parents value the care and support children receive from staff in school and most believe that children are treated fairly and with respect. Most parents report that staff know their children well as individuals. These strong relationships contribute positively to children's confidence and readiness to learn. The majority of parents are comfortable approaching the school with questions, suggestions and concerns. This helps children feel supported at home and school.
- Staff communicate with parents in a variety of ways, including through school and class newsletters, planned events and the school website. The majority of parents receive helpful, regular feedback about how their children are progressing in their learning. This enables parents to support learning at home and reinforce key skills. However, a minority would appreciate clearer, more streamlined communication particularly regarding the work of the school and how their child's learning is assessed.
- Staff provide parents with a range of opportunities throughout the school year to support their child's learning, such as performances, assemblies, workshops and family time sessions. These opportunities provide parents with useful strategies to support learning at home. Most parents attend activities to learn alongside their children in school at learning cafes and BOATS (Bring Our Adults to School) Day, and speak positively about their value. However, they would welcome earlier communication about the dates of these events to support planning and attendance.
- The Parent Council support the work of the school well. Children and families enjoy the activities and events that they organise. All children benefit from monies raised. For example, they provide all children in P7 with a leaver's sweatshirt and subsidise the cost of the bi-annual pantomime and summer trip. Members of the Parent Council are supportive of the school's improvement work. They have engaged in consultation around policies and the school improvement plan. The majority of parents believe that they are encouraged to be involved in the work of the Parent Council and that they are kept informed of their work.

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

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The school ethos reflects children's rights, positive relationships, the gospel values and the wellbeing of children, staff and families. Staff demonstrate a high level of commitment to the nurturing and restorative approaches in the school. Staff know children very well and have a good understanding of their strengths, family circumstances and individual needs.
- Children learn in a caring and supportive environment. Most children treat adults and others in the school community with respect. Teachers recently reviewed their classroom spaces to improve wellbeing support. As a result, all children now have access to calm spaces and helpful resources. These support children to become more independent and help them settle quickly after moving between activities. Teachers run a lunchtime nurture club for children who prefer a quieter space. This provides children with a place to regulate their emotions which helps them when they return to class. Most children say they feel safe and included at school.
- Staff understand the needs of children very well and monitor regularly and robustly how well these needs are met. Staff and partners respond to these needs in an appropriate range of sensitive and flexible ways. Staff promote an 'every child needs a champion' approach with the children. As a result, almost all children feel they have someone they can talk to regularly if they are worried or concerned about something. Most parents agree that the school helps their child to feel confident.
- Senior leaders and staff have developed effective partnership working with other agencies and specialists, resulting in positive outcomes for children. Children's wellbeing needs are met well as a result of well-planned school interventions. A few staff worked closely with educational psychologists to introduce a 'self-directed' approach to learning for older children. This allows children to take increased ownership of their own learning and have increased choice. This approach has improved the children's independence, engagement, perseverance and motivation.
- Teachers and support staff have engaged in professional learning that is helping them to support children who may experience barriers to learning. They use this learning well to provide targeted support or approaches to better meet the individual needs of children. For example, support staff undertook training in nurture and approaches to support children's social and emotional wellbeing. They plan and deliver interventions which are reducing children's anxiety and improving their resilience. Support staff provide teachers with helpful accounts of children's progress following targeted intervention work and observations of play.

