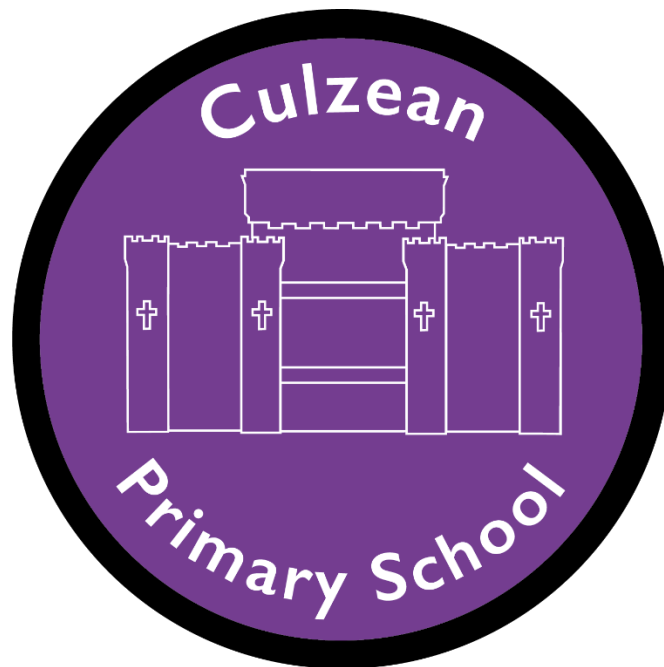


Culzean Primary School and Early Years Centre



Standards and Quality Report 2024-25

Introduction and Context

Culzean Primary School and Early Years Centre opened in August 2023 following the merger of Cairn and Gardenrose Primary Schools and Early Years Centres. Culzean Primary School and Early Years Centre sits in Maybole Community Campus, along with Carrick Academy and St Cuthberts Primary. The campus also includes a community wing incorporating a swimming pool.

Culzean is a large non-denominational primary school and early years centre, situated on the former site of Carrick Academy on the southern edge of the town. It has been built to accommodate a roll of 434. In August 2024 the school roll was 290, arranged in 14 classes from P1-P7. The Early Years Centre had a roll of 95 and is able to accommodate 100 full time three- and four-year-olds and 20 children under the age of three. In April 2024 the EYC had a very positive inspection by the Care Inspectorate. In May 2025, the local authority undertook a Collaborative School Improvement visit in both the school and EYC. The visit was very positive and action points were agreed.

Within our roll, we have 34 children living in deciles 1 and 2, which is 12% of our school roll and have 95 children in receipt of free school meals (32% of our school roll). We have a further 53 children, 18% of our school roll, not in SIMD 1 or 2, or in receipt of free meals, but affected by other adverse experiences.

Accommodation in our new school comprises of 14 classrooms with adjoining flexible learning areas, a music room, a STEM room, a nurture room, a sensory room, an IT flexible learning area, a staffroom, offices, a dining area and a shared library with Carrick Academy. All infant classrooms have direct access to outdoor spaces, which are used to extend learning into the forest school and playground. Our EYC features three spacious, open plan playrooms that open directly onto a large garden area, plus a separate atrium dedicated for lunches.

Within the campus we are able to access the Main Games Hall, the Primary gym hall, the swimming pool, several meeting rooms and the Astro pitch.

In August 2024, the landscaping of our grounds was completed, extending the playground and providing a MUGA for classes to use.

Our merger brought together the two staff teams and the two schools of children from Cairn and Gardenrose and during the last two years we have spent a lot of time building positive working relationships. Staff make use of their skills and strengths to provide a range of high-quality learning and teaching experiences for our young people and have focussed strongly on bringing the two different school communities together. Our new community is now taking shape, with pupils, parents, and staff proud to belong to Culzean.

Our Vision

Our vision at Culzean Primary is to achieve excellence and equity through raising attainment for all, and to recognise the range of skills, talents, hopes and enthusiasm of all our pupils thereby encouraging them to realise their full potential. We provide a wide range of planned experiences to enthuse and motivate our pupils for learning, while continuing to develop a set of positive values and attributes that will prepare our pupils for the future. We work in partnership with pupils, parents, and the wider community to create a positive environment where all opinions, skills and talents are valued and recognised.

Our Values

We actively promote **respect, honesty, kindness and resilience** within our school community.

'Learning Together at the Heart of the Community'

Our Aims

We aim to ensure that our all children become:

Successful Learners by participating fully in all learning opportunities on offer in and out of school, continuing to improve and develop skills and knowledge in all areas.

Confident Individuals by believing that anything is possible through hard work, effort, and determination.

Responsible Citizens by taking responsibility for their own learning, behaviour and respecting everyone in the school community.

