

COYLTON PRIMARY SCHOOL & EARLY YEARS CENTRE

STANDARDS & QUALITY REPORT

JUNE 2026



The purpose of this report is to provide an answer to the question, how good was our school in 2025–2026? This report tells you about the quality of education in the school and how the pupils benefit from learning here. Information as to how these judgements were reached is also given.



CONTEXT OF THE SCHOOL

Coylton Primary School serves the village of Coylton and the surrounding rural areas. The school is housed in one building which has 6 closed classrooms and 6 classrooms in bays in an open area.

Our Early Years Centre comprises of two 3–5-year-old playrooms and a 2–3-year-old playroom, all with outdoor areas.

We have a library area which is accessed by all classes. All classes have access to an iPad trolley, and a laptop trolley. Both are timetabled to support learning and teaching.

Our main hall can be partitioned to allow 2 activities to take place at the same time. The partitions are soundproof. This main hall is used for whole school assemblies, visiting specialists and groups, after school activities, PE lessons, school lunches and the Breakfast Club and After School Club.

The Sunrise Breakfast Club and After School Club are run as a business by a local childminder and are very well attended every day. This means that families can now have access to wrap around care from 7:15 until 9:00 and from 3:15-5:45.

During session 2025-26, we had 28 pupils (11%) who attended school as a result of placing requests and 28 pupils (11%) who were in receipt of FME. We also have 28 pupils (11%) in receipt of clothing grants. Attendance for 2025/26 was 94% which was in line with last year's attendance figure, and also above the South Ayrshire average of 93%. Our school roll was 243 pupils and our EYC roll included 46 3-5 year olds and 12 2 year olds.

In 2025-26, the school had 10 classes as well as Early Years Centre classes for 2-year olds and 3-5 year olds. 4 of these primary classes were composites.

For 2025-26 the teaching complement was 14.2 full-time equivalent plus 0.6 Pupil Support allocation.

Teaching Staff	Head Teacher Depute Head Teacher 2 Principal Teachers (sharing one role) 6 FTE Class Teachers 9 Part time Teachers
Early Years Centre	1 Depute Manager 1 FTE Senior EYP 9 Full-time Early Years Centre Practitioner 5 Part-time Early Years Centre Practitioner
Additional Allocations	0.6 Pupil Support Teacher 1 Vocal instructor 1 Violin instructor 1 Brass instructor
Other Staff	4 Part Time Permanent School Assistants 1.4 Temporary School Assistants (PEF funded) Access to 1 Admin. Team Leader Access to 1 Finance Officer 3 Clerical Assistants 1 Janitor Cleaning and catering staff

We have an extremely supportive Parent Council who have worked hard to raise funds for the school as well as focusing on working with other community groups to secure our school grounds and enhance our playgrounds. They also continued to focus on road safety around the school and potential new housing developments.

The associated Secondary School for Coylton Primary School is Ayr Academy.

The school is an integral part of the community both educationally and socially. We all work well to foster a team spirit. The school operates an open-door policy for families.



VISION AND VALUES

Our vision is to Cultivate Our Young Learners Through Outstanding Nurture

Our values are Ready, Respectful and Safe

During the HMIE inspection, inspectors highlighted that the vision and values are embedded strongly across the life and work of the school and are demonstrated consistently by children and staff in their interactions and relationships.



HOW EVIDENCE WAS GATHERED

Evidence for this report was gathered through:

- HMIE inspection evidence and professional dialogue
- Classroom observations and learning visits
- Tracking and monitoring meetings
- Attainment and assessment data
- Staff professional dialogue and moderation activities
- Stakeholder surveys and feedback
- Pupil voice activities
- Self-evaluation using HGIOS4, HGIOELC and the new Early Years Framework
- Parent and partner feedback
- Quality assurance activities including jotter monitoring and learning conversations

HMIE identified that the school has a robust and systematic quality assurance calendar and that senior leaders implement monitoring activities effectively throughout the session.

In November 2025, our school and EYC had a joint inspection from Education Scotland and Care Inspectorate. They identified strengths and areas for further improvement.

Strengths - School	Areas for Further Improvement - School
• Highly effective leadership from the Head Teacher and Senior Leadership Team • Strong nurturing ethos embedded across the school community • Very positive relationships between staff, pupils and families	• Increase opportunities for challenge for a few learners capable of achieving more. • Further develop high-quality questioning approaches. • Increase children's involvement in school improvement planning.

