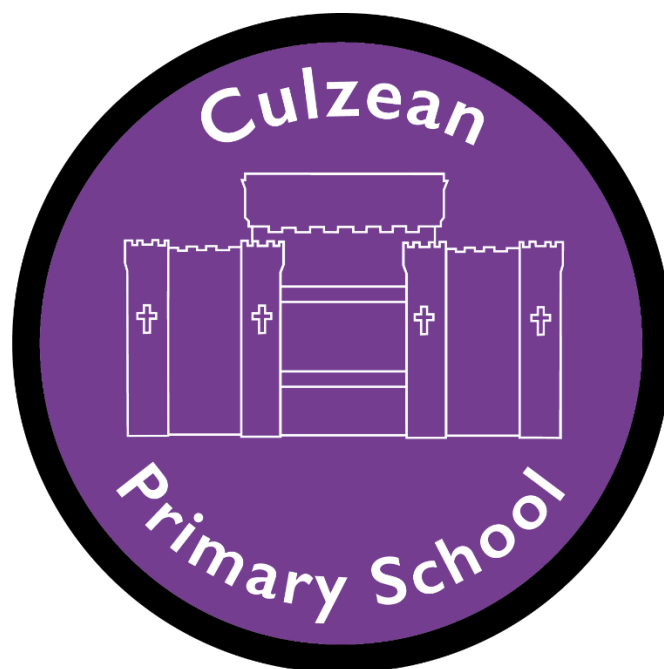


Culzean Primary School and Early Years Centre



Standards and Quality Report 2025-26

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 293, arranged in 11 classes including 5 composite 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 39 children living in deciles 1 and 2, which is 13% of our school roll and have 85 children in receipt of free school meals (29% of our school roll). We have a further 67 children, 23% 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 and 2025-26.

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	
All staff currently plan 4 times a year using SAC curriculum pathways underpinned by Culzean PS overviews and planners. Planners are differentiated appropriately to support and challenge learners in each class. This session, much of our collegiate staff time has focussed on South Ayrshire Reads and the introduction of Meta-Skills. All upper classes now use the South Ayrshire Reads approach to teach phonics and teachers and pupils are motivated by the consistent and progressive approach to the teaching of phonics. We have set expectations for next session and predict to see improvements in attainment to meet our stretch aims. In infants, teaching and support staff continue to enhance their practice in RWI during coaching sessions. Cohort tracking shows that RWI continues to raise attainment in P1-3. Pupils across all stages now have knowledge and understanding of meta-skills. Awareness has been raised through school assemblies and skills are developed through rich learning opportunities. Next session we aim to embed these skills in everyday learning across the curriculum to ensure that our learners are equipped with the transferable skills needed for real-life contexts. This session we have spent time on developing policies for Culzean and consulting our stakeholders on them. To date we have written and finalised a Positive Relationships policy, Homework Policy, Uniform Policy, Bullying Policy, CoSD Policy and Learning Teaching and Assessment Policy, Digital Teaching and Learning Strategy Policy and Communication Policy are in draft. This has helped establish clear, consistent expectations for pupils, staff and families whilst promoting a positive , inclusive school ethos. Increasing stakeholder voice through meaningful consultation with pupils, parents, staff and partners, leads to greater ownership and engagement. Supporting equity and inclusion through the development of the Cost of the School Day and Uniform policies continues to help reduce barriers to participation.	

Following our CIV in May 2025, professional learning focussed on quality learning, teaching and assessment to address pace, provide appropriate challenge and allow pupils choice in their learning. Class observations show that almost all teachers have improved their practice in these areas which has resulted in a positive impact on pupil's progress.

Next Steps

- This priority was intended to be completed 3 years after our merger. Next steps related to this work will be carried out by curriculum champions under our maintenance agenda.

Priority 2	Assessment: to establish a consistent, cohesive understanding of quality assessment practices and develop a Culzean assessment policy.
NIF Driver	School Improvement
Progress / Impact	
Professional learning has focussed on developing quality learning, teaching and assessment in our practice in Culzean. This supported staff to develop a shared understanding of effective assessment practices. Staff engaged in learning focused on assessment theory, the purpose of assessment, learner involvement, learning intentions and success criteria, gathering and evaluating evidence, feedback, moderation and self-evaluation. This professional learning has strengthened staff confidence and understanding of high-quality assessment practices and contributed to more consistent approaches across the school. As a result, there is greater consistency in the use of assessment evidence to inform learning, teaching and next steps, supporting the development of a whole-school assessment policy and framework. A draft assessment calendar and policy have been developed and consultation will continue with staff on the inservice day in August. This will ensure consistency of approach to learning, teaching and assessment throughout the school. Assessment will remain a priority in the improvement plan for next session.	
Next Steps	
• A whole school tracker will be implemented to ensure that achievement and assessment data is consistently being recorded, tracked and used to improve outcomes by teaching staff and senior management.	

