



Culzean Primary School & Early Years Centre

IMPROVEMENT PLAN: 2026-2027



**As a SILVER Accredited Rights Respecting School, we acknowledge the importance of article 3 in all that we do:
'The best interests of the child must be a top priority in all actions concerning children.'**

Our vision and ambition in South Ayrshire Educational Services is to achieve excellence and equity. We have the highest expectations for all learners so that they achieve their potential regardless of their circumstances. We want to achieve this in a context where we act with integrity in a climate of mutual trust and respect and have the highest ambition for every learner. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more. Closing the gap while challenging every learner will guide and define the work of the educational services.



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

'Learning Together at the Heart of the Community'

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.

Learning Together at the Heart of the Community

Our Aims

We aim to ensure that all our 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 respect shown to everyone in the school community.

Effective Contributors by participating fully in the opportunities made available in the school, working alongside pupils, not just friends and showing respect to everyone in the school community.

How evidence for our School Improvement Plan was gathered

- Self-evaluation using HGIOS?4 / Child at the Centre 2 performance indicators
- Self-evaluation, using quality indicators were discussed openly at staff meetings and inservice days
- Parents` views were sought at informal events and parent information sessions throughout the year
- Questionnaires to pupils, parents and staff/ Microsoft forms
- Monitoring of teachers' planning, evaluations and next steps
- Visits to classrooms by the management team and peers to observe learning and teaching
- Analysis and tracking of pupil progress and attainment using both standardised testing and formative assessment
- Pupil progress meetings with individual staff members at least 3 times a year
- Monitoring of pupil attainment and analysis of results and data
- Setting of appropriate targets with identified pupils on staged intervention

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

Priority 1: ASSESSMENT – to continue to establish a consistent, cohesive understanding of quality assessment practices and develop an overall assessment policy.

Education Services Plan Priority 2: Delivering excellence in learning, teaching and assessment

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
All staff have a shared understanding of assessment practices and apply them in line with the school's policy.	- Professional learning will be undertaken by all staff. - Practice will be informed by PL. - Moderation of assessment will be undertaken. - Assessment will support staff to plan future learning. - Assessment policy will be developed.	Carol Kay/ Laura McGarva	August 2025 – October 2026	- There will be a consistent approach to planning of learning, teaching, and <u>assessment</u> by teaching staff. - Appropriate formative and summative assessment will be planned, carried out, consistently recorded, and used to plan next steps in learning. - Evidence of achievement will be gathered and moderated in school and across the cluster. - A policy will be in place.

Priority 2: Improving Our Curriculum

Education Services Improvement Plan Priority 2: Delivering excellence in learning, teaching and assessment



Aims	Actions	Intended Impact	Resources	Measures	Completion Date
<i>To increase all teacher understanding of the purpose and relevance of the CIC and the rationale behind curriculum reform.</i>	- The school will identify a curriculum lead to support the implementation of curriculum reform and act as a link with authority-wide developments. - The curriculum lead will participate in authority Train-the-Trainer professional learning to ensure consistent messaging and build internal capacity. - All staff will engage in planned CLPL to build understanding of curriculum reform during the two allocated twilight sessions using materials created by Curriculum PTs.	<i>Staff are clear on the key terminology around curriculum and educational reform.</i> <i>Staff can clearly articulate why curriculum change is being made.</i> <i>All staff are clear on the national timeline for implementation of the CIC</i>	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions) Evaluation	August 2026 September 2026 January 2027
<i>To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum</i>	- Staff will access the authority's central digital hub for curriculum resources, exemplars and professional learning materials. - All staff will attend the relevant authority curriculum conference. - Content will be created centrally to raise awareness of the CIC and used by schools to engage wider school community. - The Curriculum PTs will offer support with parental engagement as requested.	<i>Staff will feel supported during the early stages of transition.</i> <i>Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families.</i> <i>Parents and stakeholders will better understand Scotland's curriculum and the future changes.</i>	Central digital padlet Exemplars and professional learning materials Schools preferred media platforms	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2027 May 2027 December 2026 June 2027

