COYLTON PRIMARY SCHOOL & EARLY YEARS CENTRE

SCHOOL IMPROVEMENT PLAN

2025-2026

WE ARE A FAIRACTIVE SCHOOL — FAIRTRADE

SCHOOL SPORT AWARD — GOLD 2025-27 — sportscotland

DIGITAL SCHOOLS AWARDS SCOTLAND

DIGITAL SCHOOLS AWARD — DIGITAL WELLBEING — 2025

EVERY LEARNER EVERY DAY

2025 – 2028 Rights Respecting Schools — UNITED KINGDOM — unicef — Silver Rights Aware

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

VISION

In Coylton Primary and Early Years Centre, our vision is to:

Cultivate Our Young Learners Through Outstanding Nurture

VALUES

Our School Values are to be: **Ready**   **Respectful**   **Safe**

> Our teachers always ask us how we like to learn and we are able to create our success criteria with them.
>
> Arlo

> We are doing deep critical thinking to find out lots of ways to solve maths problems.
>
> Jamie

> All of the SAR strategies are helping build our confidence in spelling and speaking to each other, staff and parents. I am able to talk about my learning much more now.
>
> Clayton

> We have the right to ask for help if we need it.
>
> Brodie

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

National Improvement Framework Priorities

- Placing the human rights of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

HGIOS 4 Quality Indicators: 1.1 Self-Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising Attainment & Achievement

NIF Priorities: Improvement in attainment, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Target: To raise attainment for all in literacy and close the attainment gap by improving attainment

Outcomes	Measures & Actions	Intended Impact

To increase 1% of all learners on track to achieve expected CFE level in Literacy.
 	
% of learners on track to achieve expected level:
P1/P4/P7 literacy to 94% (increase of 1%)
Reading: to 94% (increase of 1%)
Writing: to 94% (increase of 1%)
 	
Attainment focus in cohorts – P3, P4 & P5 – reading
All stages - writing
 	
To develop our SAR journey with our tailored road maps focusing on literacy comprehension.
	• ACEL level cohort tracking including December and June data uplifts
	• Tracking progress updates x 3
	• Class visit feedback on teaching of Literacy
	• Various data and Standardised assessments across P1-P7
	• Data from Literacy interventions
	• Data used more effectively to inform groupings and teaching next steps.
	• Continued working with the SAR team to refine reading skills teaching, embed morphology, revisit comprehension, and improve writing attainment school wide.
	• Increased parent/child learning events to share SAR methodologies and increase levels of engagement/ levels of parental understanding and ensure greater consistency between home and school.
	• PT for Pupil Support to lead Literacy improvements across school
	  o Ensure effective systems and approaches in Literacy lessons are high quality
	  o Appropriate targets and interventions are in place for ASfL
	• Support staff deliver targeted Literacy interventions with greater teacher accountability for STINT pupils' progress.
		➢ Increase number of targeted learners achieving CFE levels in literacy at P1, P4, P7
		➢ Identified attainment gap will decrease by 1%.
		➢ All staff are involved in cluster moderation of learning, teaching and assessment including writing across a level
		➢ All staff and parents will have had the opportunity to engage with South Ayrshire Reads Year 3 Programme and therefore will have improved knowledge of best practice in reading. (See Appendix 1)
		➢ Raised attainment in reading through SAR 3 year project
		➢ PT Pupil Support
		➢ Pupils will have a lifelong love of reading and the confidence to access all aspects of education
		➢ To ensure staff understanding on impact of pedagogical practices on raising attainment including – MTV, adaptive teaching, outdoor learning, play based learning and meta skills.
		➢ All pupils are supported in the preparation for transitioning into secondary school – see Ayr Cluster Literacy SIP

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

Increase 2% of all learners achieving 8 or more Communication and Language Early Years milestones focussing on skills progression in syllables, rhyme, alliteration and sound/letter recognition.	- Increase focus on Readingwise within STINT groups and classrooms. - Enhanced use of ICT and assistive tech to support all learners - Staff and Pupils Surveys - Milestone tracking- Sept/Oct and May/June data uplifts. Interim completed December.

