

Beith Primary School & Early Years Class

Standards and Quality Report June 2026

Highlights:

- ♦ Almost all pupils making good progress in learning.
- ♦ Highlights of our school year
- ♦ Improvements achieved and plans for 2026-27

Our School

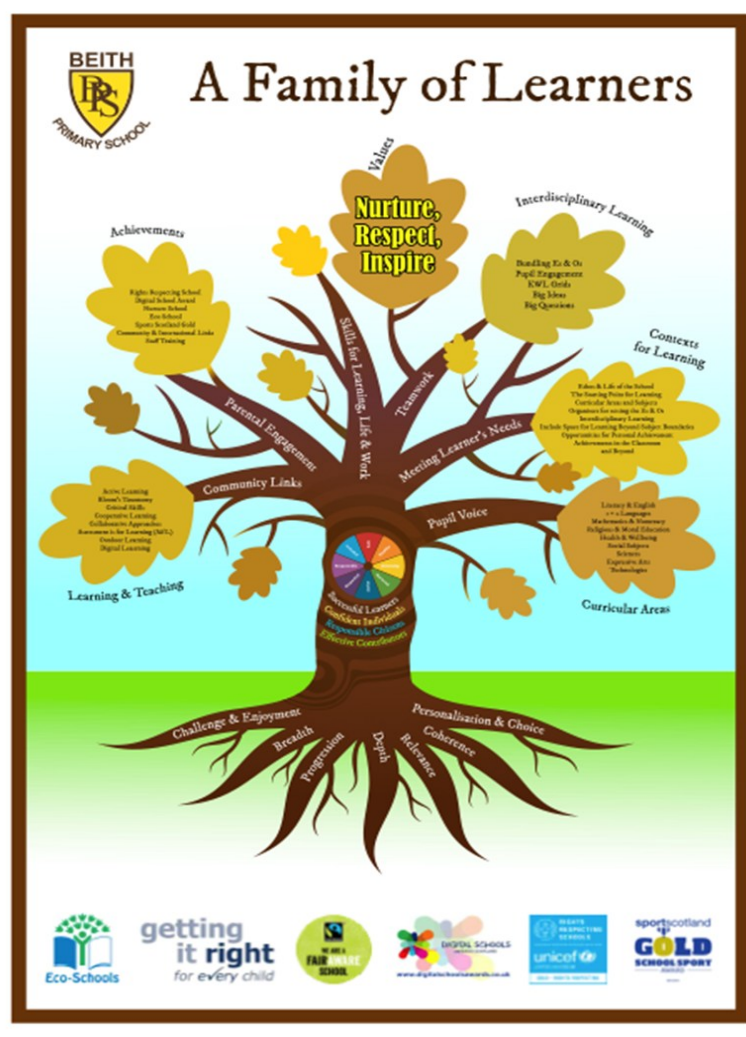
Beith Primary School and Early Years Class serves the communities of Beith, Barmill and the surrounding area. We are a non-denominational school of 13 classes (roll 312) with a headteacher, 2 deputies and a principal teacher. There are 14 class teachers (4 part-time), 2 Targeted Support Teachers, 7 pupil support assistants (2 part time) supported by 2 office staff.

Our Early Years class has 84 places (offering various attendance patterns) staffed by an Early Years Manager, Senior Early Years Practitioner and 11 staff (some part time).

Over a third of the school roll live in deciles 1-2 of the Scottish Index of Multiple Deprivation (SIMD) with the remainder living in deciles 3-10. The school received **£102,382.00** (carry fwd £26,432 + £75,950) Pupil Equity Funding (PEF) this session. We have consistently high attainment and attendance, above the local and national average.

His Majesty's Inspectors commented as follows:

- ♦ Beith Primary School's well-established values of respect, nurture and inspire are reflected in the positive ethos throughout the school. Children and staff demonstrate the values daily through their interactions and behaviours. Teachers refer to them during class experiences to reinforce high expectations. Children learn in a positive and calm environment where all adults support them well. Through regular assemblies, senior leaders link school awards to the values to support children to see their relevance to daily life.
- ♦ All children, staff and families value each other and have developed a strong sense of community across the school. Senior leaders put children's rights and wellbeing at the heart of all they do with a relentless focus on getting it right for every child. Senior leaders and staff understand the context of the school very well.
- ♦ In almost all lessons, children engage very well with their learning. They listen attentively, contribute articulately to class and group discussions, and demonstrate independence and initiative during tasks and activities. Teachers plan opportunities for children to make choices in their learning and access resources to support them to experience success.
- ♦ Children enjoy a range of leadership and school committee roles and participate in after school clubs and competitions. This is developing children's skills for learning, life and work very well.



Our aim is to provide a safe, happy and caring environment where children learn to be independent, to be responsible for themselves and to carry out their tasks in a spirit of co-operation, courtesy and respect for others.