Effective Contributors by participating fully in the opportunities available both in and out of school, working alongside pupils, agencies, and members of the local community.

What Key Outcomes have we Achieved?

Cairn and Gardenrose Primary Schools and Early Years Centres prepared to merge during session 2022/23. Many areas of school life, policies and procedures, curriculum and pedagogy, resources and relationships were audited and adapted where necessary to support a seamless transition for pupils, staff and parents of both schools. This continued to be the priority of school improvement in session 2023-24 & 2024-25.

Priority 1	To establish consistent approaches to practice and pedagogy for all staff in Culzean Primary and EYC following the merger of Cairn and Gardenrose PS & EYCs.						
NIF Driver	School Improvement						
Progress/ Impact							
Relationships across the school community are very positive and the staff team know the children very well. The staff team work well together to support children and each other. As a result, children feel welcome, included, and listened to. Children are proud to belong to Culzean PS. Children learn in supportive learning environments which are underpinned by the shared values of respect, honesty, resilience, and kindness. This leads to a nurturing and inclusive ethos in all classes. Staff have worked in collaboration to develop a consistent approach to their planning. They work closely with stage partners to ensure consistency across stages. Read, Write Inc is used in P1-4 to teach phonics, reading, spelling and handwriting. Children are taught in small homogenous groups and are assessed regularly. This ensures that children are appropriately challenged and supported. Careful tracking allows us to measure small steps of progress for those pupils who are not on track. This has had a positive impact on all stages. Project X was introduced as a P4-7 reading programme. Pupils read more independently and are engaged and motivated by the PX books and follow up tasks. Both approaches are embedded within the curriculum.							
Attainment for Reading – 2024-25 (% pupils achieving expected levels)							
P1	P2	P3	P4		P5	P6	P7
89%	74%	68%	67%		72%	77%	89%
The majority of pupils in P2, 3, 4 and 5 and most pupils in P1, 6 and 7 are achieving expected levels in reading. Numeracy and Maths - Further investment in concrete resources has enabled maths to be taught across stages allowing for flexible groupings and enhanced support for all pupils. The maths working							

party promoted the consistent use of the SAC Pathways across all stages. This has allowed for clear tracking of pupil progression and helped inform teacher judgement of levels and benchmarks. All teaching staff took part in our annual update focussing on our CPA approach (including appropriate resources), and SAC strategy. We continue to work towards consistency of practice / high quality teaching and learning in all stages, and this action will continue into next session with our maths champion modelling lessons and holding workshops based on teacher feedback. We will continue to analyse data to identify any trends or patterns which can improve outcomes for our pupils.

Attainment for Numeracy – 2024-25 (% pupils achieving expected levels)

P1	P2	P3	P4	P5	P6	P7
89%	79%	65%	76%	74%	79%	80%

The majority of pupils in P3 and P5 and most pupils in P1, 2, 4, 6 and 7 are achieving expected levels in numeracy.

Our Health and Wellbeing Curriculum Champions have created long term curriculum planners for Culzean Primary to support consistency in learning and teaching, planning and progression and teaching. The planners have been implemented and staff will work collegiately to identify what is working well and any next steps. Existing resources which we currently have for HWB have been audited this year to identify what works well for specific stages and if there are any new resources which may be beneficial for HWB resourcing to support learning and teaching.

Our digital lead identified the need for more cohesive planning documents to allow breadth and depth of digital technologies coverage across levels. A 3-year plan has been created to ensure all benchmarks are covered within a level. This will allow for progression throughout a level whilst still varying the experiences covered, this has been developed with composite classes in mind. Technologies planners for all levels and outcomes have been sourced from Education Scotland and presented to staff in order to build staff confidence delivering all technologies outcomes. The new planning documents have been implemented and will be reviewed at the end of the session as to the confidence levels of class teachers and the experiences of children.

Science planners have been implemented and are supporting staff confidence and knowledge and understanding of the science curriculum when delivering engaging lessons to children.

RME planners have been designed and are being used to ensure progression of knowledge of 3 world religions. They are linked to SAC pathways.

1+2 planners have been created and are in place to support progression and staff confidence in the delivery of French and Scots.

By investing time adapting and refreshing planners in line with SAC pathways, planning learning and teaching is becoming more consistent across all stages. Staff feel very strongly that collegiate working particularly with stage partners has had a very positive impact on staff confidence and morale and has contributed to the positive working relationships in our new school.

Our positive relationship policy is embedded in almost all classes. It has been reviewed as we settle into our new school. Our policy supports all stakeholders to have high and consistent expectations across our school. Each year we will continue to adapt our processes to suit our new context.

