

Summarised inspection findings

Dalrymple Primary School and Nursery Class

East Ayrshire Council

18 December 2018

Key contextual information

Dalrymple Primary School is a non-denominational school which serves the community of Dalrymple in East Ayrshire. The school's provision comprises seven primary classes and morning and afternoon nursery classes. In October 2018 the primary school roll was 157.

The headteacher has been in post for seven years and is joint headteacher of Dalrymple and another local primary school. She is supported across the two schools by two principal teachers. An acting principal teacher has been appointed as part of the school's Pupil Equity Funding.

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

- All staff have a clear understanding of the social, economic and cultural context of the local community, and work to promote and share the school's vision and newly created values. Staff work together well to support children and their families. There are positive, caring and respectful relationships across the school. Teachers and children relate very well to each other, and staff have an increasing awareness of the importance of delivering equity for all children. Staff are aware of the importance of recognising and closing any attainment gap. They are continuing to develop their skills in analysing a range of data to identify any gap and inform the most appropriate next steps to address this.
- The headteacher has overall gained the trust and respect of children, parents, staff and partners. She has developed a welcoming and encouraging ethos, and has established a culture where staff at all levels are engaged in the change process. Staff willingly take on positions of responsibility linked to their skills, interests and the school's priorities for improvement. Staff are confident in suggesting new ideas for improvement, with the headteacher being open to discuss any development that will benefit children's experiences. The headteacher encourages collegiate working and professional learning across the staff team. Under her leadership, effective teamwork is evident across the school. In moving forward, the school should continue with plans to develop further opportunities for collaborative working, particularly in relation to understanding standards and expectations to raise the attainment of all children. The headteacher should provide staff with clearer strategic leadership and direction across the primary school and nursery class. This will ensure improved outcomes for all learners.
- Self-evaluation systems are in place to audit the work of the school. These are continually evolving and are having more of an impact on improving learning and teaching and providing better outcomes for children. The results of self-evaluation are used better to inform priorities for improvement. Staff contribute to identifying the priorities for school improvement and

therefore have ownership of the school improvement plan (SIP). Parents, children and partners should be given further opportunity to do this.

- The headteacher works closely with the principal teachers, to promote high standards. They have a well-organised quality assurance calendar, which is managed effectively. As part of the quality assurance process staff participate in peer classroom visits. The school should now consider developing this further, through more focussed observations against aspects of learning and teaching. This will help identify further best practice that can be shared across the school.
- Staff are committed to improving their own practice and undertake a range of learning, including professional dialogue within school and with staff from their partner school. They are becoming increasingly reflective in their approaches and are beginning to look outwards to support improvement. The school should continue with plans to develop further this approach, to include a greater focus on collaborative practitioner enquiry. It will be important to ensure there is a clearly identified focus on monitoring and evaluating the impact of this work on raising the attainment and achievement of children.
- There is an effective professional review and development process within the school, linked to the General Teaching Council for Scotland standards. Professional learning activities are linked to achieving outcomes in the SIP, and addressing agreed personal and professional development. As part of the quality assurance process, the headteacher observes classroom practice and gives feedback to staff. She should now consider developing this further, through more focussed and robust observations against, for example, identified aspects of pedagogy.
- Children welcome the opportunities they currently have to be involved in the pupil council, school committees and decisions which affect them. Where children have been given responsibility to lead activities, they demonstrate an understanding of the steps involved in moving from the identification of an issue through to monitoring the impact of their actions. There is now scope for children to undertake greater leadership opportunities to lead their learning. They would benefit from being supported to recognise further the skills for learning, life and work that they are developing as a result of these roles, and where they can apply these skills across their learning. The development of an agreed and shared skills framework across the school would be a positive step in moving this forward.
- Equity and social justice is promoted through the teachers knowing children and families well, responding to their individual needs and from on-going engagement with parents and carers.