Lead Persons: Donna Docherty DHT, Nicola Caira PT Pupil Support, Coleen Cowie CT, Ali Watkins EYC

Timescales: By June 2026 (Including mid-year review)

Budget: PEF - School Assistants

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

HGIOS 4 Quality Indicators: 1.1 Self Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising Attainment & Achievement
NIF Priorities: Improvement in attainment, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

Target: To raise attainment for all in numeracy and close the attainment gap by improving attainment

Outcomes	Measures & Actions	Intended Impact
To increase 1% of all learners on track to achieve expected CFE level in numeracy % of learners on track to achieve expected level: P1/P4/P7 Numeracy from 94% (June 25) to 95% June 2026 To increase numbers of pupils confidently and clearly articulating their mathematical thinking To increase numbers of pupils developing a growth mindset and resilience in mathematics Increase 2% of all learners achieving 8 or more Numeracy and Maths Early Years milestones focussing on skills progression in	• ACEL level cohort tracking including December and June data uplifts • Formative and standardised assessments including NSA(P1, P4, P7) and GL(P3 and P6) • Use data more effectively to inform groupings and teaching next steps. • Class visit feedback on teaching of numeracy • Various data and Standardised assessments across P1-P7 • Pre and Post Positive Mathematical Mindset questionnaires • Continue targeted use of resources - 5 Minute Numeracy Box, Plus 1 and Power of 2, and ensure in-class adaptive teaching that supports and challenges all pupils is delivered. • Staff and Pupils Surveys • Feedback from cluster numeracy group • Feedback from use of maths manipulatives and resources • Revisit and reinforce consistent use of Part/Part/Whole, Bar Modelling, CPA strategies, and Number Talks across all classes. • Events to engage and update parents on the Numeracy curriculum, building on previous success	➢ Increase number of targeted learners achieving CFE levels in numeracy P1, P4, P7 ➢ Identified attainment gap decrease by 1% or more. ➢ All staff continue to be involved in cluster numeracy and mathematics moderation of learning, teaching & assessment ➢ Almost all children will score as having a growth mindset using data from post Positive Mathematical questionnaires ➢ To ensure staff understanding on impact of pedagogical practices on raising attainment including – MTV, adaptive teaching, outdoor learning, meta skills & mathematical stories ➢ All pupils are supported in the preparation for transitioning into secondary school through Ayr Academy transition programme – see Ayr Cluster Numeracy Appendix ➢ Mental Maths activities are built into daily routines in every classroom. ➢ Continue EYC / P1 transition curriculum tracking using the developmental milestones. Data from Developmental Milestones is reviewed regularly, with gaps identified and actions applied.

number recognition, touch counting, making quantities and dot patterns.	• Milestone tracking- Sept/Oct and May/June data uplifts. Interim completed December	➢ Progressive intervention programme designed and tailored to raise lowest achieving milestone ➢ Increase number of targeted learners achieving Early Level milestones in Numeracy.

Lead Persons: Jackie Edmiston CT, Ali Watkins EYC

Timescales: By June 2026 (Including mid-year review)

Budget: PEF - School Assistants

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

HGIOS 4 Quality Indicators:
1.1 Self Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising Attainment & Achievement

NIF Priorities:
Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in children and young people's health and wellbeing;
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

Target
To develop Children's Rights Agenda across the cluster and to reach next level of Rights Respecting School Accreditation
Continue to improve children and young people's HWB, in line with The Promise Education Award

Outcomes	Measures	Intended Impact
Children's Rights Agenda developed across the cluster Gold level of Rights Respecting Schools Accreditation achieved All stakeholders have an awareness of UNCRC Bill – Incorporation (Scotland) Bill Children empowered and inspired to think about and share their views. To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels in HWB from 95% (June 2025) to 96%	• Staff learning conversations progress updates • Class visit feedback on pupil voice • Wellbeing indicators (through wellbeing webs) • Staff and Pupils Surveys • Attendance (lates and absences) of targeted learners • Results of whole school audit will outline the nurture principles to focus on this session. • Pupil, Parent and staff surveys as part of this approach	➢ Empower pupil voice through improved relationships within cluster RRS groups (pupil and staff) ➢ Empower and inspire children to think about and share their views ➢ All staff are involved in cluster moderation through context of children's rights and social justice ➢ Students and staff will be encouraged and challenged to read books outside of their social norm, broadening their understanding and engagement with social justice issues. Highlight the importance of accurate representation in literature ➢ All children (P1/P4/P7) produce evidence to demonstrate progressive skills development (planned assessment evidence)