In the EYC our planning format has been reviewed and adapted across both our 2-year-old room, and our 3-5 room, to embed Realising the Ambition and Curriculum for Excellence. We have also developed a STEM working party to further enhance planning, ensuring STEM skills are embedded and consistently promoted across the playroom. We plan and track responsively ensuring children's interests help shape their learning experiences however, we recognise the need to further improve consistency and depth in how we record and evaluate this. Our annual planning outlines continuous provision, routines, and key events across the year. Termly planning focuses on key literacy,

numeracy, and STEM skills, ensuring progression and depth of learning. Fortnightly planning responds to children's current interests and developmental needs, ensuring learning remains relevant, engaging, and child centred. Weekly planned group time focuses on key literacy and numeracy skills, providing opportunities to consolidate and deepen children's learning.

Next Steps

- All staff will have a shared understanding of assessment practices and apply them in line with the school's policy.
- Quality learning and teaching will become more consistent across all stages with a focus on pace, challenge and pupil choice.
- We will develop practice that will support young people to articulate the skills they are developing during their learning.

Priority 2	Literacy – To improve pupil attainment in writing.																			
NIF Driver	School Improvement																			
Progress / Impact																				
In August, all infant teachers and school assistants were trained in ‘Get Writing’ and this approach was implemented in September. On the August inservice day, P4-7 teachers adapted Culzean’s approach to Talk 4 Writing to better suit our context. A draft policy was agreed, and planners were adapted to ensure that a range of skills and a breadth of genres would be taught across a level. High expectations are in place and success criteria are differentiated to reflect expectations. Most teachers are using peer, self and teacher assessment in writing lessons. Cluster moderation during the inservice day supported professional dialogue on methodologies, expectations and standards. P7 and S1 teachers collaborated on expectations and practice during transition. Further work will take place across the cluster. Writing observations in term 3 showed that there is a consistent approach to writing in infants however the draft policy for P4-7 will require review. Attainment for Writing – 2024-25 (% pupils achieving expected levels) <table><tr><td>P1</td><td>P2</td><td>P3</td><td>P4</td><td>P5</td><td>P6</td><td>P7</td></tr><tr><td>77%</td><td>67%</td><td>62%</td><td>66%</td><td>67%</td><td>66%</td><td>76%</td></tr></table> The majority of pupils in P2, 3, 4, 5 and 6 and most pupil in P1 and P7 are achieving expected levels in writing.							P1	P2	P3	P4	P5	P6	P7	77%	67%	62%	66%	67%	66%	76%
P1	P2	P3	P4	P5	P6	P7														
77%	67%	62%	66%	67%	66%	76%														
Next Steps																				
• Further develop approaches to mark making in the EYC. • Revisit the writing policy. • Cluster work on P7 – S1 writing standards.																				

Priority 3	Wellbeing, Equality & Inclusion For All
NIF Driver	School Improvement
Progress/Impact	
<u>Outcomes for Care Experienced Children</u>	
All staff have undertaken SAC training on improving outcomes for care experienced children and have knowledge and understanding of The Promise. All staff support our learners with experience of care to provide improved wellbeing and educational outcomes.	
<u>Mental Health</u>	
Culzean Mental Health and Wellbeing School Committee was established to foster a supportive environment for pupils, ensuring that mental health is a priority and is openly discussed to raise awareness. Our committee was created in November 2024 and began its journey to raise awareness and provide resources with the aim of achieving the Say it out Loud charter. Dedicated pupils from P4-7 meet monthly to discuss our progress and next steps. At the beginning of our journey, the committee focused on creating a pledge to raise awareness of their aim for Culzean Primary. The committee came up with the statement ' We pledge to allow others to have a voice and express their	

worries and doubts; make people feel better by sharing strategies; creating a safe, joyful and happy place to be.' P7 representatives spent time creating a poster for our pledge which is currently displayed in all classes around the school. Recognising the need for creative engagement, the committee arranged a competition to raise awareness for Mental Health Week 2025. The competition invited pupils in all classes to submit their own creation of an 'Inside Out' character in line with Place2Be's focus of 'Know Yourself, Grow Yourself' to encourage children to discover who they are, understand themselves and their emotions. From this, the committee then chose 5 final winners which will be our 'Mental Health Mascots' which were announced and celebrated at a school assembly. Next session the committee will continue on the journey towards the Say It Out Loud charter.

EYC play and learning experiences

EYC staff revisited Blooms Higher Order thinking and questioning strategies to enhance learning during play. Strategies have been embedded into practice across the setting by most staff to support deeper engagement and thinking. All staff will continue to embed higher order questioning strategies in all areas of early years.