- Most children can confidently discuss their own wellbeing. For example, they know the importance of keeping hydrated, healthy eating and how to stay safe in the sun. They understand well how to recognise and manage different emotions. In most classes, teachers provide children with an emotional 'check-in' when they arrive in school. Children would value being able to share their emotions discreetly. Staff should ensure that they consistently provide any necessary follow-up, to children who require it. Children are developing their understanding of the language used in wellbeing indicators. They are well placed to reflect regularly on their own wellbeing and that of others. Staff should support children to use their evaluations of wellbeing to set their own personal wellbeing targets.
- Teachers deliver a well-structured and progressive health and wellbeing programme. They use a wide range of resources and strategies successfully to enhance the school's approach to health and wellbeing. These include programmes on relationships, food and health, emotional wellbeing and online safety. As a result, children engage in broad, progressive, and meaningful learning experiences. Almost all children make appropriate progress in understanding their health and wellbeing.
- Almost all children feel that their school teaches them to lead a healthy lifestyle. They feel that they get lots of chances at school to get regular exercise. Most children participate in, and enjoy, physical activities and sports beyond their planned PE lessons. A variety of options for regular exercise are available including football, netball and multi-sports. These are improving children's physical fitness, resilience and developing their skills in teamwork.
- Staff have introduced pupil leadership opportunities that empower children to take an active role in promoting wellbeing. These include inclusion ambassadors, St Peter's Prayer Pals, buddies and on committees such as the health and charities and enterprise committee. The charities and enterprise committee have introduced kindness charts in all classes. These are encouraging children to act in a positive, caring and thoughtful way. Children enjoy these roles and speak confidently about the impact these have on their wellbeing and that of others. They feel these roles improve friendships throughout the school, raise awareness of inclusive approaches and increase children's confidence in decision making.
- Children are very well supported as they transition from nursery into P1 and from P7 to secondary school. Staff plan effectively in partnership with parents and with staff from other establishments to ensure the transition needs of all children are met. Senior leaders work well with the local secondary school to develop enhanced, individualised transition programmes for children experiencing barriers to learning. This is helping children to move from primary to secondary school as confidently as possible.
- All staff undertake annual training and are very aware of and vigilant around their statutory duties relating to child protection and safeguarding. Senior leaders have established robust processes for identifying and tracking children who require additional support. Almost all children are very well-supported to overcome barriers to learning in school. Children requiring additional support benefit from carefully considered plans to support and improve learning. Parents and partners value the school's approach to implementing 'Team Around the Child' meetings. Staff ensure that children and their parents' views are taken into account when planning to meet children's needs. This ensures there is a shared understanding of next steps.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.
- Staff, taking on board children's ideas, have created a number of wellbeing spaces within the school, such as, the Hive, the Treehouse and the Blossom Room. These areas provide calm, safe and inviting environments to meet children's needs very well. Staff are highly skilled in supporting children purposefully in these spaces. As a result, almost all children who access these spaces are supported very well to feel calm, understand and regulate their emotions and engage purposefully in learning activities. They make good or very good progress towards their own targets.
- All children are included in the life of the school. Children learn about equality and diversity in a few areas of the curriculum, including religious and moral education and during assemblies. For example, children learn about the cultures and differences of people within their community. This is helping to develop children's knowledge and appreciation of differences, equalities and inclusion. A minority of children do not feel that the school deals well with bullying. To improve children's understanding of what bullying is, staff should involve children in a review of the school's anti-bullying policy. Children would benefit from increasing their knowledge of the protected characteristics. Staff should look at ways to develop further children's understanding of diversity, in a planned and progressive way through their existing curriculum.
- Senior leaders and staff actively foster an inclusive environment where all children feel valued and engaged in every aspect of school life. They recognise that some children may encounter barriers to learning due to their socio-economic circumstances or additional support needs. Senior leaders run a monthly family group for parents of children who require additional support. They invite external organisations to these sessions to share information and strategies with parents. Parents describe these sessions as inclusive and helpful in supporting them with strategies to use at home.

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

- Senior leaders have a relentless focus on raising attainment in literacy and numeracy. As a result, children's attainment in writing and numeracy has improved across all stages. Staff add value to children's attainment as they move through the school.
- In session 2024–2025, most children at early level achieved expected CfE levels in listening and talking and the majority in reading, writing and numeracy. The majority of children at first level achieved CfE levels in reading and writing and most in listening and talking and numeracy. At second level most children achieved CfE levels in reading and listening and talking and the majority achieved in writing and numeracy. A few children at every stage are capable of achieving more in their learning.
- Overall, almost all children who require additional support for their learning are making good or very good progress towards individual learning targets.

Attainment in literacy and English

- Overall, most children are making good progress in literacy and English.

Listening and talking

- Across the school, most children listen attentively and confidently voice their thoughts and opinions. Most children at early level contribute enthusiastically to class discussions. They listen and follow instructions well. A few children require support to take turns when sharing their ideas. Almost all children at first and second levels, develop their skills and confidence in presenting as part of the assembly programme. Children are ready to further enhance their presentation skills through more participation in activities, such as debates.

Reading

- At early level, the majority of children use their knowledge of sounds, letters and patterns to read simple words. They select books based on their interests. At first level, the majority of children identify their preferred styles of texts and authors. They read familiar texts fluently. They would benefit from developing a greater understanding of how to use punctuation within a text, to read with expression. Most children at second level, respond well to a range of inferential, literal, and evaluative questions about texts. They now need to develop their skills in identifying aspects of the writer's style.

Writing

- At early level, most children are beginning to write simple sentences with capital letters and full stops. They attempt to spell familiar words correctly. Children develop their early writing skills further during play experiences. They need more practice to write sentences independently. At first level, the majority of children write well for a range of purposes. They require support to improve spelling, punctuation and to extend their use of more interesting vocabulary. Most children at second level write within a range of genres, using a range of punctuation and grammar successfully. For example, older children write balanced arguments on learning a second language. They would benefit from developing their skills in creating digital texts to engage a reader, making effective use of headings, bullet points, fonts and graphics.

Attainment in numeracy and mathematics

- Overall, the majority of children are making good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children confidently recall number sequences within the range of 0-20. They recognise numbers to 20 and accurately double numbers to a total of ten mentally. They identify confidently coins up to 20p. They would benefit from more support to recognise a wider range of coins. At first level, most children confidently write numbers to 1000. They compare the size of fractions with confidence and know the role of the numerator and denominator. They require more practice in telling the time using analogue and digital clocks. At second level, the majority of children have a firm understanding of addition and subtraction and use negative numbers accurately. They use their knowledge of fractions, decimal fractions and percentages to solve problems successfully. They should continue to develop their understanding of financial education and the benefits and risks of using bank cards and digital technologies.