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

Learning and engagement

- The school's vision and values underpin a nurturing ethos across the school. This is supported by positive relationships that exist between staff and children, and a strong focus on children's rights. Commendably, the school attained silver Rights Respecting School status in June 2018. Staff continue to work to ensure that the language of rights is increasingly evident in children's learning. Most children are well behaved, and participate happily and compliantly in the tasks and activities they are given.
- The school has made a good start to allow children to experience opportunities to lead their learning across the ethos and life of the school. Through the wide variety of Leading Learning Groups, all children are members of a group and have opportunities to take forward a range of aspects of the school's work. Regular opportunities to take increased levels of responsibilities will become available as the remits of these groups are developed and progressed further.
- Helpful learning walls have been developed to make learning at each Curriculum for Excellence level more visible for children and staff. Staff make good use of the outdoors to provide interesting contexts for learning across the curriculum. There is scope to develop this more fully, and to continue to seek outside partners and agencies who can provide other relevant learning opportunities.

Quality of teaching

- Overall the quality of learning and teaching is good. In the majority of lessons, the pace of learning and clear expectations are motivating children to engage more fully with their learning. In moving forward, teachers need to consider the structure and content of lessons to engage children more actively in their learning. There is a need for staff to continue to share good practice across the school, to ensure children enjoy consistently high-quality learning experiences across all stages and develop skills for more independent learning. The school already has a clear idea of what makes a successful lesson and further work to embed this will improve children's learning experiences.
- In a majority of lessons, teachers share clear learning intentions and success criteria with children. There is headroom to involve children more in the co-creation of success criteria. This will help ensure children understand the skills they are developing and build on prior learning.
- Most teachers create quality resources for use with interactive whiteboards to enhance teaching and engage children. This is impacting positively on children's motivation and interest in activities. Most children regularly access digital technologies to enhance their learning in relevant ways. There is scope to further develop digital technologies, including the development of GLOW and all the collaborative learning tools it offers.

Effective use of assessment

- In most classes, teachers have learning conversations with children which involve agreeing and setting their own targets. There are examples of these targets displayed clearly in classrooms. Children would benefit from more regular opportunities to discuss their learning targets with their teacher. This will support children further in identification of the skills they are developing, and reviewing their progress towards individualised targets. In a few lessons, staff made good use of questioning to extend and develop children's thinking. Children respond well to this type of challenge.
- In most classes, children are provided with a range of oral and written feedback to give them an understanding of their progress in learning and how their work could improve. Teachers should continue to work on the quality of feedback provided, to ensure that all children are clear about the agreed strategies that they will use to support their learning. Across the school, teachers are increasingly using approaches such as self and peer-assessment to enable children to reflect on, and evaluate, their own learning.
- Through formal and informal opportunities for moderation, teachers are developing their confidence in their professional judgements about achievement of a Curriculum for Excellence level. These opportunities include working with level partners within school and with colleagues across the Doon Education Group. Teachers would benefit from more regular and robust arrangements for moderation to develop a clearer understanding of standards.

Planning, tracking and monitoring

- Teachers' planning has been reviewed to take account of national and local guidance. The school now needs to take forward its plans to develop planning further to be more responsive and relevant to children's own interests. Building planning around children's input in a more explicit way will encourage them to take more of a leading role in their own learning.
- The senior leadership team have tracking and monitoring meetings with staff three times a year. Systems are in place to track and monitor children's progress across literacy and numeracy. These include ongoing information based on summative and diagnostic assessment. Senior leaders should continue with plans to further develop local authority tracking and monitoring processes, to enable them to successfully address potential barriers to children's progress in learning. This will help senior leaders to evaluate further the effectiveness of interventions intended to improve outcomes for all children.