Rights Respecting Schools Journey

We continue to work towards our gold accreditation in the Rights Respecting School Award. In the EYC, the UNCRC is embedded into the ethos and daily life of the centre. Through the introduction of the UNCR-Sea theme, children are beginning to develop an understanding of their rights in a way that is age appropriate and engaging. As a result of these creative approaches, including storytelling, visual prompts, songs and displays, children are developing an awareness of rights like feeling safe, being heard, and having the right to play. Children are also becoming more confident in expressing themselves and are developing positive respectful relationships.

In school, all classes have a class charter in place. Joint playground and dinner hall charters have been created by the Rights Respecting School committees from both Culzean and St Cuthberts Primaries. Zones of Regulation is used throughout the school as a consistent approach to support pupil's emotional regulation across the school community. Individual pupil regulation charts are in place for children requiring additional support. This is having a positive impact on staff, children and parents as a common language is used by all. Leadership opportunities for pupils are in place throughout the school. Culzean has P7 House Ambassadors, a Pupil Council, Junior Road Safety Officers, a Mental Health Committee, a RRS committee, and Communication Friendly Champions. P4-7 pupils are consulted on different aspects of school life at assemblies. Children feel that their voices are heard and acted upon. P7 pupils researched a number of local charities and presented their information so that pupils, staff and parents could vote on our charity of the year. This session it was split between 'The Dogs Trust' and 'The Ayrshire Hospice'. P7s organised a fun day and a 'Soak the P7s' afternoon to raise funds for their charities. They were very proud of their achievements. We have extended our Campus working to also include Carrick Academy. This has been evidenced by our Campus Soccer Aid fun day where Carrick Academy Sports Leaders planned and delivered a fun and engaging range of sporting activities for the primaries. In the primary school the children learned about the work of Soccer Aid at assembly, took part in a national competition to design the mascot for this year's football shirt and raised awareness of and money for Soccer Aid in the local community with a bag pack in one of our local stores.

Outdoor Learning

Early years children continue to visit the Forest Kindergarten each week, providing regular opportunities to explore the natural environment, building children's resilience, developing independence and teamwork. A community garden is being developed in the EYC with support from families and local businesses. Children used real tools and reclaimed wood to build 8 planters and planted various fruits and vegetables such as lettuce, apples, carrots, and cucumbers. Children

are learning about how vegetables grow and are building confidence, and developing an understanding of where food comes from. We plan to share the fruit and vegetables once grown with families to promote healthy eating and community involvement.

In term 2, P1 children enjoyed Welly Wednesdays, going outside to learn through hands on experiences that encouraged the children to explore, discover and develop problem solving skills. By providing a safe environment, the children were able to take risks, make choices and initiate their own learning while developing an understanding and appreciation for the natural environment. Primary 2-4 children attend the Maybole Community Garden regularly throughout the school year. We work closely with the volunteers of the garden to provide rich learning experiences for the children in line with the Es and Os of Curriculum for Excellence as well as experiential learning within the local community. Through these sessions they learn about how plants grow, what can be grown in the garden and gain a sense of community and pride through working collaboratively with each other and the volunteers.

Groups of children from each stage from P4-6 were identified to undertake a 10-week intervention programme delivered by Fergus from BEAM. The programme was designed to develop teamwork, communication and problem-solving skills in the outdoors. Pupils took part in fire-making and fire safety activities, shelter building and survival skills and well being and relaxation in nature activities amongst others. All children who took part said it had made them more confident talking and listening to others in the group and all were fully engaged in the activities.

Digital Literacy

A comprehensive progressive planner based on an Education Scotland plan was developed along with a 3-year rolling programme for first and second level which have been rolled out to teachers. Education Scotland planners for the Es and Os have also been signposted to all staff. These include relevant links and activities to up-skill staff along with teaching appropriate digital skills. The digital champion liaises with South Ayrshire Digital Teams and uses South Ayrshire Digital Support Hub. Digital technology is a standing item at staff meetings and the digital champion provides training for staff on how to use equipment. During last session, Culzean borrowed and made use of virtual headsets, 360 camera and green screen, big box and early years big box from the lending library. The digital champion provided team teaching opportunities in P4 & 5 using Micro: Bits which upskilled teachers and pupils in coding skills. The digital champion and Primary 7 pupils led a series of technology lessons with their Primary 1 buddies to up-level early digital literacy skills including logging in and creating art work using digital tools. The Campus police officer visits all classes to talk about cyber safety and the school has shared Cyber Scotland 'Staying safe Online, Guidance for Parents and Carers' with parents and carers. Learning journals are used to share learning with parents however we will move to SeeSaw and My World of Work profiles next session. The digital champion has carried out an evaluation with teaching staff which showed staff are confident teaching digital literacy skills. Pupil support staff are confident utilising assistive technologies regularly to support pupils.

