



24 March 2026

Dear Parent/Carer

In August 2023, HM Inspectors published a letter on St Andrew's Primary School and Early Childhood Centre. The letter set out a number of areas for improvement which we agreed with the school and East Ayrshire Council. We subsequently returned to the school to look at how it had continued to improve its work and published another letter in September 2024. 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 Care Inspectorate inspected the nursery class at the same time and that report will be available at [www.careinspectorate.com](http://www.careinspectorate.com).

**Improve planning for continuous improvement and implementing change. This should include setting measurable and sustainable improvement priorities which focus on improving children's attainment and achievement. In taking this work forward, it will be important to increase opportunities for children and staff to lead on school improvement and influence change.**

Senior leaders and staff have made significant progress in this area for improvement. The senior leadership team (SLT), with support from the local authority, developed a clear action plan with measurable outcomes towards meeting identified areas of improvement. They review regularly the progress they make towards improving children's experiences and learning in the school and Early Childhood Centre (ECC).

The acting headteacher has provided consistent, visible and effective leadership to the school and ECC over the last 12 months. She now has overall responsibility for the ECC. The ECC senior lead and acting depute headteacher ably support the acting headteacher to drive forward improvement. Together with staff, they are making a positive difference to children's outcomes.

Almost all staff now welcome opportunities to undertake leadership roles which impact positively on children's experiences across the school and ECC. Staff work well together and they now feel valued and more motivated to improve outcomes for children.

Children, staff and parents now play a stronger role in evaluating strengths and identifying areas for improvement in the school and ECC. The current school improvement priorities are



relevant to school and ECC needs. The SLT manage the pace of change well. There is a strong sense of change for the better among staff, children and parents.

Staff acted upon parents' views to increase opportunities for parents to share in their child's learning through 'share the learning' events and learning journals. Communication with parents has improved and there is a comprehensive communication policy which is displayed on the school's website. Senior leaders and staff should continue to build on this work to increase opportunities for parents to share in their child's learning journey.

Children have increasing opportunities to develop their leadership skills. All children in P4 to P7 now participate in a school leadership group. For example, children work in the Mini Winnies group or as digital and language ambassadors. Younger children assume responsibility for whole school events such as Lenten Fundraising, World Book Day and Burns' Day.

Senior leaders and staff review attainment data carefully to plan effective approaches which improve children's writing, numeracy, and health and wellbeing. Staff in the ECC plan more strategically to increase children's experiences in numeracy. This has resulted in children receiving a wider range of opportunities to explore numeracy through play.

Children's levels of attainment at P1, P4 and P7 have risen in the last two years in the school. A few children would like their work to be harder and would benefit from more challenge in their work.

**Develop a cohesive and consistent approach to promoting children's wellbeing and inclusion in the school. This should include clear operational guidance on processes and record-keeping, to help staff meet the needs of all children.**

Senior leaders and staff in the school and ECC have made very positive progress since the last visit. They have introduced more appropriate processes to promote children's wellbeing and support their inclusion in school life.

Staff now use clear processes for children requiring additional support, ensuring consistent approaches across the school and ECC. Senior leaders maintain accurate, up-to-date records of meetings, providing a comprehensive overview of each child's needs. Parents are now more involved in review meetings, ensuring shared understanding and more inclusive decision-making. Staff now have more robust transition processes for children moving from stage to stage or, from the ECC into P1. These approaches support children's inclusion and continuity of learning well.

In the school, senior leaders have introduced a small group approach to support children who may need extra help with literacy and numeracy. Classroom assistants and teachers deliver this valuable support to children. Teachers lead effectively on improvements to teaching writing and, listening and talking which impact positively on children's progress.



Staff continue to improve approaches to learning and teaching, guided by an 'excellent lesson' model that supports consistency and quality. Staff have enhanced indoor and outdoor learning spaces and displays, creating calm, purposeful environments that promote children's engagement and wellbeing. Staff's improved planning and assessment, alongside strengthened tracking, help staff identify children's next steps and those needing additional support more clearly. As planned, staff should continue to develop these approaches to extend challenge for children who require it.

The ECC lead practitioner has driven a wellbeing-focused planning model, ensuring children's needs are identified earlier and met more effectively. Practitioners now plan learning and observations more carefully to highlight the skills children develop and identify their next steps. As a result, more children are making better progress.

Staff in the school and ECC have improved approaches to include and involve children and their families. Children have engaging learning experiences to help them learn about the differences in others. Senior leaders provide families with opportunities to meet and discuss their child's needs within a safe environment. Overall, these approaches help children well to feel included in the life of the school and ECC. Staff should continue to develop and build on this positive work moving forward.

**All staff should continue to develop their understanding and use of nurturing and restorative approaches which support children to build positive relationships. In taking this work forward, these approaches should be shared with all stakeholders.**

Senior leaders and staff have made strong progress in this area. Their nurturing approach is contributing to positive relationships and improved wellbeing across the school and ECC.

Across the school and ECC, children demonstrate positive behaviour as they learn and play, behaving respectfully towards adults and peers. Children have a firm understanding of how their rights, as defined by the United Nations Convention on the Rights of the Child, support their learning and relationships. Staff and children consistently use the school and ECC values of "ready, respectful, safe" to guide behaviour and relationships. Children enjoy receiving house points when they demonstrate the school values. In the ECC, children use well-understood emotional regulation strategies, helping them to feel a sense of belonging and community.

Teachers worked effectively to update the school's relationship policy and children created an informative video for the school website explaining this policy. Most children feel safe at school and know they have someone to talk to if they feel upset. There is now a clear 'respect me' policy which is shared on the school website to help all stakeholders understand the school's approach to anti-bullying. The 'respect me' pupil group have explored and shared information with others about different types of bullying. Senior leaders and staff should continue to share this work widely with the whole school community.

School staff received valuable professional learning on helping children to solve problems through discussion. Children discuss conflict resolution in assemblies, linked to school values.



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These approaches help children to regulate their emotions and return to learning calmly after breaks.

Children benefit from whole class and small group approaches to support their health and wellbeing which helps them feel more positive. In the ECC, practitioners place a high priority on wellbeing encouraging children to talk confidently about their wellbeing and how to stay safe. Staff support children's emotional and social wellbeing effectively through the embedded health and wellbeing curriculum.

All children have regular opportunities to participate in electives or school clubs. They enjoy sharing their wider achievements on the school's achievement wall. This builds their confidence and promotes wellbeing. Children have led successfully on the implementation of a 'kindness wall' to encourage others to be kind.

### **What happens next?**

The school and ECC have made good progress since the original inspection. We are confident that the school and ECC have the capacity to continue to improve and so we will make no more visits in connection with this inspection. East Ayrshire Council will inform parents about the school and ECC's progress as part of its arrangements for reporting on the quality of its schools.

Helen Mulholland  
HM Inspector

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