



COYLTON PRIMARY SCHOOL & EARLY YEARS CENTRE

SCHOOL IMPROVEMENT PLAN

2026-2027



Ayr Cluster – Coylton Primary School Improvement Plan 2026-2027

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 provide support such as manipulatives, and this helps me to understand how to solve problems.

Quinn

The Pupil Council listen to all voices. We ask for feedback on what pupils See, Hear, and Feel in their class, and we use this information to help make improvements and ensure everyone feels happy, safe, and included.

Freya



In Literacy we use different strategies to learn how to read, write and spell. The teacher adapts the learning to meet our needs.

Charlie

Meta Skills help us develop skills for life. We use these skills across all learning.

Murray

Ayr Cluster – Coylton Primary School Improvement Plan 2026-2027

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 work force

Education Services Priorities

- Included, engaged and involved
- Delivering excellence in learning, teaching and assessment
- Transforming our curriculum
- Towards a self-improving education system

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 2026-2027

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.

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: PI/P4/P7 literacy to 90% (increase of 2%) Reading: to 92% (increase of 2%) Writing: to 92% (increase of 4%) 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. To maintain all learners achieving 8 or more Communication and Language Early Years milestones at 92%.	• ACCEL 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 PI-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 ◦ Ensure effective systems and approaches in Literacy lessons are high quality ◦ Appropriate targets and interventions are in place for ASfL • Support staff deliver targeted Literacy interventions with greater teacher accountability for STINT pupils' progress. • 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.	➤ Increase number of targeted learners achieving CFE levels in literacy at P1, P4, P7 ➤ Identified attainment gap will decrease by 2% from 12% to 10%. ➤ 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 4 Programme and therefore will have improved knowledge of best practice in reading. (See Appendix 1) ➤ Raised attainment in reading through SAR year 4 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 – 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

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

Timescales: By June 2027 (Including mid-year review)

Budget: PEF - School Assistants

Ayr Cluster – Coylton Primary School Improvement Plan 2026-2027

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: PI/P4/P7 Numeracy from 95% (June 26) to 96% June 2027 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 1% of all learners achieving 8 or more Numeracy and Maths Early Years milestones focussing on skills progression in number recognition, touch counting, making quantities and dot patterns.	• ACCEL level cohort tracking including December and June data uplifts • Formative and standardised assessments including NSA (PI, P4, P7) and GL (P3 and P6) • Use data more effectively to inform groups and teaching next steps. • Class visit feedback on teaching of numeracy • Various data and Standardised assessments across PI-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 • Milestone tracking- Sept/Oct and May/June data uplifts. Interim completed December	➤ Increase number of targeted learners achieving CFE levels in numeracy PI, P4, P7 ➤ Identified attainment gap decrease by 1% from 5% to 4%. ➤ 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 – 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 / PI transition curriculum tracking using the developmental milestones. Data from Developmental Milestones is reviewed regularly, with gaps identified and actions applied. ➤ Progressive intervention programme designed and tailored to raise lowest achieving milestone ➤ Increase number of targeted learners achieving Early Level milestones in Numeracy by 1% from 84% to 85%.
Lead Persons: Jackie Edmiston CT, Ali Watkins EYC		
Timescales: By June 2027 (Including mid-year review)		
Budget: PEF - School Assistants		

Ayr Cluster – Coylton Primary School Improvement Plan 2026-2027

HGLOS 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 & Actions	Intended Impact
Children's Rights Agenda developed across the cluster	Staff learning conversations progress updates	➤ Empower pupil voice through improved relationships within cluster RRS groups (pupil and staff)
Gold level of Rights Respecting Schools Accreditation achieved	- Class visit feedback on pupil voice - Wellbeing indicators (through wellbeing webs)	➤ Empower and inspire children to think about and share their views
All stakeholders have an awareness of UNCRC Bill – Incorporation (Scotland) Bill	Staff and Pupils Surveys	➤ All staff are involved in cluster moderation through context of children's rights and social justice
Children empowered and inspired to think about and share their views.	Attendance (lates and absences) of targeted learners	➤ 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
To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels in HWB from 96% (June 2026) to 97%	- 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	➤ All children (P1/P4/P7) produce evidence to demonstrate progressive skills development (planned assessment evidence)
Average school attendance is currently 94%, we are aiming to increase this to 95% in session 26/27	All staff will continue to engage in SAC programme of training on The Promise	➤ Increase number of children reporting wellbeing indicators as 10 – 92% across all indicators.
Enhance nurture provision across the school and develop nurture approaches for all through Applying Nurture as a Whole School Approach	- Parents will be kept informed of the activities linked to The Promise - Termly reflections on Level 1 pathway	➤ Review attendance information and data regularly
Support inclusion of all learners within school.	Provide environments that are supportive and inclusive.	➤ All pupils are supported in the preparation for transitioning into secondary school through Ayr Academy transition programme