• Robust tracking and monitoring systems leading to improved attainment • Highly effective support for children with additional support needs • Strong staff collaboration and commitment to improvement • Effective use of assessment data to inform learning and interventions • Very inclusive approaches to wellbeing, equality and diversity • Strong reading culture across the school • High levels of pupil engagement and leadership	• Continue to develop play pedagogy • Develop progression pathways for outdoor learning and meta-skills. • Ensure all children in P5–P7 receive entitlement to a third language.
Strengths - EYC	Areas for Further Improvement - EYC
• Highly skilled, knowledgeable, and values-driven staff delivering consistently high-quality practice. • Strong child-centred interactions—positive language, empowerment, and respect for children's autonomy. • High-quality, stimulating and nurturing environments indoors and outdoors promoting curiosity and creativity. • Children are independent, motivated, and engaged, with strong progress in literacy, numeracy, and wellbeing. • Strong partnerships with families and external agencies. • Strong attachments between staff and children; children feel safe, secure, and valued. • Strong use of community links and real-life learning experiences.	• Continue to improve consistency in staff interactions to extend children's learning further. • Ensure next steps in learning are clearer, more progressive, and increasingly child-led. • Build further on already strong practice to sustain excellence and innovation.

EVALUATION SUMMARY 2025–2026 - School

Quality Indicator

1.3 Leadership of Change

2.3 Learning, Teaching and Assessment

3.1 Ensuring Wellbeing, Equity and Inclusion

3.2 Raising Attainment and Achievement

Evaluation

Very Good (5)

Very Good (5)

Very Good (5)

Very Good (5)

EVALUATION SUMMARY 2025–2026 - EYC

Quality Indicator

Staff skills, knowledge, values and deployment

Learning, teaching and assessment

Nurturing, care and support

Children's progress

Evaluation

Excellent (6)

Very Good (5)

Very Good (5)

Very Good (5)



WHAT OUTCOMES HAVE THE SCHOOL ACHIEVED?

Children across the school continue to attain very well in literacy and numeracy. HMIE identified that **almost all** children achieve expected Curriculum for Excellence levels in reading, writing, listening and talking and numeracy and mathematics.

Children who require additional support are making **very good** progress towards individual targets through highly effective interventions and bespoke support programmes.

Children across the school demonstrate high standards of positive behaviour and engagement in learning. Relationships between staff and pupils are nurturing, respectful and supportive.

Pupil leadership opportunities continue to strengthen children's confidence, responsibility and skills for learning, life and work. **All** P7 pupils undertook leadership responsibilities throughout the year and a range of pupil groups including Fairtrade, Digi Leaders, Rights Respecting Schools and Senior Readership groups contributed meaningfully to school improvement.

Pupils were given many opportunities to achieve success within the EYC and school. Staff, community partners and P7 Sports Leaders offered our pupils a variety of opportunities for success outside the classroom through lunchtime and after school activities such as Netball, Football, Volleyball, Rugby, Multi Sports, Chess and Musical Theatre.

Coylton Primary School tracks pupil attainment using a 4 stage process:

B - beginning to make progress

S - making some progress

G - making good progress and

V - making very good progress, before achieving a level.

Tracking of pupils progress took place three times this session.

The following data shows tracking of CfE levels over a 6 year period.

% of P1 pupils achieving Early Level				
	Listening and Talking	Reading	Writing	Numeracy
2020 - 2021	92.1	81.6	81.6	89.5
2021 - 2022	97.7	88.4	86.1	95.4
2022-2023	97	94	94	100
2023 - 2024	87	87	87	97
2024-2025	94	94	94	94
2025-2026	97	87	87	93

% of P4 pupils achieving First Level				
	Listening and Talking	Reading	Writing	Numeracy
2020 - 2021	88.4	69.8	69.8	79.1
2021 - 2022	94.3	71.4	62.9	77.1
2022 - 2023	88	91	82	88
2023 - 2024	95	92	90	87
2024-2025	100	91	91	95
2025-2026	94	88	88	94

% of P7 pupils achieving Second Level				
	Listening and Talking	Reading	Writing	Numeracy
2020 - 2021	86.9	68.4	55.3	79.1
2021 - 2022	91	79.6	79.6	77.3
2022 - 2023	97	87	87	85
2023 - 2024	98	87	83	86
2024-2025	97	93	93	93
2025-2026	100	97	91	97



PROGRESS FROM SCHOOL IMPROVEMENT PLAN

2025-2026

Priority 1: Literacy: To improve attainment in Literacy and close the attainment gap between the most and least disadvantaged children.