Attainment & Achievement



In Reading, 80% of P1 pupils achieved Early Level, 83% of P4 pupils achieved First Level and 77.1% of P7 achieved Second level. In Numeracy, 84% of P1 and 78.3% of P4 achieved or exceeded expected levels. (2024/25 figures)

Pass survey results show the school demonstrates a highly positive ethos, with pupils reporting strong feelings of belonging and readiness to learn. Most pupils show confidence and engagement, particularly beyond P1.

100% of parents/carers have connected to Seesaw. 12,679 items were posted to Seesaw this session. 11,412 messages were sent on Seesaw to families. 4,370 pupil posts have received family visits.

In our Early Years class, pre school health and wellbeing milestones demonstrate strong performance, achieving an average success rate of 82% across all outcomes. Notably 9 out of 13 outcomes exceed a 93% success rate, highlighting consistently high levels of achievement and positive impact across the majority of our wellbeing milestones

WIDER ACHIEVEMENTS



Our pupils have undertaken a variety of vibrant projects to contribute to the wider life of the school while developing specific skills and understandings. A key highlight was our 'Night at the Museum' history project, which served as a fantastic skills showcase. Our community coffee shop continues to be a major success, featuring P7 pupils utilising their barista training alongside baking produced by classes across the school.

Building on our achievement of the Gold Level Sports Scotland Award, we have expanded leadership opportunities in sports to include Commonwealth Games and the World Cup. Our pupils have enjoyed some wonderful sporting activities and success this session.



Our Eco Journey remains a priority in Beith Primary; alongside maintaining our pond, outdoor areas, and participating in community litter picks, our pupils are actively leading us on an eco-journey toward earning our 8th Green Flag.

How well have we improved our service?

Priority 1: To improve attainment in Literacy & Numeracy through identifying and sharing best practice and pedagogy to promote high quality learning, teaching and assessment (NAC Priority 1).

Staff embedded their 'Talk for Writing' training this session, alongside targeted training on identifying barriers to learning (including how to address these) and enhancing oracy skills. Once again, our 'Writing Fortnight' was a huge success with many pupils now citing themselves as authors. Over 90% of families attended our EYC Bookbug sessions.

Following careful tracking, improved teaching, early identification of support needs and the removal of barriers to learning, attainment in reading and writing for P1, P2, P4, P6 and P7 has increased. Continuing our focus on developing a love of reading, targeted interventions (boosting / paired etc), ERIC time and implementing the Science of Reading strategies in P2/3 will continue to enhance learning. Use of One drive, Clicker 7 and text to speech applications have allowed pupils not on track to make progress from prior levels.

Priority 2: To improve and enhance digital learning to equip educators and our children and young people with the knowledge and skills to thrive in an increasingly digital educational environment.

We enhanced teachers' digital skills and teaching approaches to ensure pupils benefit from high-quality digital learning experiences. Staff shared their expertise in digital tools, supporting colleagues to develop their practice. As a result, teachers are now more confident in embedding digital technology across all areas of the curriculum.

Priority 3: Prioritise and promote the positive health and wellbeing of children & young people, through rights based learning and close partnership working to remove barriers to learning. Skills & Play

Children demonstrated their increasing understanding of the skills they are using and learning about through focus group discussions and classroom observations. They report enjoying the level of choice staff build in to their IDL activities. Barriers to learning are identified swiftly and interventions undertaken to remove or overcome them.

Our Early Years PEEP and Baby Massage sessions have been very well attended and ensure a strong foundation for relationships with our families (over 35 families involved). Two parents also achieved a PEEP Learning Together Progression Pathway qualification, the first in North Ayrshire to achieve this award

Quality Indicators (QIs)—We use ‘How Good is Our School?’ version 4’ to support our self evaluation, as well as information gathered from our stakeholders. This enables us to make decisions about our strengths and areas for improvement. Our HMIE inspection (January 2023) alongside our own on-going processes validated those evaluations and agreed with our next steps.

QI 1.3 Leadership of Change	‘All children, staff and families value each other and developed a strong sense of community across the school. Senior leaders put children’s rights and well being at the heart of all they do with a relentless focus on getting it right for every child. Senior leaders and staff understand the context of the school very well. They use data very well to identify areas for development as well as to monitor the impact of agreed changes. As a result, almost all staff feel their views and contributions are valued. They have a clear understanding of their school improvement journey and have ownership of improvement priorities.	5 Very Good
QI 2.3 Learning & Teaching	In almost all lessons, children engage very well with their learning. They listen attentively, contribute articulately to class and group discussions, and demonstrate independence and initiative during tasks and activities. Teachers plan opportunities for children to make choices in their learning and access resources to support them to experience success. Children demonstrate resilience when learning new concepts and know how to access support if required. Teachers are explicitly teaching skills and children can talk about these and link them to learning, life and work.	5 Very Good
QI 3.1 Ensuring Wellbeing, Equality & Inclusion.	Senior leaders and teachers use a range of wellbeing assessment tools to track children’s wellbeing across the school. For example, they use surveys, well being indicators and assessments for children with barriers to learning. Teachers, through effective analysis, ensure appropriate interventions and support are in place for identified children. Senior leaders demonstrate the positive progress children make as a result of planned support. Children are very respectful towards adults and their peers and are rightly proud of their school. They look out for each other and nominate others for ‘random acts of kindness’, to promote kind and caring behaviour.	5 Very Good
QI 3.2 Attainment & Achievement	Senior leaders and staff have a very clear overview of children’s attainment in literacy and numeracy over time. Well planned interventions have been implemented for targeted children and have raised levels of attainment successfully. Staff continue to identify and close gaps across curriculum areas to ensure children’s progress and attainment increases.	5 Very Good