2.2 Curriculum: Learning pathways

- The school recognises the need to work collaboratively with staff, parents and children to develop a clear curriculum rationale which underpins the design of the curriculum. This will ensure that the curriculum reflects the local context and aspirations for children.
- Curriculum planning takes account of national guidance for Curriculum for Excellence. Staff refer to, and make use of, the experiences and outcomes in each curricular area. In providing meaningful and relevant contexts for learning, staff are beginning to group experiences and outcomes from within and across curriculum areas. The headteacher has correctly identified the need to revisit staff's understanding of interdisciplinary learning approaches to give a greater relevance and depth to the curriculum and increased application to children's learning.
- Curriculum pathways are in place for most areas of the curriculum. These ensure coverage of experiences and outcomes. There now needs to be clear and flexible progression pathways across the curriculum, to ensure children make appropriate progress. As recognised by staff, these pathways should take account of the benchmarks in each curricular area. This will support teachers to develop a shared understanding of standards and expectations across all curriculum areas, and help inform teachers' professional judgements. Staff should ensure that all subjects are given appropriate time coverage within each class. At the time of the inspection, this was too variable from class to class.
- Staff are aware of national guidance in creating opportunities for learning that help children to develop skills for learning, life and work. Moving forward, more of a drive to embed the principles of this guidance will help to build a stronger focus on careers education in the wider contexts of children's learning. It will be important to ensure that experiences and opportunities are planned across the four contexts of learning, and that enterprise and creativity skills are routinely tracked in respect of individual children. The school is keen to continue to improve links and work with businesses and the local community.
- The school should continue to ensure it meets all children's entitlement to two hours of quality PE.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents who met inspectors, and those who responded to the pre-inspection questionnaires, reported that their child likes being at Dalrymple Primary School. Most parents are satisfied with the school. They report their child feels safe and is treated fairly and with respect.
- A majority of parents report that they receive helpful information about how their child is progressing and feel they receive this information at appropriate times. A majority of parents are positive about activities provided by the school where they can learn together with their child. They agree the school gives advice on how to support their child's learning at home.
- The school recognises and values the variety of ways in which parents can contribute to a child's time in school. The majority of parents responding to pre-inspection questionnaires, feel that the school takes their views into account. Effective approaches to communicating with parents and partners, are enabling those contributing to school initiatives to see the results. Parents comment that they would like more information about how their child is assessed.
- A majority of parents in pre-inspection questionnaires, feel that the school organises events where parents and children can learn together. Through the use of social media, leaflets and newsletters, the school provides a range of information to parents and partners. By tracking levels of parental engagement across the school, senior leaders will be better placed to enhance participation further.
- The Parent Council (PC) is supportive of the school. A majority of parents who responded to the pre-inspection questionnaire feel they are kept up to date about the work of the PC and feel encouraged to be involved in the life of the school.
- The school actively promotes and celebrates partnership working. A group of partners met with inspectors to share their involvement with the school. They are very positive about the school's approach to partnership working, and the impact of partners in improving outcomes for children across the school community. Partners feel that the school values their contribution.

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

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 quality of wellbeing, equality and inclusion is good. Positive relationships are a feature of the school, where children, staff, parents and partners describe an increasingly supportive and nurturing ethos, evident throughout the school community. Staff have a shared understanding of their responsibilities in relation to wellbeing and improving outcomes for children. The school seeks feedback from parents, staff and partners on the effectiveness of its work with children.
- Most children who completed the pre-inspection questionnaire feel safe in school. Almost all agree that the school teaches them how to be healthy. They think that there are lots of chances to get regular exercise. Most children think that staff treat them fairly and with respect. Children spoke about the recently introduced efforts of the school, to help children voice their opinions about the way school works and their ideas for improvements. There is now scope to continue to develop these opportunities and increase pupil voice further.
- Teaching staff have a good understanding of Getting It Right For Every Child (GIRFEC) and the wellbeing indicators. They take appropriate account of the indicators when planning learning. Children have a growing awareness of the language of GIRFEC and the wellbeing indicators. They are developing their appreciation of how these can help them to understand and reflect on their wellbeing. The school has correctly identified the need to continue to embed GIRFEC and the wellbeing indicators as an integral feature of school life, to allow children and staff to further reflect on children's progress in being safe, healthy, achieving, nurtured, active, respected, responsible and included.
- The school's approach to embed rights-based education is helping children to develop a good understanding of respect for others and the environment. The participation of children in school groups and roles within school, such as the Garden group, Pupil Council and Young Play Leaders helps them to apply their learning in a meaningful context. There is scope for children to take more responsibility and lead on the development of group remits linked to school improvements.
- Most children know they can talk to adults in the school and share any worries or concerns about matters affecting their wellbeing. Most demonstrate positive behaviour across the school and respond positively to staff and visitors. However, we have asked the school to continue to develop and build relationships between pupils, to address concerns raised by a few children and parents.
- Senior leaders acknowledge the need for a more progressive and robust approach to learning and measuring children's progress in health and wellbeing. Teachers need to take greater account of the context in which children live when planning health and wellbeing lessons. This can support children more effectively to develop appropriate skills and knowledge to