Ayr Cluster – Coylton Primary School Improvement Plan 2026-2027

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 2026. All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes. Continue to work on Think Equal - a social and emotional learning programme across Cluster EYC's		➤ 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. ➤ 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 2027 (Including mid-year review)		
Budget: PEF - School Assistants		

Ayr Cluster – Coylton Primary School Improvement Plan 2026-2027

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 2026-2027

Child Centred Pedagogy – Education Scotland

HGIOS 4 Quality Indicators: HGIOS 4 - 1.3 Leadership of change Strategic planning for continuous improvement, Implementing improvement and change. 2.3 Learning Teaching and Assessment Learning and engagement, Quality of teaching, Effective use of assessment, Planning tracking and monitoring
 Complementary Qis 2.2 Curriculum Rationale and design Development of the curriculum; 1.2 Leadership of learning Professional engagement and collegiate working 2.6 Transitions Collaborative planning and delivery, Continuity and progression in learning Wee HGIOS – Part 2 Core theme: Theme 2 Our learning and teaching
 All of the other themes are complementary to the implementation of play pedagogy. Elements from the other four themes can be used for self-evaluation activity as relevant to school focus.

NIF Priorities: Outcome 3 Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. Outcome 5 Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. Outcome 6 Improving relationships and behaviour, and attendance, with increased engagement in learning in a culture of dignity and respect for all. UNCRC Articles 6, 12, 13, 29, 31

Target:		
Outcomes	Measures & Actions	Intended Impact
By May 2027, the professional learning will have increased the average level of <u>understanding</u> of staff on the following: ➤ play pedagogy and its benefits to learners in PI-7 (increase from 30% to at least 70%) ➤ features of a high-quality, play pedagogy learning environment in PI-7 (increase from 30% to at least 70%) ➤ observation as an effective assessment tool (increase from 38% to at least 75%) ➤ high-quality, child-centred planning for play pedagogy in PI-7 (increase from 54% to at least 75%) By May 2027, the professional learning will have increased the average level of <u>confidence</u> of primary teaching staff to implement the following:	• Staff survey (pre and post) • Learner focus groups (pre and post) • PI NSA pre and post comparisons • Classroom observations notes/feedback (peers, SLT) • Staff professional development and review process (self-evaluation wheel) • Staff planning and evaluation documents • Analytics from shared teams space (comments, resources, access to the toolkit and materials...) • Tracking data on learner progress • Assessment data – summative and formative including teacher professional judgement	• Staff have a secure understanding and increased confidence in play pedagogy, including environment design, observation and child-centred planning. • Play pedagogy is consistently embedded across Early, First and Second Level, with high-quality learning environments and clear progression in practice. • Staff use effective observation and responsive planning to support appropriate challenge and next steps in learning. • Learners demonstrate increased engagement, independence and application of literacy and numeracy skills through play. • An increased proportion of learners are on track to achieve expected progress in literacy and numeracy, supported by high-quality pedagogy.

Ayr Cluster – Coylton Primary School Improvement Plan 2026-2027

- play pedagogy and its benefits to learners in P1-7 (increase from 8% to at least 50%)
- features of a high-quality, play pedagogy learning environment in P1-7 (increase from 8% to at least 50%)
- observation as an effective assessment tool (increase from 23% to at least 60%)
- high-quality, child-centred planning for play pedagogy in P1-7 (increase from 8% to at least 50%)

By June 2027, observations of teaching practice, audits and planning will evidence an increase in high-quality play pedagogy approaches being used in P1-7 classes compared with previous evidence.