Our next steps are to encourage all staff to use the lending library to provide engaging digital experiences for pupils. We will move to SeeSaw for pupil profiles and P5-7 will use My World of Work profiles to record their learning journey. We will create a Digital Technologies policy which will be the driving force for embedding technology across the curriculum. We will continue to develop communication with parents on cyber safety and digital skills while we continue to work towards a Digital Schools Award.

Parental Involvement

In the EYC, parents have actively engaged in a wide range of activities throughout the year including stay and play sessions, literacy learning workshops and Christmas craft events. These opportunities have strengthened relationships between staff and families. Our most well attended events have been our termly family breakfasts which offer a relaxed and welcoming space for parents to connect with staff, other families, and their children. Our ongoing parental involvement sessions have fostered a strong sense of community and partnership within the centre. In school, parents have been invited in to share their children's learning in open afternoons. Parents visit the school to enjoy performances

such as our Scots Celebration, Christmas Nativity show, P6 Wizard of Oz performance and our end of term celebration. Parents regularly support the wider life of the school by accompanying pupils to weekly community garden visits, supporting the Beat the Streets campaign, and helping to supervise trips. We have an active Parent Council who have supported the school throughout the year. They were heavily involved in the organising and running of the Campus Christmas Fayre and took on an active role to ensure that Culzean Primary was represented at the renewed Maybole Gala Day, which was a great success for the town. Next session we are looking to begin stage/ class assemblies where Parents can get a more personalised sense of the learning going on in their child's class. We will also run several Parent workshops/ Information sessions on a variety of school and national initiatives on topics such as how to support a neurodiverse child at home and the use of Glow as an educational tool for your child. A homework policy was created and shared with all staff and parents however it will need to be reviewed as there has been concern shared about homework in the recent parent survey.

PEF Funding

Culzean PS received £88,170 of Pupil Equity Funding this session. This was used to fund 100 hours of additional School Assistant (SA) support. SAs have provided targeted interventions and supported identified individuals and groups of children in literacy, numeracy and health and wellbeing to close the poverty attainment gap. Our PEF SAs are key to the success of our Read Write Inc homogenous groupings and interventions to allow for support and challenge in reading across the infant stages. Within the upper stages, PEF SAs work collaboratively with class teachers to support the teaching of differentiated reading groups. During writing lessons, SAs are in targeted stages to improve attainment. In numeracy, our PEF school assistants are used to support boost groups in class to ensure pupils remain on track. They also facilitate numeracy interventions such as Nessy and MyMaths which are led by the pupil support teacher. Health and Wellbeing interventions have been offered to targeted children including Seasons for Growth, nurture, soft starts and an upper HWB group. Partner agencies such as Stepping Stones, Barnardo's, Thriving communities, BEAM outreach, Active Schools, and Young Carers have successfully supported children throughout the school. We work closely with the autism outreach team to support our neurodiverse learners. Individuals and small groups have been supported by nurture sessions which have helped individuals to become more ready to learn. Our Acting Principal Teacher has managed the PEF plan, delivered a range of HWB interventions and has also managed the Cost of the School Day project. Attendance is closely monitored and school assistants support with persistent non-attenders by identifying barriers. The school has a uniform bank and offers a breakfast club which is well attended. During the year we applied twice for Cash for Kids grants to support our families financially. This is much appreciated by parents.

Next Steps

- Further develop outdoor learning across the school.
- Continue to work towards achieving the Digital Schools Award by creating a digital policy and communicating it to all stakeholders.
- Continue to deepen our partnership throughout the Campus by working on a shared Campus Charter ensuring consistency of expectations and use of language. We will embed the rights of children in all aspects of school life and throughout the school day.
- Consistently embed our approaches to improved wellbeing and educational attainment for care experienced children.

Priority 3	Cluster – Curriculum Design / Transitions
NIF Driver	School Improvement
See Appendix 1 – Cluster SQR	

How good is our self-evaluation?

1.3: Leadership of Change

Following the move into the new campus and the merger of both schools, staff have worked well together to create a positive learning environment for young people. As a result, all children are proud of their school and almost all demonstrate a willingness to learn. The head teacher's strong leadership, supported well by other senior leaders, has been key during this transition phase.

The school values were created in consultation with all stakeholders, and this has led to a strong sense of community. Children learn in supportive learning environments which are underpinned by the shared values of **respect, honesty, kindness, and resilience**. This leads to a nurturing and inclusive ethos in all classes. Our values are referred to in restorative conversations and in our school charter to ensure that they are embedded throughout the life of the school. Children know and demonstrate our values. Stakeholders were consulted on our vision and parents were asked for suggestions and feedback at previous Parents Nights. As we build our new school community, we will revisit our vision to ensure it is relevant to our school. Our aims are at the heart of the refreshed curriculum and are discussed with pupils at assemblies.