Links to HGIOS 4/ HIGIOELC

NIF Drivers	HGIOS 4: Learning Provision	HGIOS 4: Success and Achievements
Performance Information Assessment of Children's Progress Teacher Professionalism School Leadership School Improvement Parental Engagement	2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement / Securing children's progress

Progress

- All school and EYC staff engaged fully with South Ayrshire Reads (SAR) Year 3, embedding its approaches alongside the SAC Curriculum Framework for Literacy and English. Staff also incorporated SAC's online French lessons across all classes.
- Looking at data from South Ayrshire Reads Oral Reading Fluency assessments, 24% of pupils across P4 – 7 are exceeding in reading fluency (which is an increase of 1%), 31% of pupils across P4-7 are at the expected reading fluency level (which is an increase of 1%) and 22% of pupils across P4-7 are working below the expected level in reading fluency (which is a decrease of 3%).
- Adaptive Teaching principles were embedded across the school, supported by revised "non-negotiables" for high-quality learning and teaching, ensuring all learners were effectively engaged in literacy.
- Early intervention in speech, language and communication was strengthened, with Talk Boost implemented across the EYC and increased delivery of Speech and Language programmes at Early Level. Developmental Milestones and Renfrewshire Vocabulary Assessments were used in EYC and P1 to support assessment.
- A clear focus on attainment was supported through embedded targeted interventions, streamlined PEF interventions, and the development of tracking systems (including soft data) to measure impact. This contributed to a reduction in the number of pupils identified as dyslexic learners, alongside continued dyslexia screening.
- Moderation and professional collaboration were strengthened, with staff participating in cluster moderation of writing and working with Ayr Academy to enhance P7–S1 literacy transition through a dedicated Transition Literacy group.
- A rich literacy environment was promoted through continued use of Literature Circles (P4–P7), class novel studies, and increased outdoor learning opportunities linked to literacy.
- Staff enhanced learners' experiences through a focus on inclusive and diverse texts via Read Woke activities alongside engagement with Scottish Book Trust programmes and Reading Schools initiatives, contributing to progress towards the Reading Schools Award.
- Assessment and planning processes were strengthened through the creation of an annual Assessment Calendar, completion of a Curriculum Mapping exercise, and

increased use of digital literacy planning. NSA assessments (P1, P4, P7) and GL assessments (P3, P6) were also implemented following staff training.

Impact

- South Ayrshire Reads approaches continue to improve attainment in literacy. 92% of pupils across P1-7 have indicated that they feel more confident learning this way.
- Accelerated Reader and Reading Wise programmes have strengthened reading fluency and comprehension.
- A strong reading culture is evident across the school.
- Dandelion Readers and Bug Club resources were used to enhance learning and teaching in reading throughout all P1-3 classes with a balance of books going home and comprehension activities in class. We will continue to build on reading through SAR Year 4 programme next year.
- Staff engage in effective moderation activities across the cluster which further enhances robust tracking of CfE stages of progress for all learners.
- Children demonstrate high-quality presentation and handwriting.
- Targeted interventions are accelerating progress for identified learners.
- All staff adapted play opportunities for individuals based on developmental milestones throughout the school year. Individualised programmes developed for all children to meet needs. This led to improved participation in play activities and also gave opportunity for pupil voice.
- Literacy attainment has improved at almost all stages with teaching staff implementing adaptive teaching strategies.
- GL Assessments in P3 and P6 were completed in classes. NSA's were completed in P1, P4 and P7. These assessments benchmarked attainment and highlighted pupils who would benefit from being challenged and supported in their learning alongside the many other assessments carried out across all classes in line with SAR
- Teachers worked collegiately within their levels to streamline workload and ensure full coverage of all outcomes at the end of a level.
- Successful continuation of Read Woke within school and EYC with activities including monthly challenges for classes and stories led by P7 at House Assemblies. All children have access to Read Woke books within their classroom environment.
- NSA, along with teacher judgement, led to more robust data which teachers used to ensure learning was pitched appropriately.
- GL, along with teacher judgement, led to more robust data which teachers used to ensure learning was pitched appropriately.
- Dyslexia screeners throughout this year to identify dyslexic learners, we currently have 13% of our school roll identified as being dyslexic learners, a reduction of 2% on last year.
- All pupils gained an insight into other languages in line with the 1+2 programme.
- A Reading Schools Committee (Senior Readership Team) continued to meet regularly which consists of pupils, teaching and non-teaching staff. 80% of pupils across P1-7 have indicated that they are reading for pleasure more this year than previous years, which is an increase of 3%. We aim to increase levels of engagement in reading for pleasure across all classes and further embed a positive reading culture throughout our whole school community.
- All children have participated in Literacy learning across all curricular areas using outdoor spaces, allowing for the curriculum to be adapted to meet the needs of all learners.
- School Assistants have attended a variety of training sessions to upskill themselves in delivering interventions. School Assistants work closely with the ASfL teacher and Pupil