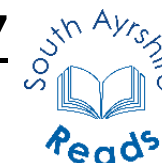
By June 2027, professional judgements from P1-7 teachers will identify an increase in the number of learners on track within literacy and numeracy (from 91% to at least 93%)

Lead Persons:

Timescales: By June 2027 (Including mid-year review)

Budget:

Ayr Cluster – Coylton Primary School Improvement Plan 2026-2027



APPENDIX 1

Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment Educational Services Improvement Plan 2023 - 2027					
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 South Ayrshire Reads Strategy Document					
PHASE 1 SOUTH AYRSHIRE SCHOOLS 2026-2027					
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	By June 2027 , ALL Phase 1 schools will have reviewed the role of their 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.	- Role of reading leader reviewed at planning meeting. - Reading Leader meeting dates shared and agreed. - Reading leader workshop dates agreed. - RL MS TEAM accessed for updates, relevant information and collaboration.	SAR PTs	June 2027
	By June 2027 , ALL Phase 1 schools will have participated in at least two Reading Leader-led workshops within their own setting, with Reading Leaders taking full responsibility for identifying workshop needs, planning these sessions and leading them to support the ongoing embedding of reading practice.		- All Reading Leaders may attend four sessions (September 2026, November 2026, February 2027, and April 2027) focused on building capacity and providing the knowledge and skills needed to lead impactful change. - All Reading Leaders will plan, create and deliver reading workshops within their own schools - both with staff and with parents -as part of a wider drive to raise attainment in reading.	LW Reading Leader	June 2027
	By June 2027 , ALL Phase 1 schools will have had the opportunity to engage in collaborative and responsive CLPL to embed and deepen their work on word recognition and language comprehension, selecting the approaches that best suit their context, through: - Stage-Specific 'Spotlight' sessions 'Learning Live' sessions - Bespoke CLPL/workshops tailored to school-identified needs strengthening collective efficacy, promoting an outward-looking approach to improvement, and embedding high-quality, consistent reading practice.		- Term 2 & 3 'Spotlight' sessions planned and delivered by SAR Team – authority-wide collaborative sessions to share and build on stage-specific classroom practice 'Learning Live' – hybrid model of professional learning and observing learning live in action at peer schools to bridge theory to practice. - SAR Team to deliver responsive bespoke CLPL sessions and workshops as requested, in line with next steps as identified through in-school self-evaluation	SAR PT's	June 2027

Ayr Cluster – Coylton Primary School Improvement Plan 2026-2027

practice, challenge and adapted teaching for children with additional support needs To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment	By August 2026, ALL Phase 1 schools will work with the SAR Team to identify new or returning staff requiring catch-up support, plan how to close gaps drawing on in-school knowledge, and will have the opportunity to: • Send staff to 'Fast Track' sessions • Access additional CLPL at peer schools ensuring all staff are equipped with the knowledge and skills to support reading development effectively.	The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders.	- o Meeting & Discussion with Phase 1 schools to identify new/returning members of staff and their stages - o Existing members of staff in Phase 1 schools to support, through coaching, modelling and collaborative discussions - o Fast Track sessions agreed & planned by SAR Team - o Additional CLPL sessions identified at peer schools	SAR PTs	August 2026
	By June 2027 ALL Phase 1 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		- o Additional online sessions planned, created and delivered by SAR Team in response to need - o Additional sessions will be advertised through the monthly CLPL Bulletin and Reading Leader channel on MS Teams.	SAR Team	June 2027
	By June 2027, ALL Phase 1 education staff will have had the opportunity to further embed their practice using HGior (How Good is Our Reading) as a self-evaluation tool to identify strengths, gaps and next steps.		o Reading Leaders and/or Leadership Team will work with staff to pilot and implement <i>How Good is Our Reading</i> (HGior), aligned with the Science of Reading, to support the continued embedding of high-quality practice in both word recognition and language comprehension.	JW Reading Leader	June 2027
	By June 2027 ALL Phase 1 schools will have had the opportunity to engage with assessment implementation and data analysis to drive teaching and learning.		o School led workshops focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps.	HMcb Reading Leader	June 2027
	By June 2027 ALL Phase 1 schools will have had the opportunity to engage with and access additional support and resources to further embed and strengthen SAR priorities.		- o Reading Schools Accreditation - o Communication Friendly Environments - o Developing Writing through SAR - o Gilets - o Lending Library	JM HMcb SL	June 2027
	By June 2027 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		o Support for RL, as required, from SAR team for workshop and parent events	Reading Leader SAR PTs	June 2027