understand and respond to the world around them. Staff should ensure that learning activities across health and wellbeing contribute to improvements in children's attainment and achievements.

- Children across the school have a good knowledge of food groups, the source of foods and cultivating crops. There is scope for the school and catering services to work more collaboratively to encourage children to reduce food waste and capitalise on learning opportunities presented in the dining hall.
- The headteacher works closely with the acting principal teacher, teaching staff and support staff to ensure that they are proactive in fulfilling their legislative duties including religious observance. Staff engage in professional training which helps them improve the way they support and care for children. For example, they have increased their knowledge and understanding of factors that underpin wellbeing such as nurture principles and mindfulness. The headteacher and the acting principal teacher maintain robust additional support for learning records. The information they hold is shared appropriately, and used by teaching staff and others to plan learning for individuals.
- The school has good procedures in place for identifying any additional support needs of children, and work well with parents and partners to support these needs being met. Classroom assistants provide a caring and supportive environment, ensuring that children are making progress in their learning.
- The main duties under The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 are being met.
- The school works to include all children in the life of the school, whatever their needs or background. Children with a range of additional support needs, and those who are care experienced benefit from this inclusive approach. However, there is still potential for staff to have higher expectations for each child in their learning. This should include better differentiation, pace and challenge in lessons and greater independence of children in their learning experiences. There is scope for the most able children in the school to be challenged further.
- The school grounds provide a range of attractive learning environments, including an eco-garden and orchard. Children across the school benefit from opportunities to learn outdoors which they enjoy. In moving forward, staff recognise the need to develop further a progressive programme for outdoor learning. Children benefit from a range of after-school clubs. Staff are beginning to track engagement in these activities and should continue with their plans to develop this further, including activities outwith school.
- The headteacher monitors attendance and punctuality regularly and is proactive in dealing with any issues that may arise. Attendance and exclusions are above and below the national average, respectively. Senior leaders and staff know children well and are sensitive to individual children's and families' needs.
- The school curriculum provides children with some suitable opportunities to explore aspects of faith and diversity. The school should now develop further and evaluate these approaches to demonstrate whether children have a sound understanding of equality and inclusion.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- Overall children's attainment, including those with additional support needs, in English language and literacy and in mathematics and numeracy is good. The school presented a range of data to evidence that children were making good progress in literacy and numeracy. Classroom observations, documented evidence in jotters, and discussions with children and staff during the course of inspection supported this evidence.
- Teacher professional judgement of Curriculum for Excellence levels is based on a range of evidence from day-to-day learning and teaching, assessment tasks and analysis of standardised assessments and Scottish National Standardised Assessment results. Evidence from teacher professional judgement indicates that, in June 2018, most children in P1 were achieving or exceeding early level in writing, listening and talking and numeracy, with the majority achieving early level in reading. At P4, the majority of children were achieving first level in all aspects of literacy and numeracy. At P7, most children were achieving second level in listening and talking. The majority of children are achieving expected levels in reading, writing and numeracy. Overall, the data provided by the school accurately reflects children's progress. It is the view of inspectors that there remains scope for children across the school to achieve more.
- For children with additional barriers to their learning, the evidence suggests that most are attaining appropriate to their individual level of need.

Literacy and English

- Across the school most children are making good progress in reading, writing, listening and talking.