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

Average school attendance is currently 95%, we are aiming to maintain this in session 25/26 Enhance nurture provision across the school and develop nurture approaches for all through Applying Nurture as a Whole School Approach Support inclusion of all learners within school. Provide environments that are supportive and inclusive. Continue to improve children and young people's HWB Enhance creative ways to explore our rights for our youngest learners in a gentle, age-appropriate way. Staff within school will deepen their awareness and understanding of The Promise and all that is included within the national guidance and local authority initiatives, this was enhanced by all staff completing The Promise Education Award in June 2025.	• All staff will continue to engage in SAC programme of training on The Promise • Parents will be kept informed of the activities linked to The Promise	➢ Increase number of children reporting wellbeing indicators as 10 – 90% across all indicators. ➢ Review attendance information and data regularly ➢ All pupils are supported in the preparation for transitioning into secondary school through Ayr Academy transition programme ➢ All staff will work through a programme of CLPL linked to the nurture principles identified. ➢ A consistent approach to nurture throughout the whole school and EYC, with consistency in the language used through the positive relationships policy. ➢ To ensure staff understanding on impact of pedagogical practices on raising attainment including – MTV, adaptive teaching, outdoor learning, play based learning and meta skills ➢ Our youngest learners are supported in their journey of rights and their importance recognised, by increasing recognition in memorable ways.

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes. Introduce Think Equal - a social and emotional learning programme across Cluster EYC's	• Termly reflections on Level 1 pathway	➢ Our youngest learners are guided through 22 picture books and accompanying experiences to allow them to learn about themselves, emotions, kindness and mindfulness

Lead Persons: Fiona Donnelly HT, Wendy Campbell PT Pupil Support, Lesley McFarlane CT, Ali Watkins EYC
Timescales: By June 2026 (Including mid-year review)
Budget: PEF - School Assistants

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

UNCRC Articles

- ✓ **Article 3**
  Adults must do what's best for me
- ✓ **Article 6**
  I should be supported to live and grow
- ✓ **Article 12**
  I have the right to be listened to and taken seriously.
- ✓ **Article 13**
  I have the right to find out and share information.
- ✓ **Article 15**
  I have the right to meet with friends and to join groups.

UNCRC Articles

- ✓ **Article 20**
  I have the right to be protected from being hurt or badly treated.
- ✓ **Article 23**
  If I have a disability, I have the right to special care and education.
- ✓ **Article 28**
  I have the right to an education.

UNCRC Articles

- ✓ **Article 29**
  I have the right to an education which develops my personality, respect for others' rights and the environment.
- ✓ **Article 31**
  I have a right to relax and play.
- ✓ **Article 39**
  I have the right to help if I have been hurt, neglected, or badly treated.
- ✓ **Article 41**
  Where our country treats us better than the U.N. does, we should keep up the good work!
- ✓ **Article 42**
  Everyone should know about the UNCRC.