Support Coordinator to track and evaluate Literacy interventions, providing evaluative comments on STINT paperwork and at TAC meetings. This has helped to raise attainment and close gaps in Literacy.

Next Steps

- Continue implementation of South Ayrshire Reads Year 4.
- Further develop challenge within literacy learning.
- Continue moderation activities across the cluster.
- Enhance opportunities for higher-order thinking and questioning.
- Continue embedding adaptive teaching strategies.
- Introduce British Sign Language across P5-7 classes.
- Engage with Education Scotland Play Pedagogy modules across P1-7

Priority 2: Numeracy: To improve attainment in Numeracy and close the attainment gap between the most and least disadvantaged children.

Links to HGIOS 4/ HIGIOELC

NIF Drivers	HGIOS 4: Learning Provision	HGIOS 4: Success and Achievements
Performance Information	2.2 Curriculum	3.1 Improvement wellbeing, equality and inclusion
Assessment of Children's Progress	2.3 Learning, Teaching and Assessment	3.2 Raising attainment and achievement / Securing children's progress
Teacher Professionalism	2.4 Personalised Support	
School Leadership	2.5 Family learning	
School Improvement	2.6 Transitions	
Parental Engagement	2.7 Partnerships	

Progress

- Developmental milestones were completed in the EYC, and continued transition tracking between EYC and P1 was implemented, with data regularly reviewed to identify gaps and inform actions.
- An annual Assessment Calendar was created, and baseline assessments were developed implemented across all classes, offering an increased focus on pupils' understanding of numeracy and maths. Bespoke assessments linked to this resource were also reviewed and updated.
- A curriculum mapping exercise was completed, and staff continued to implement a SAC Curriculum Framework for Numeracy and Maths across the school.
- Staff continued to embed CPA approaches and adaptive teaching strategies to support engagement and progression in numeracy for all learners.
- Active play pedagogy was extended in P1 and P2 to support continuity in learning.
- Benchmarks were used effectively to support the development of high-quality learning intentions, success criteria, and progression of skills across all classes.
- NSA and GL assessments were implemented following staff training, with pupils assessed at appropriate stages (P1, P4, P7 for NSA and P3–P7 for GL).

- PEF and targeted interventions were streamlined, embedded, and evaluated, with tracking systems further developed to measure impact, including the use of qualitative (soft) data.
- Staff collaborated with cluster colleagues to enhance numeracy teaching and to strengthen progression within each stage and level.
- Transition processes with Ayr Academy were strengthened through a cluster transition group, which also engaged with Education Scotland on self-evaluation in numeracy.
- Whole-school priorities and interventions were monitored and evaluated to identify impact and share effective practice.
- Professional learning was supported through cluster-led CLPL, including a focus on Building Thinking Classrooms pedagogy to enhance numeracy and maths teaching.
- Opportunities for applying maths across STEM and interdisciplinary learning, including consideration of DYW, were explored and developed.