	- School leadership team will receive regular CIC information via director's education update. - All Head Teachers will attend two authority HT Curriculum Conferences.				
<i>To establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model.</i>	- 'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session for key leads. - Values from the 'Curriculum of Hope' text shared with all staff during twilight sessions . - Key leads to gather staff feedback at the beginning of the first twilight. - Key leads to repeat the staff survey at the end of the second twilight to gauge progress.	<i>All staff understand the principles of a concept-based curriculum.</i> <i>All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.</i>	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026 February 2027

Culzean Primary School 2026-2027



**Reading Leader-
Led Workshop
EOY Data Analysis**
Date TBC


Tuesday 20th
April 2027
9am - 12noon


**Language
Comprehension
Part 2**
Wednesday 20th
January 2027
3:30 - 5.00pm
Venue: Doonfoot PS


**Language
Comprehension
Part 1**
Wednesday 13th
January 2027
3:30 - 5.00pm
Venue: Doonfoot PS


**Word Recognition:
Morphology (Part 2)**
Wednesday 2nd
September 2026
3:30 - 5.00pm
Venue: Doonfoot PS


Fast Track
Thursday 3rd &
10th September
2027




**Reading Leader
-Led Workshop
BOY Data Analysis**
Date TBC


Tuesday 1st
September 2026
9am - 10am
online


Tuesday 10th
November 2026
9am - 12noon


Tuesday 9th
February 2027
9am - 10am
online


**Language
Comprehension
Part 3**
Wednesday 10th
February 2027
3:30 - 5.00pm
Venue: Doonfoot PS

Key



Assessment Window



**Reading Leader
Meeting**

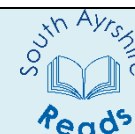


Workshop School Only



**Professional Learning
Session**

Priority 3: South Ayrshire Reads Phase 3



Education Services Improvement Plan Priority 2: Delivering excellence in learning, teaching and assessment

SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire [South Ayrshire Reads Strategy Document](#)

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge	By June 2026 , ALL 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 are beginning to embed across Phase 3 School Communities The values, vision and aims of South Ayrshire Reads is consistent and clear to	- 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 2026
	By June 2027 , ALL Phase 3 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 3 schools will have had the opportunity to engage in collaborative activity - whether through partnership CLPL, as part of the Phase 3 cohort, or via peer school visits -to strengthen collective efficacy and support an outward-looking approach to improvement.		- Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. - Meeting & discussion with SLT around peer school visits - Peer visit pre-workshops/discussion/observation guides	SAR PTs	June 2027
	By August 2026 Phase 3 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 ensuring all staff are equipped with the knowledge and skills to support reading development effectively.		- Meeting & Discussion with Phase 3 schools to identify new/returning members of staff and their stages - Existing members of staff in Phase 3 schools to support, through coaching, modelling and collaborative discussions - Fast Track sessions agreed & planned by SAR Team	SAR PTs	August 2026

and adapted teaching for children with additional support needs <i>To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment</i>	By June 2027 ALL Phase 3 education staff will have had the opportunity to engage in bespoke high-quality CLPL.	all stakeholders	All CLPL will be based on the Science of Reading and will: ○ Deepen existing work on word recognition by adding morphology, positioning phonology, structure and meaning as one connected system ○ Move on to language comprehension with an initial focus on the background knowledge and vocabulary strands.	SAR PTs	June 2027
	By June 2027 ALL Phase 3 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		○ Additional online sessions planned, created and delivered by SAR Team in response to need ○ 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 3 education staff will have had the opportunity to develop their practice in collaboration with the SAR team.		○ Collaboration activities including workshops and professional discussions as requested	SAR Team	June 2027
	By June 2027 ALL Phase 3 schools will have had the opportunity to engage with assessment implementation, data analysis and self-evaluation, using HGior (How Good is Our Reading) to drive teaching and learning.		○ Reading Leader- Led Workshops focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. ○ Reading Leader-Led Workshops using HGior as a self-evaluation tool.		June 2027
	By June 2027 ALL Phase 3 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities.		○ Reading Schools Accreditation ○ Communication Friendly Environments ○ Developing Writing through SAR ○ Giglets ○ Lending Library		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.		○ Support for RL, as required, from SAR team for workshop and parent events	Reading Leaders	
To achieve the Reading Schools Core Accreditation.	By June 2027 All Learners will have opportunities to read for enjoyment and develop a life-long love of reading.	Engage with the Reading Schools accreditation programme to develop a reading for enjoyment culture to achieve Core status.	○ All staff and pupils will complete Reading Schools Attitude Surveys. ○ All classrooms will have a pupil led library space and display to celebrate pupils reading choices. ○ All classes will participate in one interdisciplinary book topic. ○ Reading for enjoyment will be celebrated and rewarded at infant and upper assemblies.	Reading Leader Reading Schools Committee	June 2027