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

APPENDIX 1

Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment

SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
To *develop confident and skilled readers in South Ayrshire* **with a lifelong love of reading and the confidence to access all aspects of education, culture and society** **To** *support and develop all education staff in South Ayrshire* **to implement best practice through a culture of shared knowledge, collaboration and enquiry** **To** *promote the implementation of an excellent reading curriculum* **which prioritises best practice, challenge and adapted teaching for children with additional support needs**	By **June 2025**, we will have reviewed the role of reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year.	The aims of South Ayrshire Reads continue to be **embedded** across Phase 1 School Communities focussing on building **capacity** and **sustainability**. The **values, vision and aims** of South Ayrshire Reads	o Role of reading leader reviewed at planning meeting. o Reading Leader meeting dates shared and agreed. o Reading leader workshop dates agreed. o RL MS TEAM accessed for updates, relevant information and collaboration.	**SAR PT's**	June 2025
	By **June 2026**, we will have participated in at least two reading leader-led workshops, supporting the ongoing development of reading practice.		o Reading Leader (CT) attend four half-day sessions (Sept 2025, Nov 2025, Jan 2026, April 2026) focused on building capacity and providing the knowledge and skills needed to lead impactful reading workshops with both with staff and with parents—as part of a wider drive to raise attainment in reading.	**LW**	June 2026
	By **June 2026,** we will have had the opportunity to engage in collaborative activities—through partnership CLPL, peer school visits—to build collective efficacy and promote an outward-looking approach to improvement.		o Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. o Meeting & discussion with SLT around peer school visits o Peer visit pre-workshops/discussion/observation guides	**SAR PT's**	June 2026
	By **August 2025**, we will identify new or returning staff in need of catch-up sessions and will work with the SAR Team to develop a clear plan, ensuring all staff are equipped with the knowledge and skills to support reading development effectively.		o We will complete an MS Form, identifying new/returning members of staff and their stages o Catch-up sessions agreed & planned by SAR Team o Identify existing members of staff to support this through coaching/modelling	**SAR PT's**	August 2025
	By **June 2026** all education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		o Additional sessions—such as Critical Literacy, Disciplinary Literacy, Play-based Literacy, and Debating—will be planned, created, and delivered by the SAR Team to build on and enhance existing knowledge and practice.	**SAR Team**	June 2026
	By **June 2026** all education staff will have had the opportunity to engage in bespoke high-quality CLPL.		o All CLPL will be grounded in the Science of Reading, with a particular focus on language comprehension and its connection to other areas of literacy development, while continuing to embed previous work on phonics and fluency.	**SAR PT's**	June 2026
	By **June 2026**, all education staff will have had the opportunity to further develop their practice in collaboration with the SAR Team.		o Collaborative activities include workshops, professional discussions, coaching sessions, and model video analysis.	**SAR PT's**	June 2026

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

To *gather, use and analyse data effectively to drive change and improvement* in children's reading skills, reading confidence and reading attainment	By **June 2026** we will have had the opportunity to engage with assessment implementation and data analysis to drive teaching and learning.	is consistent and clear to all stakeholders	o Access to CLPL sessions focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. o Opportunity to attend workshops and drop-in sessions focused on data literacy.	**HMcB**	**June 2026**
	By **June 2026** we will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities.		o Reading Schools and Reading for Enjoyment CLPL opportunities o Communication Friendly Environments o Developing Writing through SAR	**JM HMcB SL**	**June 2026**
	By **June 2026** parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		o Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop Notification o Support for RL from SAR team for workshop and parent events o Access to authority SAR family engagement session / resources	**Reading Leaders & SAR**	**June 2026**

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

APPENDIX 2

Ayr Cluster Literacy Improvement Plan 2025-2026				
Cluster Vision Our vision is to create a supportive and dynamic cluster team to allow for enhanced collaboration, seamless transitions, and a consistent approach to literacy development. By improving cluster working, we will build stronger partnerships, ensuring that every young person has the resources, guidance, and opportunities to reach their full potential. Our commitment to fostering a love for learning will not only elevate literacy levels but also inspire greater engagement and enjoyment in literacy, empowering young individuals to become confident, lifelong learners.				
Raising attainment in literacy through effective transition.				
What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
To extend the transition experience to Primary 6 pupils to ensure enhanced curricular transition.	• A cyber first graphic novel and teaching materials to be shared with all primaries. • Pupils will visit Ayr Academy for Lesson 1 on cyber security which will include support L Robertson, A Pickard and Education Scotland. • Ayr Academy Pupils will then lead learning in each primary delivering lessons 2 & 3. • Primary staff will then consolidate learning to produce a graphic novel. • Parent showcase of graphic novels from all primary schools at Ayr Academy - May • Best novel from each primary to be printed.	E McDonagh	➢ Sharing of teaching materials May 25 ➢ Delivery of lessons Aug-Dec 25 ➢ Jan-March 26- Decision on best graphic novel from each primary and printing of novels ➢ May Parent Showcase	Pupil surveys of S3 leaders of learning. Pupil surveys of P6. Cluster review/moderation of novels produced and staff feedback on quality of work.
Raising attainment in literacy through a shared understanding and collaboration				

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
Continue to develop moderation activities across the cluster to develop a shared understanding achievement of a level and the milestones for progression across a level.	• Moderation calendar to be agreed • Moderation event 1 – will be to review work for any pupils causing initial concern in their levels of literacy. • Moderation event 2 will be the combined moderation of S1 reflective essay with the evidence jotter from primary school. • Moderation of the Rubric assessment tool for writing	S Morton Emma McDonagh Cluster staff Cluster staff	➢ August 2025 ➢ September 25- Cause for Concern moderation event. ➢ December 25- Combined moderation of reflective essay and evidence jotter. ➢ October 25	Staff across the cluster will develop a robust understanding of moderation at key points of transition. Pupils will demonstrate progress across a level in S1. Stretch aim 60% of pupils should achieve 4th level by the end of S3