Impact

- Staff have developed a consistent approach to numeracy teaching, with CPA approaches and manipulative resources embedded effectively across the school. Pupil feedback indicates that 79% of learners (an increase of 4%) feel that manipulative toolkits have improved their mathematical understanding.
- Almost all children demonstrate strong understanding in numeracy and mathematics, with attainment supported by robust assessment and tracking systems, including NSA and GL data alongside professional judgement.
- Staff use assessment evidence and benchmarks effectively to inform planning, next steps, and professional judgements, now confidently using the 4 stages of progress to assess achievement of a level.
- Teachers work collegiately to ensure full coverage of outcomes using the SAC Maths and Numeracy framework, and have taken steps to streamline assessment approaches (including ongoing refinement of TJ assessments).
- Play-based approaches, building on strong EYC–P1 transitions, are embedded in practice. Staff adapt play opportunities based on developmental milestones, with individualised programmes supporting engagement, participation, and pupil voice. Almost all P1 learners achieved Early Level.
- School Assistants have undertaken targeted professional learning to deliver interventions effectively, working closely with ASfL and the Pupil Support Coordinator to track, evaluate, and report on progress. This has contributed to raising attainment and closing gaps in numeracy.

Next Steps

- Further develop challenge in numeracy learning.
- Continue cluster moderation and enhanced mathematical practice work.
- Develop children's confidence in solving complex real-life problems.
- Continue refining assessment systems and progression pathways.
- Engage with Education Scotland Play Pedagogy modules across P1-7

Priority 3: Health and Wellbeing: To improve children and young people's Health and Wellbeing

Links to HGIOS 4/ HIGIOELC

NIF Drivers	HGIOS 4: Learning Provision	HGIOS 4: Success and Achievements
Performance Information Assessment of Children's Progress Teacher Professionalism School Leadership School Improvement Parental Engagement	2.1 Safeguarding and Child Protection 2.4 Personalised Support 2.7 Partnerships	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement / Securing children's progress

Progress

- Staff identified Es and Os still to be covered across levels and worked collegiately to streamline workload and ensure full coverage by the end of each level. A curriculum mapping exercise and developmental milestones in the EYC supported this process.
- Play opportunities were consistently adapted throughout the year in line with developmental milestones, and individualised programmes were developed to meet pupils' needs. This improved engagement in play, supported participation, and provided meaningful opportunities for pupil voice.
- The Positive Relationships Policy and House system were actively promoted and embedded across the school, successfully supporting positive behaviour and fostering a strong sense of belonging. Recognition boards were used effectively to celebrate achievements. Pupil voice was integral, with the RRS group reviewing and contributing to policy development.
- Partnerships with agencies including Barnardo's, Educational Psychology, Health Visitors, SaLT, Exchange Counselling, the School Nurse and Social Work enhanced pupil wellbeing and informed teaching practice. Staff engaged in professional learning, including Cognitive Behavioural Approaches, while P6 pupils participated in Positive Psychology sessions.
- Wellbeing was closely monitored through individualised support, referrals, and the use of Wellbeing Webs, which were implemented twice yearly. SLT tracked indicators for each child, with 94% of learners (97% within the PEF cohort) reporting positive wellbeing by May 2026. Staff held regular one-to-one discussions with pupils, and targeted nurture support was provided where needed.
- The Read Woke programme was embedded across the school and EYC, with pupils actively engaging in inclusive texts and discussions. This was further supported through House meetings and targeted learning, including P7 participation in sectarianism workshops.
- A wide range of wider achievement opportunities and extracurricular activities were provided, including Active Schools programmes and Junior Coaching Academy training. Participation increased significantly, with 82% of pupils attending at least one activity. This is an increase of 4%. Wider achievements were tracked and celebrated through initiatives such as the Wall of Fame.

- Strong progress was made in health and wellbeing and outdoor learning. All classes regularly accessed the outdoor classroom, which was enhanced through external partnerships.
- Pupils engaged successfully in programmes such as Bikeability, with all participating P5 and P6 pupils achieving a 100% pass rate.
- The school continued to strengthen its inclusive ethos through Rights Respecting Schools work, progressing towards Gold, alongside ongoing fundraising and community partnerships

Impact

- Nurture is embedded strongly across the school and EYC.
- Wellbeing tracking systems are robust and effective.
- Children feel safe, respected and included.
- Rights Respecting Schools approaches are well established.
- Calm corners, nurture spaces and wellbeing supports are used highly effectively.
- Partnerships with external agencies support children and families very well.

Next Steps

- Continue Rights Respecting Schools journey towards Gold accreditation.
- Further develop nurture approaches.
- Further strengthen pupil leadership opportunities.
- Continue to develop wellbeing tracking and targeted interventions.