Priority 3: Outdoor Learning

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



Aims	Actions	Intended Impact	Resources	Measures	Completion Date
<i>To improve the range and quality of outdoor learning experiences across our school.</i> <i>To ensure all staff have access to a comprehensive professional learning offer that supports our continual drive for improvement.</i>	Initial meeting with HT to discuss the Outdoor Learning Overview , commitment and expectation: - 6 x 1.5-hour sessions (4 practical, plan for test of change/enquiry and sharing session).	To improve the quality and consistency of outdoor learning approaches across our school.	Outdoor Learning Overview	Teacher Survey (pre and post).	June 2026
	Teacher/Learner Baseline Surveys to be created, distributed, and completed by all relevant teachers involved and P1-7 learners.		Microsoft Form: Teacher and Learner Baseline Survey.	Pupil Voice – Learner Survey (pre and post).	Aug 2026
	<u>Leadership Opportunity</u> Key Lead to be identified to work with South Ayrshire Learns (SAL) PT throughout the year. SAL PT to meet Key Leads to establish role and responsibilities.				June/Aug 2026
	SAL PT and Key Lead to plan outdoor learning inputs x4 .			Teacher observation notes, feedback (peers, SLT).	Aug 2026 – Feb 2027
	SAL PT to collate and analyse all baseline data and share report and findings with HT.		Baseline Report		Sept 2026
	All teachers attend Training led by SAL PT and Key Lead (x4 Practical Sessions). • Input 1: Introduction to outdoor learning, its benefits, and overcoming barriers through practical activities. • Input 2: Structuring outdoor learning lessons with a focus on adult-led activities covering different curricular areas. • Input 3: Developing practice through adult-initiated activities and reflecting on skills and curriculum links. • Input 4: Understanding child-led learning, adult roles, and recording outdoor learning.		Padlet of Resources, Presentations etc available for all teachers to access.	Staff professional development and review process.	Sept 2026 – Dec 2026
	<u>Test of Change:</u> All teachers complete gap tasks between each training session.			Staff planning and evaluation documents.	
	All teachers attend a session focusing on Enquiry/Test of Change led by SAL PT. Expectation of showcase shared. Teachers form pairs/trios or small groups and plan a line of enquiry to focus on using the Assess, Plan, Do, Review Cycle.		Assess, Plan, Do, Review Cycle template.		Feb 2026

	<u>Showcase:</u> All teachers to attend and share practice with their pair/trio or group.			Tracking data on learner progress.	May 2027
	All Staff and Learner End-point Surveys to be completed.		Microsoft Forms: Teacher and Learner End-point Surveys		End of May 2027
	SAL PT to collate and analyse end-point data and write an impact report. SAL PT to share impact report with HT and Key Lead.		Impact Report		June 2027

Priority 5: Included, Engaged and Involved

Strategic Aim: Provide targeted, rights-based support for vulnerable learners.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Audit, track and monitor vulnerable cohorts (pupil voice e.g. fishbone) Strengthen staged intervention e.g. SMART Targets, review frequency, voice of the child/young person Improve implementation of evidence based practices Assign trusted adults Advocacy Services	Improved attendance and belonging for vulnerable pupils	Multi-agency planning time Support staff Attendance Management Guidance	Cohort attendance data Case reviews Pupil voice e.g. Fishbone Belonging Scale Feedback from families Measures within Attendance Management Guidance	Attendance Leads SLT Inclusion Co-ordinator Virtual School HT/DHT ASFL Staff Partners Educational Psychologist	June 2027	

PEF Plan: To provide engaging and motivating learning experiences, with appropriate support and challenge, for all learners through addressing the principles of GIRFEC.