Raising attainment in literacy through using data effectively				
What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
To develop a shared framework for writing skills.	• Shared Command words to be embedded in cluster schools to ensure understanding of key vocabulary. Resources produced to support this • Common vocabulary used in S1 to be shared with primaries. • PEEL writing structure to be used by all cluster schools. Resources produced to support this. • A shared list of non-negotiables regarding written work by the end of P7 which moves with them to S1.	D Miller E McDonagh S Morton D Miller & C Cowie	➢ August 2025 ➢ August 2025 ➢ August 2025 ➢ August 2025	Observation of pupils in lesson will demonstrate that they have both understanding and confidence in: shared vocabulary including command words, PEEL Structure and non-negotiables. The work pupils produce will

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

To increase parental involvement to better support young people's literacy levels	These will come from the benchmark statements. • Creation of WAGGOLL paragraphs annotated with the non-negotiables. • 1st level rubric for marking written pieces to be created in line with current level 2-4 rubric • One Note to be set up to aid sharing of resources . • A parent night on how to support your child's literacy to be held with both primary and secondary staff present.	Sally Law C Cowie & A McQueen Sally Law A McQueen	➢ August 2025 ➢ Jan 2026 ➢ May 2025 ➢ October 2025	demonstrate this shared understanding, and this shared approach will be evident at moderation. We will use historic data of pupils' progress in P7 and S1 and compare this to the progress of pupils in 2025-2026 cohort. We will survey parent's views on our approaches to literacy and seek their feedback on next steps.

<table>
<tr><td colspan="5" style="background:green">Raising attainment in literacy through moderation and shared assessment standards</td></tr>
<tr><td>What outcomes do we want to achieve?</td><td>How will we achieve this?</td><td>Lead Person</td><td>Checkpoints</td><td>How will we measure impact.</td></tr>
<tr><td>Increase secondary staffs understanding of the science of reading.</td><td>• Input on the Reading Rope at an in-service day for all Ayr Academy staff. This will include primary colleagues sharing their experience.
• Training on Read wise for wider staff.
• Faculty focus groups to review the S1 curriculum including social subjects and science.</td><td>Sally Law

Emma McDonagh</td><td>➢ August 25
➢ Completion of whole school input on Reading Rope and Read wise.

➢ Jan 26
➢ S1 curriculum review complete.
➢ Jan 26- May 26
➢ Observation S1 lessons - focus on literacy.</td><td>Staff evaluations following inputs.

Observations of lessons of S1 lesson with a literacy focus in both science and social subjects.</td></tr>
<tr><td colspan="5" style="background:green">Raising attainment in literacy through investment</td></tr>
</table>

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
To develop our understanding of how to use data effectively to inform learning and teaching.	• S Law team to give input to cluster staff on how to use accelerated reader data effectively to support teaching and learning.	Sally Law H Milne	➢ Ongoing through session 25-26	Increased quiz scores and progression in level of challenge. Greater sustained engagement by S1 pupils. Staff track and monitor progress and can link this lesson planning.

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

Ayr Cluster Numeracy Improvement Plan 2025-2026

Vision Statement

Our vision is to create a collaborative and cohesive approach to numeracy across our cluster schools, fostering an environment where students experience increased confidence and attainment mathematics.

By ensuring consistent, high quality numeracy practices and promoting seamless progression in the Broad General Education (BGE), we will empower young people to thrive in their mathematical journeys. Staff will work collegiately. Sharing expertise and using data-drive insights to guide and accelerate student progress. Our aim is to build a solid foundation innumeracy, where every students growth is supported, and all learners leave with the skills and confidence they need to succeed.