Ayr Cluster – Coylton Primary School Improvement Plan 2026-2027

APPENDIX 2

Ayr Cluster Literacy Improvement Plan 2026-2027

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.

Transition

The Primary seven into SI Transition Project is designed to support pupils as they move from primary to secondary education through an engaging, novel-based learning experience. Each session, we select one of three novels (two fiction and one non-fiction) to explore during their final year in primary school. The novel serves as the foundation for a series of transition activities. During the transition challenge days, pupils participate in a "Step Inside the Character" task, which allows them to deepen their understanding of the characters and themes within the novel. In May, secondary school staff visit the primary schools to deliver lessons focused on word choice and imagery, connecting directly to the novel's content. This allows pupils to experience the teaching style and expectations of secondary school. Finally, in August, as pupils begin their secondary education, the novel is used as a stimulus for writing a reflective essay, helping them process their transition and the new experiences they are encountering. This project aims to foster a smooth transition, developing both literary skills and a sense of confidence as students move into secondary school.

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 school 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 in May. - Best novel from each primary to be printed.	Emma McDonagh	Sharing of teaching materials August 26 Delivery of lessons Aug-Dec 26 Jan-March 27- Decision on best graphic novel from each primary and printing of novels ➤ May 27 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. Pupils will have the opportunity to use this piece of work as evidence to achieve the Youth Scotland High Five award at Primary level or the Dynamic Youth Award for leadership skills at secondary level.

Ayr Cluster – Coylton Primary School Improvement Plan 2026-2027

Raising attainment in literacy 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.
Continue 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.	- Young people will transition to secondary with 4 writing pieces (evidence jotters). Moderation of their work will take place with the cluster primaries. - Moderation event 1 will be to review work of any pupil causing concern with their levels of literacy. - Moderation event 2 will combine the moderation of critical essays with rubrics. - Moderation event 3 will focus on progress made (comparison) of evidence jotters with end of S1 evidence.	Emma McDonagh to co-ordinate	August 2026- Check all evidence jotters received September 26- Cause for Concern moderation event. January 27- Combined moderation of evidence jotter (critical essays) with rubrics February 27- Moderation minutes shared with next steps ➤ May 27- Moderation of evidence of progression.	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 70% of pupils should achieve 4th level by the end of S3 for the current P7.
Raising attainment in literacy through 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 framework for writing skills. To ensure a clear learning and teaching structure across the cluster. To increase parental involvement to better support young people's literacy levels	- TCQAP writing structure to be used by all cluster schools. Resources to be rolled out across cluster - Secondary staff to visit cluster primaries to team teach with primary staff on lessons in non-narrative texts. - A shared list of non-negotiables regarding written work by the end of P7 which moves with them to S1. These will come from the benchmark statements. - Creation of WAGGOLL paragraphs annotated with the non-negotiables. - A parent afternoon on how to support your child's literacy to be held with both primary and secondary staff present.	Jackie Edmiston Coleen Cowie Emma McDonagh Sally Law	August 2026 Throughout session when appropriate. August 2026 August 2026 ➤ After Easter 2027	Observation of pupils in lesson will demonstrate that they have both understanding and confidence in: shared vocabulary including command words, TCQAP Structure and non-negotiables. The work pupils produce will demonstrate this shared understanding, and this shared approach will be evident at moderation. Tracking of cohorts P7- S4 and analysis of achievement of levels and NQ.