Education Services Plan Priority 1: Included, Engaged and Involved

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
PEF Funding Culzean PS received £86,975 of Pupil Equity Funding this session. This has been used to fund 80 hours of additional School Assistant support to improve attainment, attendance and to access a range of wider achievement opportunities. This will be achieved through whole school approaches and targeted interventions. Funding will also be used for Accelerated Reader subscription, new books and BEAM outdoor learning. The Acting PEF PT will be part of the Attendance Working Party and will manage CoSD policy. Full details of outcomes for PEF Funding can be found in	We will track and monitor attainment, (Literacy, Numeracy and H&WB), attendance and wider achievement. Whole school approaches and targeted interventions will be used to support our young people and families when required. PAG and PEF pupils will be a focus in order to close the attainment gap. The Attendance Working Party (PEF PT, Clerical Staff and DHT) will support our pupils and families with less than 90% attendance to reduce barriers to attendance through whole school approaches and targeted interventions. We will ensure that the aims of Culzean's COSD Policy are achieved so that no families are put under any financial pressure because of the 'Cost of the School Day'.	Jane Forbes	Aug 2026 - June 2027	Full details on how these interventions will be implemented and measured can be found within the Culzean's PEF action plan 2026-2027 Full details of the Cost of the School Day Initiative will be found in the CoSD policy.

the Culzean's PEF Action Plan 2026-2027	Whole school approaches and targeted interventions to ensure equity for all can be found in Culzean's PEF Action Plan 2026-2027.			
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Pupil Voice : Education Service Priority: Included, Engaged and Involved

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
To empower learners to actively participate in decisions about their learning, school improvement, and wider community engagement, fostering skills, confidence, and a sense of shared purpose.	- Promote the meaningful involvement of pupils in shaping their learning experiences and contributing to school development. - Promote collaboration and communication, and develop key skills such as responsibility, confidence, and effective contribution. - Ensure pupil voice is included in different aspects of school life eg Equity Ambassadors, Pupil Council, Rights Respecting Schools. - Strengthen partnerships with families and community organisations, creating opportunities for learners to contribute to local issues, citizenship projects and community decision-making.	Laura McGarva	June 2027	- Committees will be established to include pupils from all stages across the school. - Agendas will be sent out prior to meetings in order for the wider pupil voice to be gathered. - Staff will model appropriate skills required for effective participation and collaboration in committees and activities. - The work and impact of the pupil groups will be communicated to all stakeholders. - The Education Scotland Youth Voice Toolkit will strengthen participation practices, ensuring learner voice is inclusive, representative and leads to visible action and impact across the school community. - Achieve Rights Respecting Schools Gold status by Feb 2027

	Implement the Education Scotland Youth Toolkit model across committees.			
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Carrick Cluster Priority: Aligning cluster vision and pedagogy with new national practice guidance.

What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
Cluster Leads - HTs Culzean – Fiona McDougall			
<i>See Appendix 1 – Cluster Improvement Plan</i>			

Maintenance Agenda/ Leadership Roles 2026/2027

Writing RWI Mental Health Committee - Culzean PS will achieve the Mental Health 'Say it out Loud' Charter (December 2026) Staff Well-being Gold Rights Respecting Award Technologies & Digital Schools Award – Culzean will achieve the Digital Schools Award. (June 2027) ASN Assistive Technology Maths Communication Friendly Schools Science Care Experienced Attainment and Achievement Parental Engagement	J Forbes J Forbes/ D Bell B McClymont K Burns L McGarva S Hynd P Ryding L Stevenson T McNeillie E Pollock C Kay L McGarva
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Learning Together at the Heart of the Community