Our leadership team have clear remits which continue to be under review as we settle into our new school. Teachers take on leadership opportunities to make an impact on school improvement and teaching and support staff and EYPs take on leadership roles linked to their professional learning and development or personal skills.

During the last 2 school sessions our priority has been to develop consistent approaches to planning, learning and teaching following the merger of 2 staff teams. All teaching staff have played a valuable role in developing robust planners for Culzean. This session our self-evaluation has focussed on QI 2.3. The recent Collaborative Improvement Visit feedback included positive comments, recognising our journey since we moved into our new school. The team agreed with our self-evaluation and plans for our next steps. Our quality assurance procedures are well planned and result in improvements.

During the last 2 years, considerable time and effort has been taken to settle staff, pupils, and parents into our new school community. We are now in a good position to continue with our school improvement.

The EYC was inspected in April 2024 by the Care Inspectorate. They found that children and families benefitted from the strong leadership in place. The staff team implemented values that promotes a positive ethos and respects children's rights. There was a clear focus on self-evaluation and quality assurance. Our recent CIV feedback highlighted 'the staff have been supported well by the Depute Manager, leading to a clear team ethos. During the focus group, all staff spoke positively about feeling proud of the team they have formed. Staff confidently shared the areas of leadership they had responsibility for'.

All staff are committed to the process of change that we are undertaking and to further improvements for our learners.

Overall the Leadership of Change at Culzean Primary and Early Years Centre is Good.

2.3: Learning, Teaching and Assessment

Relationships across the school community are very positive and the staff team know the children very well. The staff team work well together to support children and each other. As a result, children feel welcome, included, and listened to. Children are proud to belong to Culzean.

Staff have accessed training and professional learning to support inclusion and positive relationship building. This includes MAPA, nurture, restorative practices, and de-escalation strategies. As a result, classroom environments are supportive, caring and all staff model positive engagement. There are a few children who can become dysregulated; however, the staff team have a bank of strategies that they use sensitively, consistently, and effectively to support children in these situations.

Most children are engaged in their learning and can talk positively about the wider experiences and opportunities they have. This includes STEM, various committees, and a range of extra-curricular activities.

There is evidence of children's rights through the school charters and committee groups. Children can discuss their engagement in these groups and are enthusiastic about the different opportunities on offer.

In the EYC there is a balance of adult directed, adult initiated and child led learning experiences based on children interests and planned learning. Children engage well across the environment and are confident in choosing from a range of real, sensory and creative experiences. Children are given free choice as to whether they want to attend Forest Kindergarten and visit places in the community. Aspects of risky play can be seen across the centre.

In all lessons, teachers' explanations and instructions are clear. They consistently share the purpose of the lesson and explain to the children how to be successful. As a result, most children understand what and how they will be learning. Children's work is displayed and celebrated in all classes. Our next step will be to involve children more in co-creating success criteria and evaluating their own learning.

In the majority of classes, staff use a range of teaching approaches to motivate and engage children. Moving forward, we will encourage more creativity, curiosity, and opportunities for children to lead their own learning more consistently in all classes.

In the majority of lessons, teachers use appropriate tasks and activities to meet the needs of all learners and the pace of learning is appropriate and ensures children are engaged and motivated. We will ensure that children are active in their learning, that pace of lessons are appropriate and that all children are challenged in their learning.

Most teachers use questioning well to check for understanding and to engage children in their learning. We will further develop questioning skills to extend children's learning and develop their higher order thinking skills.

Across the school children are provided with positive feedback about their learning. Children will be offered more opportunities to be involved in dialogue to identify and set their next steps for learning. In the EYC, staff demonstrate their knowledge of children as learners. Practitioners listen carefully to what children are interested in and what they would like to learn about next. Staff interactions with children are nurturing and supportive with deep level questioning used well to enhance learning. All staff talk to children sensitively and at their eye level, providing support as necessary to individuals. We will now begin to use a wider range of questioning techniques to support children's higher order thinking.

There is clear evidence of strong collaboration among staff which supports learners' progress and reflects a shared commitment to improvement. Staff enjoy frequent opportunities to plan with colleagues which is leading to shared expectations of standards. Next session, we will develop a more consistent approach to assessment across the school which will inform children's future learning.

All teachers plan effectively using a range of local authority and collegiately developed curriculum mapping and frameworks. They work closely with their stage partners to ensure consistency across stages.

As a result of manageable processes to track, monitor and evaluate learners' progress, teachers and the senior leadership team have clear and detailed information on children's progress and attainment. This includes for those facing additional challenges, for example those living with financial hardship. A range of data is used to evaluate the effectiveness of interventions designed to improve outcomes for all children.

Individual children's progress is discussed at termly tracking meetings between members of the leadership team and class teachers. A comprehensive range of data is available to support these conversations and inform identification of appropriate interventions to support literacy, numeracy and health and wellbeing.

