

SPRINGSIDE PRIMARY SCHOOL AND EYC



STANDARDS AND QUALITY REPORT

June 2025

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026.

I hope that you find it helpful and informative.

Lynsey Boyes
Acting Head Teacher

OUR SCHOOL

Springside Primary School is a non-denominational school with a roll of 92 pupils, with our Early Years Class having a roll of 16 pupils. Our school is organised into 5 composite classes from P1 to P7, with classroom areas being semi-open plan. Our Early Years Centre is in a new extension to the school.

Our staffing structure consists of one Head Teacher, one Principal Teacher, 9 Class Teachers (some of whom are part-time) and one part-time Pupil Support teacher. We have three part time Pupil Support Assistants. Our Early Years Centre is staffed by a Senior Early Years Practitioner, an Early Years Practitioner and an Early Years Assistant.

Our office is staffed by one full time Education Business Assistant. Our janitor takes care of our building and grounds and our catering team provides catering for our pupils.

We also work closely with our Educational Psychologist, Area Inclusion worker, School Nurse, Active Schools Coordinator, music instructors and staff from Greenwood Academy. Together, we all provide a warm, supportive, nurturing and caring environment for learning where children are supported to reach their full potential.



Our Vision

At Springside, we create a happy, safe environment where every child feels valued and supported. We aim for pupils to try their best, achieve excellence, celebrate personal and wider achievements, and develop the skills and confidence to thrive as responsible citizens ready for the future.

Our Values

Kindness

Effort

Respect



Our Aims

- Raise standards of attainment and achievement for all by providing a variety of stimulating opportunities and experiences.
- Maintain the positive ethos within Springside Primary and Early Years by providing an inclusive, safe and nurturing learning environment.
- To work in partnership with all stakeholders to support each child's learning, wellbeing and development, fostering a strong sense of community and shared success.
- Promote high aspirations and a 'can-do' attitude, ensuring equity of opportunities.

ATTAINMENT & ACHIEVEMENT

Each year, we collect extensive information on our children's learning progress. To monitor their attainment and achievement, we observe them working on tasks, listen to their responses, ask key questions, set challenges, and use various standardised assessments. As a team, we analyse the data and observations we gather, to plan targeted learning activities that support their continued progress.

North Ayrshire Council and The Scottish Government also require us to summarise our children's progress in Reading, Writing, Listening and Talking, as well as Numeracy and Mathematics.

We take great pride in the progress our children in Springside are

making, and in the development of their skills as successful learners, responsible citizens, effective contributors and confident individuals.



In **Listening and Talking**: 90.0% of P1, 81.8% of P4 and 78.6% of P7 achieved national levels.

In **Reading**, 80.0% of P1, 54.6% of P4 and 92.9% of P7 achieved national levels.

In **Writing**, 80.0% of P1, 63.6% of P4 and 78.6% of P7 achieved national levels.

In **Numeracy and Mathematics**, 70.0% of P1, 68.2% of P4 and 92.9% of P7 achieved national levels.

Our attendance overall is 90.26%. We have had no exclusions.

WIDER ACHIEVEMENT

Session 2024-2025 saw another successful year at Springside Primary School and EYC with much to celebrate.

We celebrate pupils' wider achievements and encourage them to pursue their individual interests both within and outwith school.

- Our Committees – Eco Committee, Digital Leaders, Reading for Enjoyment Committee, Junior Road Safety Officers and Sports Committee, have all worked extremely hard this year to make improvements to our school, in line with priorities from our School Improvement Plan.
- Primary 5/6 pupils led a successful Harvest coffee morning for the whole school and community.
- We held a Scots Poetry Competition, with two of our Burns' finalists taking part in the Irvine Burns' Club 'Champion of Champions' Competition at Wellwood.
- We have several pupils who take part in music tuition and have performed at a variety of school events across the year.
- Some of these pupils participated in 'Play Away Day' this session. This was a fantastic opportunity for them to represent their school through music, and a chance to meet other musicians from across the authority.
- Our P6 Euroquiz team enjoyed the opportunity to put their knowledge to the test with all things European.
- Our P5/6 pupils showcased their Scottish Country Dancing skills at the 'Day of Dance'. This was a celebration of music, movement, and tradition and the chance to meet pupils from other schools.
- All classes took part in the highly successful 'Enterprise Fortnight', developing a range of enterprise skills. Children and staff worked hard to create wonderful products to sell at the Christmas Fayre.



This experience allowed them to develop valuable skills such as teamwork, creativity, and money management, all while having great fun. The event was a fantastic success, bringing the school community together and raising an incredible amount of money.