As a cluster we aim to achieve the following:
- ✓ We focus on ensuring pupils can +/-/x/divide with whole numbers and decimals and are proficient in their tables from memory
- ✓ All pupils will make progress across a level in S1

Raising attainment in numeracy through effective transition

What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
To design a transition experience for P7 pupils that allows them to feel a continuity in their numeracy journey as they progress into secondary education.	• *ChrisMaths* event to be held in December each year. Based around the four operations, pupils will complete activities in their primary class which directly links to the activities to be completed at the *ChrisMaths* event. • Fun Fair Maths transition event from January to September. Project based learning which includes 2nd/3rd level numeracy outcomes,	A Jamieson Gillian Caitens & Dana Forrest	➤ June 2025 – Cluster Planning Day, cluster agrees the content of the mathematical problems to be completed at Primary in preparation for *ChrisMaths* event. ➤ November 2025- Groupings and information for event shared. ➤ December 2025 evaluations review. ➤ June 25 - Cluster Planning Day to determine the ten (approx.) lessons from Fun Fair Maths to be used.	Pupil evaluations after the event. Gather views of cluster staff who attend event. Moderation of teaching and learning materials. Moderation of pupil's work

	• Lessons to be developed from Fun Fair Maths materials • Lessons to be completed in Primary with final lessons travelling with pupils to S1.		➢ October 25- Fun Fair Maths Booklet (which will travel to secondary) to be created. ➢ October 26- Moderation of booklet and pupil work. (0.2FTE role)	

Raising attainment in numeracy through a shared understanding and collaboration				
What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
To develop a shared understanding of teaching and learning around the four operations.	• Cluster one note to be created to aid sharing of resources. • P7 teachers to observe S1 Maths lessons (Big Breakfast event) • To share information on learners who still rely heavily on concrete modelling at the point of transition. • Create a Maths Charter which shared across the cluster to provide a consistent language and approach to tackling mathematical problems.	0.2 FTE A Jamieson A Jamieson & C Dunstall Jackie Edmiston	➢ August 25 – One note in place ➢ September 25- Observations schedule shared with time for post observation dialogue. ➢ May 26- Greater detail passed across for learners experiencing challenge in numeracy. ➢ January 26- Draft Maths Charter for review February in-service day.	All pupils will make progress within level in S1. Greater understanding of prior learning will result in secondary staff moving at a quicker pace through curriculum. Observation of pupils in lessons will demonstrate they have the confidence and skills required to quickly process calculations using the four operations. We have consistent approaches to teaching across cluster.

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

Raising attainment in numeracy through using data effectively				
What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
To deep dive into NSA data to better our understanding of difficulties young people in our cluster are having in relation to numeracy.	• Agree a time frame in which all NSA will be complete. • To agree assessments conditions for NSA to ensure consistency. • Data Coach will perform an analysis of the data looking at individual questions/E&Os/Organisers	Nicola Killick Nicola Killick E Stott	➢ January 26- Draft of NSA arrangements shared. ➢ June 2025- Data submitted. ➢ September 2026- Data Analysis completed. ➢ October 2026- Cluster staff will review.	Analysis of data allow to adapt our planning and teaching to meet the needs of our learners better. All pupils will make progress within level in S1. P7 Staff will adapt teaching strategies where required based on data for the following year.
Raising attainment in numeracy through moderation and shared assessment standards				
What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
To develop moderation activities across the cluster to develop a shared understanding of achievement of a level and the milestones for progression across a level.	• Moderation of Fun Fair Maths teaching materials • Evidence from Fun Fair Maths to be gathered on one core one challenged and one able pupil for moderation.	0.2 FTE	➢ One Note folder monitored and organised on-going. ➢ September 2026 – Moderation materials collated. ➢ October 2026- Moderation Day with cluster staff.	Staff across cluster develop a robust understanding of moderation at key points in transition. Staff will have increased confidence and knowledge of each other's approaches to teaching of operations.

Ayr Cluster – Coylton Primary School Improvement Plan 2025-2026

				We can confidently agree that transition levels are secure and next steps are jointly agreed.
Raising attainment in numeracy through investment				
What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
To strength the link between primary and secondary staff and therefore ensure consistency in the approach to the curriculum.	• 0.2 FTE staffing to be allocated to cluster working. • 0.2 FTE will work across the cluster on: ✓ Team teaching ✓ Joint planning of teaching materials around the four operations. ✓ Organisation and feedback on resources from shared One Note. ✓ Pupil focus groups on transition experience. ✓ Organisation of moderation events.	TBC 0.2 FTE	➢ 0.2 FTE to provide termly summary to the cluster.	Short term target S1 pupils make progress within a level. Long term -Stretch aim 30 % of pupils should achieve 4th level by the end of S3.