Ayr Cluster – Coylton Primary School Improvement Plan 2026-2027

				We will survey parent's views on our approaches to literacy and seek their feedback on next steps. Increase parent attendance to Ayr Academy events.
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Ayr Cluster – Coylton Primary School Improvement Plan 2026-2027

APPENDIX 3

Ayr Cluster Numeracy Improvement Plan 2026-2027

Cluster Vision

Our vision is to create a collaborative and cohesive approach to numeracy across the cluster schools, fostering an environment where secondary school students experience increased attainment and confidence in 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-driven insights to guide and accelerate student progress. Our aim is to build a solid foundation in numeracy, where every student's growth is supported, and all learners leave with the skills and confidence they need to succeed at level 5.

Our Aims

As a Cluster we aim to achieve the following:

- We focus on ensuring pupils can $+/-/ \times / \text{divide}$ with whole numbers and decimals and are proficient in their tables from memory.
- All pupils will make progress across a level in S1.
- 90% of pupils will achieve 3rd level or better by the end S3.
- 68% of pupils should achieve 4th level by the end of S3.

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 continue the transition experience for P7 pupils that allows them to feel a continuity in their numeracy journey as they progress into secondary education.	• The ChrisMaths event in December will continue and be refined. • Fun Fair Maths transition event from January to September will be reviewed and refined based on moderation and self-evaluation. • Moderation of Fun Fair maths booklet and teaching materials. • Moderation of pupil work from fun fair Maths may take place	A Jamieson Coleen Cowie Jackie Edmiston	October 26- internal moderation of the delivery of the secondary input by secondary staff January 2027- Cluster meeting to moderate teaching materials. May 2027 TBC	Pupil evaluations after the event. Gather views of cluster staff who attend event. Moderation of teaching and learning materials. Moderation of pupil's work.

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	• P7 teachers to observe S1 Maths lessons (Big Breakfast event)	A Jamieson	September 26 Observations schedule shared with time for post observation dialogue.	All pupils will make progress within a level in S1.

Ayr Cluster – Coylton Primary School Improvement Plan 2026-2027

around the four operations.	- To share information on learners who still rely heavily on concrete modelling at the point of transition. - Secondary staff to observe primary colleagues on approaches to the four operations P5-P7 classes.	A Jamieson & C Dunstall A Jamieson	May 27- Greater detail passed across for learners experiencing challenge in numeracy. May 27- staff will liaise with primaries on appropriate points in the year to visit.	Greater understanding of skills needed will result in staff moving at a quicker pace through the 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 a consistent approach to mathematical language and mind set across the cluster.
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 data to better our understanding of difficulties young people in our cluster are having in relation to numeracy.	Data Coach will perform analysis of data - GL assessments - SI progress across the year - Tracking of cohorts from P7 to S4 Data to be shared and discussed at cluster HT meetings	R Miller	September GL Data May SI progress Tracking of cohorts ongoing	Analysis of data should allow us to adapt our planning and teaching to meet the needs of our learners better. All pupils will make progress within a level in SI. P7 & SI 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	Moderation of Fun Fair Maths teaching materials and resources.	Coleen Cowie	TEAMS monitored and organised on-going.	Staff across the cluster will develop a robust

Ayr Cluster – Coylton Primary School Improvement Plan 2026-2027

cluster to develop a shared understanding of achievement of a level and the milestones for progression across a level.	Evidence from Fun Fair Maths to be gathered on one core one challenged and one able pupil for moderation.	Jackie Edmiston	January 27- Cluster twilight to carry out moderation. May 27 TBC	understanding of moderation at key points in transition. Staff will have increased confidence and knowledge of each other's approaches to teaching of operations. We can confidently agree that transition levels are secure, and next steps are jointly agreed.
Raising attainment in numeracy through Numeracy across the curriculum & Parental Engagement				
What outcomes do we want to achieve?	How will we achieve this?	Lead Person	Checkpoints	How will we measure impact.
To ensure young people have the multiple opportunities to practice their numeracy and strength their skills and confidence	- Create a shared school document for teaching numeracy including a timeline to show the cluster and other departments who teaches topics first, so all staff are aware of their input into numeracy for all learners. - Create a numeracy games booklet to be shared with parents. - Have a cluster approach to National Numeracy Day and encourage parents to take part.	N McGarry J Frew Coleen Cowie Jackie Edmiston	October 26 September 26	