

Gateside Primary School & Early Years Class



Standards and Quality Report June 2025

Highlights:

- ◆ Graded 'Very Good' by His Majesty's Inspectors of Education.
- ◆ High levels of attainment across the school and Early Years class.
- ◆ Children in the school and EY class are highly confident and kind to each other, adults and visitors.

Our School

Gateside Primary School and Early Years Class serves the communities and Gateside and the surrounding area. We are a non-denominational school of 3 classes (roll 47) with a headteacher and depute head teacher (0.6FTE). There are 5 class teachers (3 part-time), 1 classroom assistant, supported by 1 person in the school office.

Our Early Years (EY) class has 16 places (offering 9am—3pm) staffed by a Senior Early Years Practitioner, an Early Years Practitioner and an EY assistant (part time).

Most children live in deciles 6 and 7 of the Scottish Index of Multiple Deprivation. The school received £5,400 Pupil Equity Funding (PEF) this session.

We have consistently high attainment and attendance, above the local and national average.

His Majesty's Inspectors highlighted our strengths as follows:

- 'Children in the school and nursery class are highly confident and kind to each other, adults and visitors. In the nursery, children have fun in their environment and in the school, children are eager, motivated learners'
- The strong nurturing relationships that exist across the school and nursery class between staff, children and their families.
- The strong sense of teamwork between staff and their willingness to take on leadership roles based on their professional learning. Senior leaders support and guide staff well to improve children's learning experiences, particularly in literacy.
- The approaches senior leaders and staff take to identifying children's barriers to learning quickly and address their needs. This is helping staff to get it right for every child in the school and nursery class..



We are a caring community that works together to develop and empower our learners to be creative, active and respectful in a nurturing environment. Our children develop the four capacities of Curriculum for Excellence through experiences that are challenging, innovative and fun. They become confident individuals, responsible citizens, effective contributors and successful learners through using and applying their skills and knowledge across a wide range of contexts.



Attainment & Achievement

All pupils in P1 and almost all P4s & P7s achieved or exceeded expected levels in Literacy and Numeracy. In P3, pupils all made good progress from prior levels of attainment.

Pass survey results show 89% of P2—P7 children are prepared for learning and 100% of P4—P7 have a positive work ethic.

100% of parents/carers have connected to Seesaw. 4,064 items were posted to Seesaw this session. Families made multiple visits to view or like their child's learning and teachers commented on average around 100 posts per week. This allows a window for parents to see the learning taking place.

In our Early Years class, almost all children in our pre-school cohort achieved their Numeracy, Literacy and Health and Well-being milestones. Almost all pupils achieved their attention, listening and talking skills through regular transition activities, including attending assemblies and playing with their buddies at break time.

WIDER ACHIEVEMENT

Our pupils have undertaken a variety of projects and experiences throughout the year. Their exploration of global goals resulted in local impacts, for example, monies raised from fair trade hot chocolate afternoons were sent to the North Ayrshire Foodbank. Other projects to contribute to the wider life of the school and develop specific skills and understandings are as follows:

Gateside Flower Show vegetable entries from our own garden; Community Litter Pick; British Science Week and 'I want to be an engineer' competition; Writing week, Choir performed at local events as well as the Ayrshire Music Festival, and Glee challenge at Paisley Town Hall. Individuals also entered the Garnock Young Performer of the Year competition. P4-7 organised and led the Burns Afternoon, St. Andrew's Day Celebration and Daffodil Tea. Individual pupil achievements out with school are celebrated at the weekly assembly and pupils are encouraged to carry out random acts of kindness to support each other. Our P4-7 Athletics group were placed 2nd in the NAC small schools virtual competition and we entered swimmers into an NAC competition.



How well have we improved our service ?

Priority 1: Implement/Embed skills progressions for our play and skills based curriculum through the 4 contexts for learning, ensuring meta-skills are explicitly and progressively taught across all areas of the curriculum.