Quality Indicator	School Self Evaluation
1.3 Leadership of change Very Good 5	- We are committed to ensuring that we achieve high standards and success for all learners through a wide range of participation in engaging and challenging events and opportunities. - Through active collaboration, the school and the community have ownership of the values and vision which underpin the curriculum and are relevant to the social, economic and cultural context of our community. Parents, pupils and staff contribute to development and strategic improvement. - Almost all staff feel confident to initiate change and are committed to improving learning outcomes for children. Time is protected for professional dialogue, collegiate learning and self-evaluation through planning time in stages and through cluster developments - All staff take responsibility for promoting social equality and social justice through innovation, creativity and practitioner enquiry, choosing appropriate approaches to facilitate equity for all learners.
2.3 Learning and teaching Very Good 5	- The ethos and culture of the school reflects a commitment to positive relationships and most pupils are eager and active participants who are engaged and interact well during activities. - Almost all learners' experiences are challenging and enjoyable and matched to their needs, taking increasing responsibility as they become more independent in their learning. - All pupils have opportunities to contribute to the life of the school and the wider community in a range of well-planned activities and their views are sought. - Teaching is underpinned by our shared vision and values, and we use a range of environments, including the outdoors, as well as creative teaching approaches. - Assessment is integral to practice, and we use a variety of assessment approaches. Assessment evidence is valid and provides reliable evidence which we use to report on progress. We are developing more robust arrangements for moderation. - We have developed manageable processes to monitor and evaluate progress and have clear information on attainment in Literacy and English, Numeracy and Mathematics and Health and Wellbeing, and review these processes regularly.

3.1 Ensuring wellbeing, equity and inclusion Very Good 5	• As a result of our approach to ensuring the wellbeing of children, we are improving outcomes and can demonstrate that most children feel safe, healthy, achieving, nurtured, active, respected, responsible and included. • All staff are nurturing and caring towards learners and each other, which is clearly linked to our school vision - to Cultivate Our Young Learners Through Outstanding Nurture. Staff have caring interactions with children and there is always a very positive and inclusive ethos in our school and EYC. • Relationships across the school community are positive and supportive, founded on a climate of respect and sense of community. Staff and partners are proactive in promoting positive relationships in the classroom, playground and wider community. • Inclusion is at the heart of our school and EYC. We consider each child as an individual and learners with additional needs are identified and supported appropriately. We communicate regularly with parents / carers and outside agencies to ensure the Team With the Child / Family are working collegiately to improve outcomes for our learners. • Staff work with parents / carers and all relevant partner agencies to ensure all potentially vulnerable young people are identified and supported appropriately. • We comply and actively engage with statutory requirements and codes of practice. • We have effective strategies in place which are improving achievement for pupils.
3.2 Raising attainment and achievement Very Good 5	• All teaching staff make effective use of assessment and their shared understanding of standards to make confident professional judgements about how well children are learning and progressing. • We have performed well this year across Literacy, Numeracy and Health and Wellbeing in relation to South Ayrshire figures and areas for improvement have been identified. • As a result of increased focus on Literacy and Numeracy over the last year, we are continuing to see attainment levels rise which are good in comparison to South Ayrshire figures. • Staff engage in robust tracking and monitoring three times each year. Confident teacher judgements, together with benchmarking and an appropriate range of assessments, are leading to improvements in attainment. • We work hard as a school community to ensure equity for all families and address barriers to learning. • Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school. • We have robust systems in place to promote equity for pupils which are reviewed regularly



HOW WELL DOES THE SCHOOL MEET THE NEEDS OF THE SCHOOL COMMUNITY?

Coylton Primary School and EYC continue to provide a highly nurturing and inclusive environment where children feel safe, respected and valued. Parents report strong relationships with staff and feel welcomed into the life of the school.

Children participate in a wide range of wider achievement opportunities including sports leadership, outdoor learning, Rights Respecting Schools, digital leadership and community partnerships.

Staff work collaboratively with a range of partners including Educational Psychology, Speech and Language Therapy, Health Visitors and Social Work to support children effectively.

The school continues to promote strong parental engagement through regular communication, social media updates, themed learning events and opportunities for families to engage directly in learning.



HOW GOOD IS THE EDUCATION THE SCHOOL PROVIDES?

Our curriculum is underpinned by a clear and shared rationale, rooted in our values and designed to support all children in making meaningful progress in their learning and development. We continue to develop our approach in line with national priorities, including engagement with Scotland's Curriculum Improvement Cycle (CIC). This work will provide increased clarity and coherence and will inform future developments in our school.