Overall Learning, Teaching and Assessment at Culzean Primary and Early Years Centre is Good.

3.1 Ensuring well-being, equality and inclusion

Positive relationships are at the heart of our school and underpin our ethos. We have worked hard during the last 2 years to bring the two schools together with a shared vision and values. PEF school assistants have been allocated to each stage to support pupil mental health and well-being as we build our new community. This has had a positive impact on reducing school anxiety and supporting pupils to be ready to learn. Zones of Regulation is used as a consistent approach to support pupil's emotional regulation across our school community. Pupils are now confident when using the Zones of Regulation approach which is consistently delivered by staff from P1-7 and is visible within all classrooms. Staff have a good understanding of wellbeing and children's rights.

A Pupil Council, JRSOs, a Mental Health Committee, Communication Friendly Committee and House Ambassadors are elected to ensure pupil voice is heard. Consultation assemblies are held regularly to discuss aspects of school life with P4-7 pupils.

Attendance has been closely monitored this session and awareness raising presentations have been shared with pupils at assembly and parents at a Parent Council meeting. Each month, all pupils with 100% attendance are recognised and celebrated. Our attendance is below the local authority average however it has improved by 0.4% since last session.

Care Plans are in place for all EY children within 28 days and meaningful, achievable targets are set by keyworkers in consultation with parents. Children are supported with dignity and respect because all staff use a rights-based approach to support them. Interactions are warm, kind, compassionate and children are listened to.

Staff know each child as an individual and they respond appropriately to their needs. Discussions with pupils, parents, and staff allow targeted supports to be provided to individuals and groups depending on their need. Wellbeing webs are used to assess children's wellbeing twice a year. A range of Health and Wellbeing interventions are used across the school: Seasons for Growth, Lego Therapy, Nurture, Time to Talk, LIAM, and anxiety groups with baselines and follow up assessments used to measure and assess the suitability and impact of these interventions. As a result of these interventions, children's barriers to learning are reduced and they are more ready to learn.

All STINT plans have appropriate targets and are reviewed twice a year by the Depute Head Teacher. We use the child's plan as part of our TWF meeting process for all stage 2 and 3 children and have been active participants when seeking additional support from Carrick's Family First Forum.

We work closely with a range of partners to tackle barriers to well-being. A Speech and Language therapist, Thriving Communities workers, Stepping Stones for Families, Barnardos, Children's First, Place 2 Be, The Exchange, Women's Aid, Social work, Autism Outreach and the campus police officer all support the school and Early Years Centre in ensuring all learners and their families are included, engaged and involved in the life of the school.

We provide alternative curriculum activities for individuals and groups of learners when required. These bespoke activities help to motivate our more difficult to engage pupils e.g. Fergus from BEAM outdoor activities has built positive relationships with groups of pupils in P4-6. The children thrive during lessons in the outdoors.

We promote 'Cost of the School Day' and raise awareness of these issues with staff and the Parent Council. We have a uniform bank and have strived to minimise the cost of trips. In the summer term, the Parent Council and the school subsidised the cost of all class trips and parents were only required to pay £2 per child.

Staff continually seek CLPL which ensures that they stay up to date with current local and national legislation.

Overall Ensuring wellbeing, equality and inclusion at Culzean Primary and Early Years Centre is Very Good.

Staged Intervention Information

Intervention Stage 2023/24	EYC	School
1	18	43
2	1	83
3	5	26
4	13	19
5	0	0
Percentage of school roll	41%	58%
Pupils with a CSP	0	0

Attendance Information %

	2021-22	2022-23	2023-24	2024-25
Culzean PS	92.95	92.75	91.79	92.2
South Ayrshire	91.70	92.12	92.84	93.7

3.2: Raising Attainment and Achievement

During the past 2 years as we settled into our new school, our focus has been on ensuring the positive well-being of pupils and staff. Deployment of staff has been a key strategy in supporting HWB and our approach to raising attainment again this session. A school assistant was allocated to each stage to support HWB and provide targeted interventions for key aspects of learning.

P1+P4+P7 attainment in numeracy has increased from 75% last session to 81% this session. Overall literacy attainment for P1+P4+P7 has increased from 65% last session to 71%.

We track cohort's attainment over time however the outcomes are mixed. Achievement in reading in P2, 3, 5 and 7 has improved since last year. In writing, only P3 and P7 cohorts have improved while P2 has remained the same. In numeracy, P2, P5, P6 and P7 achievement has increased.

We closely monitor those children who are not on track. Interventions, boost groups or learning support is in place to ensure that they continue to make small steps in progress. The impact of these interventions and support are monitored and evaluated at key points throughout the year.