Children understand, recognise and articulate their skills development in a learning environment where skills are visible, supported by meaningful discussion and reflected in deeper understandings and their use and application in a variety of contexts. Children continue to experience more personalisation and choice through play/skills based learning and are engaged and motivated to learn.

Priority 2: To improve outcomes in literacy and numeracy through enhanced pedagogy.

Staff have embedded Science of Reading strategies and new spelling lists linked to phonemic awareness and morphology to enhance the quality of learning and teaching for targeted groups. The reading age of almost all P4-7 pupils are on or above their actual reading age. NSA Literacy results showed almost all children in P1, P4 & P7 achieved the highest two bands. 100% of P1 & P4 and 80% of P7 children achieved the **highest** band in the NSA numeracy assessment.

Our Early Years staff offered family stay and play sessions, offering parents/carers an insight into what learning through play looks like for them.

Priority 3: Continue to support and enhance children's health and wellbeing through rights based learning.

Weekly outdoor learning & STEM afternoons were continued, where children were grouped vertically in age and had opportunities to develop a variety of age appropriate skills. Children were involved in building the community garden and it was used as a regular part of outdoor learning sessions. It was evident that all learners blossomed during outdoor learning, particularly during loose parts play where they could put their imagination and engineering skills into action.

UNCRC Rights Respecting Approach is embedded across the school and links to all curricular areas. Children also work in mixed age groups in their various committees e.g. Eco, Fair Trade, Sports, RRS, Road Safety. Our whole school nurturing approaches in classrooms successfully supported many pupils throughout the session, enabling them to engage with learning more effectively and raise attainment.

Quality Indicators (QIs)—We use ‘How Good is Our School? version 4’ (HGIOS 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 recent HMIE visit validated those evaluations and agreed with our next steps.

QI 1.3 Leadership of Change	Senior leaders use HGIOS4 and a range of surveys to gather the views of all stakeholders successfully. Senior leaders use these views to create a well-considered improvement plan based on identified strengths and areas for improvement. They consult parents about the use of PEF as part of Parent Council meetings. School staff have a clear understanding of the socio-economic context of the school. As a result, all staff are clear about the rationale behind areas for improvement and have a strong capacity for change and improvement	5 Very Good
QI 2.3 Learning & Teaching	Almost all children are enthusiastic and eager learners...All teachers share the purpose of learning effectively with children and set steps for success with them. This helps children to be clear about what they are learning and what they need to do to be successful. Almost all children focus well on tasks and activities in pair, groups and on individual work. They enjoy sharing their successes and achievements with their families on the schools online platform. All teachers provide children choice in their learning during lessons that link different areas of the curriculum as part of their skills-based pedagogy. Children create ‘I wonder’ questions...this motivates them well and ensures their learning is interesting and relevant.	5 Very Good
QI 3.1 Ensuring Wellbeing, Equality & Inclusion.	All staff nurture children very well. They are positive and caring, providing an inclusive learning community. Almost all children feel that treat them fairly and with respect. Children are kind and confident. They take immense joy in recognising kindness in others and nominating other children for a kindness award which is shared during assembly. All staff have a strong commitment to improving the health and wellbeing of children and their families. They know and value each child as an individual. Across the school, almost all children are confident and capable.	5 Very Good
QI 3.2 Attainment & Achievement	Overall, attainment in literacy and numeracy is very good. Across the school, almost all children achieve expected levels of attainment in literacy and English and numeracy and mathematics. A minority of children exceed expected levels. Staff identify children who require additional support with their learning promptly and address their needs carefully. This is a major strength of the school. Most children who require additional support with their learning make good progress towards their individual targets. There is evidence that the use of PEF is closing identified gaps and raising attainment for all.	5 Very Good

Pupil Equity Funding Budget £5,400.00

Pupil Equity Fund (PEF) is allocated directly to schools to close the poverty related attainment gap. We have used the fund to invest further in decodable books, spelling resources, resources for skills learning and to reduce the cost of the school day.