The development of our curriculum is informed by robust self-evaluation and draws on the expertise of staff, alongside the views of pupils and parents. We regularly review and refresh our curriculum, with professional dialogue focused on improving learning, teaching, and outcomes for all children.

Within the framework of Curriculum for Excellence, our programmes promote challenge, enjoyment, personalisation and choice. Learning experiences are carefully planned to ensure full coverage of the curriculum and the development of the four capacities. Experiences and outcomes guide progression in knowledge, understanding and skills, with literacy, numeracy and health and wellbeing embedded across all areas. Our curriculum provides breadth, balance and depth, supported by systematic tracking. Staff are encouraged to be creative and innovative, resulting in engaged learners who are supported to achieve their full potential.

We are committed to ensuring the wellbeing of every child. The eight wellbeing indicators safe, nurtured, healthy, active, achieving, respected, responsible and included are

embedded in our practice. Staff undertake annual training in Child Protection and GIRFEC and are confident in supporting and safeguarding all learners.

Strong attention is given to continuity and progression in learning, including key transitions such as Early Years to Primary 1, between stages, and Primary 7 to Secondary 1.

Assessment practices are consistent and effective, with Assessment is for Learning embedded across the school. Pupils receive high-quality, timely feedback and take part in peer and self-assessment in all curricular areas.

We strive to meet the needs of every learner through early identification and intervention. Staged intervention processes are regularly reviewed and shared with parents and pupils, whose contributions are valued.

Staff model respectful and fair behaviour, reflecting our shared values of being Ready, Respectful and Safe. These are reinforced through our Positive Relationships Policy, developed with input from our Rights Respecting Schools group.

We maintain strong communication with parents through a variety of approaches. Staff are approachable and supportive, with regular updates ensuring clarity. Parents engage in learning through in-person appointments, drop-in opportunities, and, in the Early Years Centre, termly meetings with Key Workers to review care plans.



HOW GOOD IS THE MANAGEMENT OF THE SCHOOL?

Our leadership team is child-centred, ambitious, focused, dedicated and enthusiastic. Together, we strive to ensure that the opportunities offered to our learners continue to be varied and plentiful. We have a Depute Manager in post within our 52 week EYC which provides a structure to the ever increasing staff team, with clarity of remits. Staff are encouraged to make full use of CLPL opportunities offered by South Ayrshire Council through the Book and Go system. Within the school, staff offer twilight training to others in a variety of areas such as: -

- Literacy – South Ayrshire Reads
- Numeracy – CPA approaches
- ICT - Digital planning (Teams) and teaching resources
- RRS
- Staged Intervention – SMART targets and new tracking system
- Self-evaluation
- Meta skills

Teaching staff are fully engaged with Professional Update. Support staff, teaching staff and Early Years Centre staff meet with the Head Teacher, Depute Head and Depute Manager annually to complete PDR and PRD. Teaching staff complete the 'sign off' process for Professional Update on the General Teaching Council for Scotland's website as and when required.

Regular support staff meetings took place this session, involving the Leadership Team. This has allowed non-teaching staff to be kept up to date with the developments of the school and to have a platform to discuss any aspect of school life. Non-teaching staff have reported that this makes them feel valued. Staff in the EYC have meetings together every 2 weeks to allow their voice to be heard.

All members of our school community are committed to our vision and values. Our policies are reviewed on a regular basis to ensure compliance with Curriculum for Excellence, national and local guidance and the care, welfare and protection of children. They are designed to provide helpful guidance to improve classroom practice. We are committed to communicating, consulting and engaging with all our stakeholders. This year, we have been active in ensuring that Pupil Voice is part of policies, and we will continue to do so as policies are reviewed.

We have a developing cycle of self-evaluation and improvement planning which involves all staff. We draw on evidence about the quality of learning and teaching and attainment and achievement when producing our plan. We work in collaboration with our cluster to ensure a common theme. It is intended that time will be built into staff meetings next session to discuss any educational research that has been undertaken.

Through careful use of our devolved budget we are currently a well-resourced school. We make efforts to continually refresh resources and ensure that resources which have outlived their usefulness are disposed of and, if appropriate, replaced. An on-going programme of upgrade to pupil resources continues, with a focus during the school session on play based learning, outdoor learning and technologies hardware. We will continue to further enhance these areas of focus in the next school session.