Teachers are confident in discussing their pupils' learning and justifying professional judgements using our adapted 4 stages of progress. Confident teacher judgements are made and triangulated with a range of summative and formative assessments.

The implementation of Read, Write, Inc in infants and Project X in P4-P7 is supporting an improvement in achievement of reading in most stages. Attainment in writing has improved in P3 and P7. Writing remains a focus for improvement across the cluster.

In numeracy, our continued focus on CPA approaches and following the SAC progression pathways are positively impacting our attainment levels.

Children in the EYC are making good progress in learning with almost all achieving 8 DM in Health and Wellbeing and most achieving 8 DM in Communication and Language and Maths and Numeracy. Early years practitioners carefully track children's progress and achievements and share and discuss targets with parents regularly.

We are proud of the opportunities that we have provided for children to engage in wider achievement and hope to build on this further next session. Children have represented the school in football, netball, gymnastics, Superteams, Sportshall athletics, and cross country running and have provided silverware for our trophy cabinet. Carrick rugby comes in to school to coach our P7s, Bikeability level 1 and 2 are offered to P5 and 6, and P5s and EY children have enjoyed swimming lessons in our new community pool. The school choir practise weekly and performed with Maybole Pipe Band and Ayrshire Fiddle Orchestra at an evening concert in Maybole Town Hall. Ms Nelson provides music tuition for our P6 and 7 classes who have performed very well in front of audiences. Miss Green has led P3 classes in the Music Heroes programme.

Overall Raising Attainment and Achievement at Culzean Primary and Early Years Centre is Good.

Curriculum for Excellence Data

% achieving levels expected or higher for their age/stage:

Primary 1, 4 & 7						
	2018/19	2020/21	2021/22	2022/23	2023/24	2024/25
Literacy						
Culzean PS	73	71	68	70	65	71
Local Authority	80	68	71	77	79	77
Numeracy						
Culzean PS	76	82	75	78	75	81
Local Authority	84	77	80	83	85	84

Primary 1						
	2018/19	2020/21	2021/22	2022/23	2023/24	2024/25
Reading	84	79	84	83	67	91
Writing	86	76	79	83	67	77
Listening and Talking	89	86	79	89	74	91
Numeracy	93	86	82	89	78	89
Primary 4						
Reading	59	78	80	86	67	64
Writing	59	76	67	67	71	64
Listening and Talking	62	95	80	93	93	83
Numeracy	66	83	74	74	69	76
Primary 7						
Reading	89	74	78	74	82	89
Writing	75	64	72	68	74	76
Listening and Talking	89	74	78	98	97	98
Numeracy	64	76	78	84	83	80

Early Years – Developmental Milestones

Developmental Milestones	2023/24		2024/25	
	% achieving 10	% achieving 8	% achieving 10	% achieving 8
Health and Wellbeing	82	97	74	97
Communication and Language	51	87	45	83
Maths and Numeracy	51	95	55	91

What are the key priorities for improvement in 2025/26?

We will maintain a focus on the priorities below:

- Continue to establish consistent approaches to practice and pedagogy for all staff in Culzean PS and EYC following the merger of Gardenrose Primary and Cairn Primary and EYCs.
- Assessment – to establish a consistent, cohesive understanding of quality assessment practices and develop an overall assessment policy.
- To implement South Ayrshire Reads in order to raise attainment in literacy.
- To provide engaging and motivating learning experiences, with appropriate support and challenge, for all learners through addressing the principles of GIRFEC.

Capacity for improvement

2024/25 was our second year as Culzean PS & EYC. Staff have worked well together to create a positive learning environment for our young people. As we settle into our new school, we are successfully building a new community of pupils, staff and parents who are proud to belong to Culzean PS and EYC. Building positive relationships with all stakeholders has been at the heart of our school ethos and these are now evident across the school. Staff continue to work collegiately to provide a consistent approach to planning learning and teaching. Last session, we benefitted from 4 additional teachers to support the merger. This session we had 2 additional teachers which supported the continuation of 2 classes at each stage. This had a positive impact on practice by providing each teacher with a stage partner. All members of staff found this beneficial in our second year in our new school.

Next session we will have 1 additional teacher to support the merger. The staff team are committed to our school improvement now that we have settled into our new school. We have capacity and positivity to successfully drive our school improvement next session.

Leadership at all levels is promoted in Culzean Primary and EYC. Staff have leadership roles in our improvement agenda, and all have improving outcomes for children at the heart of what they do.

Overall School Evaluations Session 2024/25

<u>Quality Indicator</u>		<u>School's Evaluation</u>
1.3	Leadership of Change	Good
2.3	Learning, Teaching and Assessment	Good
3.1	Improving Wellbeing, Equality & Inclusion	Very Good
3.2	Raising Attainment and Achievement	Good