Shape, position and movement

- At early level, most children recognise two-dimensional (2D) shapes and identify some features of them. They are less confident identifying and describing symmetrical pictures with one line of symmetry. At first level, most children confidently name and identify the features of 2D shapes, describing their properties well. They are not yet able to name and discuss three-dimensional objects, right angles or the compass points. At second level, the majority of children classify acute, reflex and obtuse angles correctly. They are less secure in describing the properties of shapes, such as the circumference, diameter and radius of circles. Across the school, children should use technology to reinforce and apply their learning in shape, position and movement.

Information handling

- Most children at early level confidently match and sort objects and talk about the different groups they have created. They recognise and read tally marks correctly. The majority of children at first and second levels identify and create a few types of graphs and charts. They extract information and answer questions accurately from graphs. At second level, most children use the language of probability and chance well to describe the likelihood of events occurring. At all levels, children would benefit from more opportunities to develop skills in collating and displaying data using digital technology.

Attainment over time

- Attainment in literacy and numeracy has been consistently higher than that of comparator schools since 2023 and is continuing to rise. The headteacher has established an effective system for assessing, tracking and analysing children's progress over time. Staff used this analysis to identify successfully any dips across stages and to inform whole-school improvement priorities to raise attainment. For example, they introduced a revised whole-school approach to writing and made improvements to the teaching of numeracy. As a result, attainment in both literacy and numeracy has increased this session at all stages. Senior leaders meet termly with class teachers to review children's progress and to identify targeted approaches for those not yet on track to achieve expected levels. This supports staff to develop a clear understanding of children's progress over time. Senior leaders have recently introduced a more detailed system to monitor the progress of all children at an individual level, including those who have a barrier to learning. This has strengthened their ability to evidence the impact of interventions on improving outcomes. As a result, almost all identified children are on track to achieve expected outcomes by the end of the academic session. Senior leaders and staff should continue to maintain a strong focus on improving attainment and progress across the school to ensure all children achieve the best possible outcomes.
- Senior leaders have robust procedures in place to monitor and track attendance monthly, for the whole school and for individuals who are at risk of poor attendance. Senior leaders ensure there is regular communication between the school and families to provide support and help to improve children's attendance. Attendance has been in line with the national average for the past three years and has steadily increased. Attendance in May 2026 was 92%. Senior leaders work well with families and partners to create appropriate plans that aim to increase the amount of time individual children spend in school. At the time of inspection, a minority of children's attendance was below 90%. Approaches to improve attendance include targeted support for children, arranging meetings with families to agree support, and making links with partners. These are having a positive impact on the attendance of identified children. Staff use part-time timetables only where necessary and in line with local authority guidance. Staff work closely with family members to discuss the child's attendance and make adaptation where required, with a focus on increasing their time in school.

Overall quality of learners' achievements

- Children participate enthusiastically in a broad range of educational experiences and trips. They make effective use of the school grounds and the local community, including activities such as litter picks at the local beach and visits to the library and chapel. The choir performed at a recent communion service and children have access to strings and brass music tuition. Children across the school participate in the bi-annual school show, developing their understanding of skills for learning, life and work. The outdoor learning committee have carried out fundraising to support the development of their outdoor spaces. All of these opportunities are supporting children to become effective contributors and responsible citizens.
- Most children have a range of opportunities to develop roles and responsibilities in class and across the school in committees. Children learn how to organise themselves and others, as well as manage their time, through these experiences. Sports leaders share their talents in sports such as golf, basketball and football for the benefit of younger children. As a result of these experiences, children are developing confidence and improving their self-esteem.

- Staff work very well with a wide variety of partners to provide interesting activities that build and extend children's experiences. They provide children with a range of extra-curricular clubs, such as, curling, musical theatre and science. These are helping to provide more opportunities for children to enjoy success. Children are proud of their achievements, gaining national awards in the areas of children's rights, sport and the environment. They are encouraged to share their out of school achievements with staff and enjoy the recognition they receive at assembly and on the 'Shining Stars' display. Senior leaders track helpfully children's participation in wider achievement activities in and out of school. They use this data well to identify children who are at risk of missing out on developing skills and attributes through these opportunities. As a next step, staff should support children to track the skills that children are developing across wider achievement activities. This will help children to connect better their skills to real-life experiences.

Equity for all learners

- Senior leaders and staff have a deep awareness of the socio-economic background of children and their families. Staff know children and families very well and have created a climate of mutual trust, respect and genuine partnership. Staff take action to mitigate against financial barriers children and families face. This helps support all children to access all aspects of school life positively, including financial support with trips and the provision of school uniforms.
- The headteacher uses PEF to provide additional staff to deliver a variety of experiences to support children through nurture, play and numeracy. Funding has allowed for the purchase of literacy and numeracy resources and the creation of nurture spaces. Almost all children who have received targeted support improve their readiness to learn. Senior leaders should make use of their detailed tracking to evidence clearly the impact of PEF interventions on reducing the poverty related attainment gap.

Explanation of terms of quantity

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

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

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

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