HOW GOOD IS THE LEADERSHIP OF THE SCHOOL?

The Head Teacher and Senior Leadership Team provide highly effective leadership with a strong strategic vision for improvement. Staff feel empowered and supported to lead change and contribute meaningfully to school improvement priorities.

Leadership opportunities for children are well developed and continue to strengthen children's confidence and sense of responsibility.

The school's culture of collaboration, self-evaluation and continuous improvement is resulting in positive outcomes for children across attainment, achievement and wellbeing.

We work in partnership with a variety of agencies to best meet the needs of our pupils. We have close links with cluster staff, school nurse, educational psychologist, social workers, CAMHS personnel, Inclusion Team, Women's Aid, Barnardo's, Exchange Counselling, and Speech and Language Therapists.



WHAT IS THE SCHOOL'S CAPACITY FOR IMPROVEMENT?

Our school and EYC continue to demonstrate very strong practice across leadership, learning and teaching, wellbeing and attainment. The school community is committed to continuous improvement and ensuring the best possible outcomes for all children.

The nurturing ethos, strong relationships, robust systems for tracking and monitoring and commitment to inclusion continue to be key strengths of the school.

The school is very well placed to continue improving outcomes for learners through collaborative leadership, effective self-evaluation and high-quality learning experiences for all.

We will work on the following agenda items during session 2026-27

- Engage with the Curriculum Improvement Cycle both locally and nationally.
- Continue to raise attainment in Literacy and participate in South Ayrshire Reads Year 4.
- All staff will be involved in cluster moderation through the context of writing.
- All staff will continue to embed the Adaptive Teaching principles to ensure all learners can engage in learning.
- Introduce British Sign Language across P5-7 classes.
- Engage with Education Scotland Play Pedagogy modules across P1-7
- Continue to raise attainment in Numeracy through further development of CPA approaches and through Enhanced Mathematical Practice in the BGE with cluster colleagues.
- Staff continue to be committed to ensuring 2 hours of quality PE each week
- RRS will continue with a view to completing the assessment process for RRSA Gold.
- SAC guidelines on Religious Observance will continue to be followed.
- A continued focus on Outdoor Learning and further enhancing of the school grounds.
- Continue to consider DYW in all aspects of school life and through Interdisciplinary Learning, and continue to establish and maintain community links.

Fiona Donnelly
Head Teacher
June 2026



APPENDIX 1 – GLOSSARY OF TERMS

BGE	Broad General Education- The period from age three to the end of S3, covering all of the experiences and outcomes across all curricular areas.
Bloom's Taxonomy	Bloom's Taxonomy is a way of distinguishing the fundamental questions within the education system. It is named after Benjamin Bloom, who chaired the committee of educators that devised the taxonomy.
Care Inspectorate	The independent scrutiny and improvement body for care services in Scotland. The Care Inspectorate's role is to regulate and inspect care and support services and conduct joint inspections with other scrutiny partners of services for adults and children.
CAMHS	Children and Adolescent Mental Health Service
CfE	Often shortened to CfE, Curriculum for Excellence is the curriculum in Scotland which applies to all children and young people age three to eighteen. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.
CIC	Curriculum Improvement Cycle
CLPL	Career Long Professional Learning (teaching staff)
CPA	Concrete, Pictorial, Abstract
DFS	Dyslexia Friendly Schools.
FTE	Full time equivalent. Used in relation to counting employee numbers.
GIRFEC	Getting it Right For Every Child
GP	General Purpose
HMle	Her Majesty's Inspectorate of Education, now known as Education Scotland, has responsibility on behalf of the Scottish ministers to provide an external evaluation of the quality of education provision within Scotland.
ICT	Information and communication technology.
JRSO	Junior Road Safety Officers
NQT	Newly Qualified Teachers (Probationers).
PDR	Professional Development and Review (non-teaching staff)
Professional Update	The name of the scheme of reaccreditation for all teachers in Scotland. This scheme came into effect in August 2014.
Rights Respecting Schools	The Rights Respecting Schools Awards (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos.
SAC	South Ayrshire Council
SIP	School Improvement Plan
SHANARRI	Wellbeing indicators: safe, healthy, achieving, nurtured, active, respected, responsible, included.
SLT	Senior Leadership Team
STEM	STEM is an acronym for Science, Technology, Engineering and Maths.