Pupil Equity Funding Budget **£102,382.00** (carry fwd £26,432 + £75,950)

Pupil Equity Fund (PEF) is allocated directly to schools to close the poverty related attainment gap. We have used the fund to pay for 2 Pupil Support Assistants (PSAs), Teacher time (0.4), develop nurture /outdoor learning area/resources and support initiatives such as Boosting Reading, Science of Reading strategies, enhanced our Library provision, more manipulatives to support numeracy and digital packages to use with targeted groups. Evidence supports that this has impacted identified pupils/groups attainment for the better.

Staff confidence and pedagogy in identifying and supporting pupils with any barriers to learning has been enhanced, meaning that our children are more ready and able to learn. Training for staff via our Educational Psychologist has provided staff with a toolkit to explore pupils’ sensory needs, improve their executive function and working memory to impact their progress.

As a result, children are increasingly able to regulate their emotions, engage more effectively in learning and articulate the strategies they are using to help them focus and remember things. The majority of our identified learners are making good progress from prior levels of attainment, with many moving to ‘on track’.

In consultation with our Parent Council and staff, we have reviewed the impact of the interventions and agreed to continue to fund our targeted 2 PSA’s to support interventions (boosting reading/5 minute literacy/numeracy/ outdoor skills based learning etc), pay on-line subscriptions for specified resources to support learning and employ a teacher 0.4 FTE to free up our PT to continue to support nurture / outdoor learning.

Improvement Plan Priorities 2026—2027

Priority 1:

To improve attainment in Literacy & Numeracy through identifying and sharing best practice and pedagogy to promote high quality learning, teaching and assessment (NAC Priority 1).

We will work to embed learning around best practice in literacy and numeracy, embedding 'Talk for Writing' further, integrating PLA numeracy assessments into planners, implementing Oracy skills and overtly reaching ;'Thinking'. This will also include the extension of the 'Science of Reading' into P2 and P3 more fully.

Prioritise and promote the positive health and wellbeing of children & young people, through rights based learning and close partnership working to remove barriers to learning by enhancing Adult Presence/New Authority and embedding Building Positive Relationships. To further embed North Ayrshire relationships and behaviour approaches & attendance strategies across Beith Primary School, ensuring a consistent, nurturing and restorative approach which supports all learners to feel safe, respected, included and ready to learn.

We will consolidate and enhance our already good practice in identifying and supporting children's need through positive adult presence, rights and values led improvements, 'New Authority' and develop a shared Cluster approach to adult presence, de-escalation language, restorative conversations and consequences. Staff across the cluster will engage in professional dialogue about scenarios and real-life practice e.g. coaching sessions.

Priority 3:

Our focus will be on 'Making Thinking Visible' and 'Deep Learning' through the four contexts for learning. This will ensure the 6 C's (12 meta skills) are explicit and progressively taught and progress recorded across all areas. Re-view in line with Curriculum Improvement Cycle (CIC), Deep Learning and Progression Pathways (NAC Priority 3)

We will use our knowledge of skills and play based learning alongside Making Thinking Visible to promote and implement a Deep Learning approach to Interdisciplinary Learning (IDL). This will also be relevant across all aspects of the curriculum and support both planning and tracking of progress and achievement for all curricular areas.



Houses voted to support raising money for our school charity this session, SSPCA.

'Night at the Museum' Show Set (below)



Other highlights of 2025-26

Throughout 2025-26, we continued some excellent partnership working with Beith Trust and our Active Schools Coordinator who supported school events such as the P7 Lochshore Transition event, Sports Day and our World Cup and Commonwealth Games events. Lights and Laughter brought together the whole community to sing and celebrate the festive season. The Jolly Beggars Burns Club judged and awarded prizes for our annual Burns Competition. Many local businesses donated money to reduce the cost of our P4 – P7 school trip to the panto at Beacon Arts Centre and P1-P3 trip to Heads of Ayr. P7 had a very successful residential visit to Arran. Finally, our amazing school show 'Night at the Museum' enabled pupils to perform and develop a multitude of skills, not least communication, resilience and problem solving.