Listening and talking

- Overall, most children are making good progress. They listen well and respond to others in an appropriate way. Most children are able to articulate their views confidently and are eager to share these with others. At early level, most children are able to answer simple questions to communicate their own ideas. Across first and second level, most children are able to demonstrate their understanding of how they can engage an audience when talking to others. At second level, children are beginning to use different types of questions to develop their own and others' understanding of texts. The school should now ensure that there is a robust approach to the further development of skills in listening and talking across the school. Staff should make the value of these skills more explicit and encourage their use in different contexts and across learning. Children are eager to contribute but would benefit from a wider range of challenging, higher order questioning.

Reading

- Across all stages, children are making good progress. They enjoy reading aloud and with expression. At the early level, most children are beginning to read unknown texts and apply their knowledge of phonics to decode unfamiliar words. At first and second level, most children can read fluently and with expression. Within the first level, most children can explain why they prefer a particular author and discuss their understanding of structure and authors' use of language. At second level, most children can express their ideas about structure, setting and characterisation and provide personal responses to texts. Older children demonstrate a love of books and reading for pleasure. A few older children feel that the texts used for their reading could be more challenging. Moderation activities within the school and education group will help support staff be more secure in their professional judgement of whether children have achieved a level.

Writing

- Across the school children write for a variety of purposes. At early level, most children are using capital letters and full stops to support the meaning of their writing. Most children are making good progress across the transition into first and second level and can create a range of short and extended texts for different purposes using appropriate punctuation to support meaning. At second level, most children can write using appropriate style and format. At all stages, children have a good understanding of the tools they need for writing, for example, they know about appropriate punctuation, spelling and have a sound knowledge of parts of speech. Overall, children make good progress in writing across all stages. The revised approach to the teaching of writing is now beginning to encourage children to want to write. Presentation of work is not consistently high across classes.

Numeracy and mathematics

- Overall, attainment in numeracy is good with the majority of children making appropriate progress in numeracy and mathematics. The work undertaken to develop mental strategies across the school has resulted in most children having good levels of mental agility, where they are able to explain their thinking and demonstrate a range of strategies. Children are able to access 'Chilli Challenges', however in most cases children across all levels could be further challenged, and learning extended through more focused and directed differentiation of activities. There remains scope for children to achieve more, in particular, in the application of learning through open-ended tasks. This will help children to revisit prior learning, and apply this in a range of contexts.

Number, money and measure

- Across the school, most children show good understanding in number processes and place value. Overall, children use this knowledge confidently to carry out calculations appropriate to their stage of development. At the early level, almost all children count forwards and backwards within 30, with a few able to identify and recognise numbers to 100. They are developing confidence in solving simple missing number addition problems. At first level, children use their understanding of place value to perform calculations. Almost all children recognise a wide range of numbers, recall multiplication facts and use these and known number facts to solve problems. By second level, most children use the four operations to solve calculations. They work confidently with fractions, decimals and percentages and carry out simple algebraic equations. A few staff are currently involved in professional learning to adopt more active approaches in the teaching of counting, place value and the 4 processes. As planned, the adoption of this methodology should be shared across the school and built into the numeracy framework.

Shape, position and movement

- Children at early level are able to use a programmable toy to demonstrate their understanding of positional language. Children working at first level are able to identify and name a range of simple 2D shapes and 3D objects. They can describe the properties of these well. They can also recognise and create symmetrical pictures and designs. Children at second level are able to name a range of angles and use co-ordinates to describe the location of a point on a grid.

Information handling

- At the early level, almost all children can use their knowledge of colour, shape, size and other properties to match and sort items. At first level most children can ask and answer questions from charts, diagrams and tables to extract information. By second level, almost all children can gather information from bar graphs. There is scope for increased focus on information handling within numeracy and mathematics lessons, and application of this across the four contexts of the curriculum.

Problem solving

- Across the school, children are encouraged to solve problems through daily challenges. These challenges should continue to be developed to ensure children require to draw on the full range of problem solving strategies. Opportunities for pupils to work individually and co-operatively to show and talk through their thinking, will enhance their ability to identify the most efficient strategy for different types of tasks.