- Following consultation with all stakeholders, our new school values of 'Kindness, Effort and Respect' were launched. These have been really well received by the whole Springside community and are being embedded throughout the life of the school.
- Our Kindness Captains support health and wellbeing in our playgrounds, using their new 'GRACE' model to help resolve conflicts using peer mediation.
- This session, we have been able to deliver a wide range of extra-curricular clubs for different stages and we continue to identify and encourage all children to take part.
- P7 pupils developed new skills, overcame challenges and stepped outside their comfort zones during their P7 residential trip to Arran Outdoor Centre.
- We value our partnerships within our local community e.g. local shops, sheltered housing etc. as a way to enhance teaching and learning and continue to strengthen these links in innovative ways.
- We are a welcoming school and have strong links with our local churches, with monthly visits from Mr Young and input from Reverend Urquhart.
- Our Junior Road Safety Officers planned and led 'Travel Smart Week', where they encouraged everyone to come to school in an eco-friendly way, with fun challenges along the way!
- We culminated the session with a very successful 'Springside's Got Talent' competition. The skills and talents of our pupils was amazing!



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1 - To raise attainment for all learners in Numeracy and Mathematics.

- Skills Progression Planners in Numeracy and Mathematics are being embedded to ensure pace and progression for all pupils.
- A range of robust assessments were used to support teacher judgement of progress and achievement of a level within Numeracy and Mathematics.

Priority 2 - To raise attainment for all learners in Literacy.

- Staff were upskilled in their use of the PM Writing resource to plan and deliver structured and progressive writing lessons. A team teaching approach to writing was very successful. Children benefited from the support and challenge provided by this approach.
- A range of robust assessments, including running records, PM Benchmarking and Scottish Criterion Scale, were used to support teacher judgement of progress and achievement of a level within Literacy.

Priority 3 - To ensure universal and targeted supports meet the needs of all learners.

- Using a range of data, children have been accurately identified to receive targeted support and interventions. These interventions have been robustly tracked and measured and data has demonstrated the positive impact of these well-timed interventions to meet the needs of pupils and raise attainment.
- A range of extra-curricular and sports clubs were delivered and well attended. These clubs were targeted to ensure almost all children were able to experience opportunities for wider achievement.

QUALITY INDICATORS

QI 1.3 Leadership of Change

Evaluation: Good

We are dedicated to achieving the highest standards and successes for all learners. Our improvement priorities are developed in collaboration with stakeholders and are based on a range of evidence. Staff meetings and professional development opportunities are aligned with these priorities, driving positive outcomes for learners.

QI 2.3 Learning, Teaching & Assessment

Evaluation: Satisfactory

In most classes, learners' experiences are matched to their needs and interests and they are appropriately challenging. We use a variety of assessments to allow learners to demonstrate their knowledge. We have improved processes to tracking and monitoring children's progress and evaluating learners' progress. Children's views are sought through a range of planned activities.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation: Good

As a Rights Respecting School, we have a positive and nurturing ethos based on respectful relationships which are evident across aspects of school life. We have a strong sense of community and now have high expectations of ourselves and our pupils. We comply and actively engage with statutory requirements and codes of practice.

QI 3.2 Raising Attainment & Achievement

Evaluation: Satisfactory

Most students are making significant progress in Literacy, and Numeracy and Mathematics. Targeted interventions are effectively identifying and addressing gaps in achievement. We understand the importance of ensuring that all students experience fair and equal success. Celebrating achievements is a common practice, both in the classroom and throughout the wider school community.

PUPIL EQUITY FUNDING

Our Pupil Equity Fund (PEF), monies allocated by the Scottish Government to help schools close the attainment gap, enabling us to focus on Getting It Right For Every Child. We pride ourselves in knowing our children very well and using our pupil equity fund to ensure children are able to make progress in a nurturing learning environment.

In session 2024/2025 we used Pupil Equity Funding to:

- Raise attainment in Literacy and Numeracy and Mathematics by funding Pupil Support Assistants to deliver targeted Literacy and Numeracy and Mathematics interventions to identified pupils.
- These interventions included Toe by Toe, Boosted Reading, Phonological Awareness and 5 Minute Literacy and Numeracy Boxes.

In session 2025/2026 we intend to use our Pupil Equity Funding to:

Fund additional teaching and pupil support staff to:

- Support Health and Wellbeing of identified children and provide support to pupils during social times.
- Raise attainment through providing targeted support to individuals/small groups in Literacy.
- Raise attainment through providing targeted support to individuals/small groups in Numeracy and Mathematics.
- We will also use some of the money to purchase resources to enhance the delivery of teaching and learning in Reading and Numeracy and Mathematics.

IMPROVEMENT PLAN PRIORITIES 2025-2026

Our School Improvement Plan priorities for next session are:

Priority 1: To enrich the quality of learning experiences and raise attainment in Literacy and English by enhancing pedagogy and curriculum development.

Priority 2: To enrich the quality of learning experiences and raise attainment in Numeracy and Mathematics by enhancing pedagogy and curriculum development.

Priority 3: To prioritise and promote the positive Health and Wellbeing of children and young people.

Priority 4: To ensure the curriculum is accessible for all and ensure engagement in learning through enhancing the curriculum using digital experiences.