Staff confidence and pedagogy in reading has ensured that over 92% of P4 – 7 children can read fluently and are working on or beyond their reading age. The new resources (books more suitable for older readers) and focused support have made a huge difference with children demonstrating clear progress, increased confidence and motivation, developing a genuine love for reading. Of the individuals who have been targeted this year, all of them have made very good progress from prior reading levels. Most P3 - P6 pupils have a spelling age on or above their chronological age, some more than 2 years which is impacting on the quality of their writing.

The Decider Skills training has ensured a consistent, whole-school approach to emotional regulation, with all staff confidently implementing the strategies. These skills complement and build upon our already well-established restorative practice approach.

As a result, children are increasingly able to recognise when they are ‘feeling the fizz’ and can independently, or with an adult, apply at least two or three strategies to help them self-regulate and return to a calm, focused state. This has had a noticeable impact on emotional literacy and readiness to learn across the school.

The introduction of Talk for Writing has had a transformative impact on pupil engagement, particularly among reluctant writers. Assessment results reflect this progress, with strong performance in P1 and P4 SNSA Literacy and Writing, and almost all P7 pupils achieving within the top three bands. The whole-school adoption of Talk for Writing created a vibrant, motivated atmosphere, with pupils actively retelling stories using story maps.

The children report that they enjoy skills/STEM activities and outdoor learning opportunities, enabling them to lead their own learning. All pupils engaged with activities in a focused way, using and applying their knowledge from core learning.

Improvement Plan Priorities 2025—2026

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 with Cluster colleagues to develop relevant numeracy assessments and share good practice. The review of resources and concrete materials will further enhance and engage learners to deepen their understandings of concepts. Continued focus on high quality teaching in reading and writing, alongside some Oracy training will ensure continued progress for all in Literacy.

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 will use the North Ayrshire Digital Learning strategy and skills progression to ensure we are enabling our learners to develop skills for learning, life and work. Staff will undertake training in areas identified to ensure they are able to support and challenge our learners in using digital technologies whilst enhancing 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. Review skills/play based learning in line with Curriculum Improvement Cycle, Deep Learning and Progression Pathways (NAC Priority 3)

We will continue to use our values 'Creative, Active, Respect and Nurture' to underpin everything that we do. Our children and families will access the right support, if required, to overcome any barriers to learning. We will work in partnership with parents and carers and other agencies to get it right for every child.

We will further embed and reinforce the use of 'Decider Skills' for learners to build resilience and capacity to engage well with their learning and review our skills/play based learning to reflect Deep Learning strategies.



Other highlights of 2024-25

All our children have made good or excellent progress in their learning this session. Meta Skills have continued to be developed in learning across all curricular areas and children have increased confidence in talking about these.

We continue to excel in our sports provision, successfully gaining our Sport Scotland Gold Award. Our football, netball, rugby, dance and athletics teams have worked hard this year, demonstrating determination and resilience in their performances. Our musical expertise shone through in our performances at services and competitions, as well as putting on highly successful shows at Christmas (The Fleece Force) and in the summer term (The Wizard of Oz). The choir excelled at both the Ayrshire music festival and at the Scottish Schools Glee Challenge. Our Gateside performers should all be very proud.



British Science Week continues to enthuse our learners in term 3 each year. Our new approach to writing stories was celebrated during our Writing Week, where every child became an author and were inspired from a visit from Lindsay Littleson. The children reaped the rewards of our community garden in Term 1, making soup, wedges and other recipes with their harvest. They also entered classes at the Gateside Flower Show with their produce, picking up prizes. They have maintained the beds impeccably during our outdoor learning afternoons and are looking forward to replanting them for our return in August.

Our school values of Respect, Nurture, Creative and Active are at the heart of everything we do. Using PEF to purchase Seesaw allows us to maintain the strong link between home and school. We must thank all our staff, children and families for their hard work and support, making Gateside the best place to grow, work and learn in.