Attainment over time

- Data provided by the school indicates that, over the last three years, the majority of children have achieved early level by the end of P1 in numeracy, reading, writing and listening and talking. The percentage of children achieving first level by the end of P4 dipped in 2018, but is on track to improve this session. The percentage of children achieving second level by the end of P7 has improved steadily over the last 3 years. The school is aware of the need to continue to monitor closely the impact on attainment of newly introduced approaches to reading.
- The school tracks data over time. Effective data is gathered on reading, writing, listening and talking and numeracy over the years the children have been in the school. This data builds a comprehensive profile of each learner. There is now scope to ensure this data is used more effectively to raise attainment. The school has plans to review their assessment approaches in numeracy and maths.
- Staff do not yet have a clear picture of children's progress across the curriculum. As they develop further progression pathways, they will be able to track children's attainment across all curriculum areas more effectively. Benchmarking against comparator schools will provide a good opportunity for the school to measure and track its progress against similar schools and plan for further improvement.

Overall quality of learners' achievement

- Children contribute to the life of their school through, participating in Leading Learning groups and sharing their group's priorities at assemblies. Children undertake roles as Head Boy & Girl, buddies and senior helpers around the school. They share their talents at an annual Burns Supper and Scottish poetry competition, and the school choir entertain at the local hospital.
- Children achieve through a range of sporting activities and older pupils compete against local schools in netball and football festivals. A range of lunchtime and after school clubs enable

children to explore and develop their own areas of interest. Last session, older children worked in partnership with the local Rotary Club, to start up and run their own business. With the support of local businesses, they organised and sold their own product and used the profits to improve their school. The children make very good use of their school grounds and produce fruit and vegetables. This contributes to their understanding of sustainability.

- Achievements are celebrated through assemblies, newsletters, twitter and GLOW blogs. Children now need to be better supported to understand the skills for life, learning and work that they are developing through their achievements. This will enable them to take increasing responsibility for their own learning. As the Leading Learning groups are further developed, greater opportunities for children to take leadership of their own learning, and to have a greater role in decision making within the school will become available.
- The school is at the early stages of tracking and monitoring children's achievements both within and outwith the school. There is scope for this to be developed further.

Equity for all learners

- The Head Teacher and staff know children and their families very well and have a good awareness of the socio-economic and cultural context in which they live. Senior leaders track children's progress in numeracy and literacy, and can identify the targeted interventions that have been established in order to secure improvements.
- Additional staffing, funded by the Pupil Equity Fund (PEF), has been used to raise the attainment of literacy, particularly writing skills. This initiative is at an early stage of implementation but initial evaluations show that most children are making progress.

Choice of QI: 2.4 Personalised support

- **Universal support**
- **Targeted support**
- **Removal of barriers to learning**

- Across the school, staff are committed to providing a caring and safe environment for children. They are knowledgeable about children's social, emotional and health needs. There is a positive ethos in the school.
- Staff have a good awareness of the range of ability and needs within classes. They now need to provide a more differentiated approach to teaching and learning that takes better account of these needs. Learning, teaching and assessment approaches need to offer more pace, challenge and differentiation to ensure all children receive high quality universal support. At times, teachers could set higher expectations for children, offering greater challenge to enable children to engage in higher order thinking.
- The school now needs to develop a whole-school approach to involving children more regularly in planning their own learning. Children need to have more meaningful opportunities to discuss their learning with their teacher and, together, they need to create more specific learning targets which help each individual know their next steps.
- The school's targeted support is well planned to meet the learning needs of individuals and groups of learners. Teachers value the open-door policy operated by the senior leadership team. This supports learning needs to be highlighted and acted upon timeously. Support plans are in place for individuals and groups of children who receive additional support for their learning. Long and short-term targets are designed to address children's main barriers to learning. Targeted support to individuals and groups of learners is kept continuously under review.
- As part of her remit focusing on children's additional support needs, the acting principal teacher provides effective advice to teachers and has undertaken a range of professional development to extend her expertise. Classroom assistants are deployed effectively throughout the school and provide support to groups and individual children.
- The school works effectively with a range of partners to identify and reduce the impact of barriers to learning. Partners such as East Ayrshire Support Team (EAST) and psychological services contribute to the assessment and support of children.

Explanation of terms of quality

The following standard Education Scotland terms of quality 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.