Priority 3	South Ayrshire Reads (SAR) Phase 3 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
NIF Driver	School Improvement
Progress/Impact	
Jane Forbes and Debbie Bell were appointed as Culzean Primary's Reading Leaders and attended Reading Leader training, working collegiately with the SAR PT to provide professional learning for teaching staff to embed knowledge of phonological awareness, phonics, fluency and vocabulary. Staff were also offered coaching sessions to support their practice. The professional learning was positively received and teachers supported each other to develop their practice and suitable resources. Catch Up readers were purchased to provide suitable texts for developing readers in upper classes. Almost all children are enjoying SAR lessons and feel that it is helping them to read more fluently with understanding and to spell appropriate vocabulary. It is too early to attribute improvements in reading to the SAR work but we now have baseline data to use for next session. Staff have agreed on consistent expectations for delivering South Ayrshire Reads in 2026/27. The implementation of South Ayrshire Reads in the EYC, phonological awareness sessions and emergent writing opportunities resulted in significant improvements in children's literacy development. By June 2026, 92% of children achieved rhyme and syllable milestones, exceeding previous attainment levels. Staff confidence in delivering literacy experiences increased through professional learning and collaborative approaches. Literacy Developmental Milestone data showed very good progress, with 92% of children achieving eight or more literacy milestones and 74% achieving all ten literacy milestones. Almost all staff	

effectively embedded literacy across play experiences and group times, ensuring learning was meaningful and responsive to children's interests.

Emergent writing opportunities were enhanced through improved provision, fine motor development activities and purposeful mark-making experiences. As a result, 92% of children could draw a recognisable person and 95% could write for different reasons by June 2026.

Next Steps

South Ayrshire Reads Phase 3 Year 2

- **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.

Priority 4	Wellbeing, Equality and Inclusion for All To provide engaging and motivation learning experiences, with appropriate support and challenge, for all learners through addressing the principles of GIRFEC.
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NIF Driver	School Improvement
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Progress/Impact

Outcomes for Care Experienced Children

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 ensure improved wellbeing and educational outcomes. Attainment and achievement of care experienced learners is tracked twice a year. While care experienced attainment has shown an improvement since last session, it has fallen short of our stretch aims except for listening and talking.

Care Experienced Attainment

%	L&T	R	Wr	N	HWB
24-25	78	56	44	44	44
Stretch Aim 25-26	89	67	56	56	67
25-26	91	64	45	55	64

Outdoor Learning

All infant children have enjoyed the opportunity to learn outdoors using a range of skills throughout this session. Infant staff feel their confidence in leading learning outdoors has increased following these experiences.

A number of children are benefitting from an enhanced outdoor experience as part of an alternative curriculum package offered by Beam Outdoors.

The South Ayrshire Learns Lead will deliver Professional Learning to improve the consistency of approach, range and quality of outdoor learning experiences across our school next session.

Parental Involvement

Parents were invited into school in September to meet their child's teacher. Parents have been invited into school during the session to enjoy the P6 Harvest Assembly and musical performance of Oliver, the infant nativity and upper school concert, our Scots Celebration, P7 leavers service and end of year performance. All these performances provide our children with opportunities to develop communication skills, self-confidence and creativity, showcasing their talents and fostering a sense of pride among parents and our wider school community.

Parents were invited into school in March to share learning with their child. This was extremely well attended with more than 32% of our families taking part, and we intend to continue class opportunities to learn with your child next session.

Parents are regularly consulted on new school policies using MS Forms and on various aspects of school life at Parents Nights. Our annual parents survey received 36 responses. We received strong, positive feedback across almost all areas with the overall messages being that our children are happy and safe and enjoy school. There are supportive relationships between staff, children and families and Culzean provides a nurturing environment where children are progressing and achieving. All classes moved to using See Saw as a method of sharing pupils learning with parents. Next session we will be using See Saw to inform parents about their child's learning, evidence pupil's achievements, and streamline communication.

EYC - To Build Strong Connections Between Children, Families and the Wider Community

Developing positive partnerships with families and the wider community remained a key focus in the EYC. Community visits provided meaningful opportunities for children to learn about their local environment and develop a sense of belonging. Most children experienced regular engagement within the local community this year.

Parent workshops and family events increased opportunities for parental involvement. By June 2026, 100% of children had a family member attend an Early Years Centre event. Staff introduced a parental engagement tracker to monitor participation and identify opportunities for improvement. The centre's induction programme ensured all families received individual support before their child started. Feedback from parents was highly positive, with families reporting they felt welcomed, informed and supported during transition periods.

The introduction of Seesaw significantly improved home to centre communication. By March 2026, all families were connected to the platform, enabling greater involvement in children's learning and development.

The Family Learning Team partnership through PEEP sessions provided additional support for children and families in The Burrow, with positive feedback received from participating families.

PEF Funding

Culzean PS received £86,975 of Pupil Equity Funding this session. This was used to fund 80 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 support 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, Barnardos, 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 fully funded breakfast club which is attended by an average of 50 pupils a day. During the year we applied twice for Cash for Kids grants to support our families financially. This is much appreciated by parents.

Culzean recently started working with the Micah Project which provides badges for generic uniform items, lowering the cost of uniform while promoting a strong sense of identity.

At the beginning of this session our weekly attendance was 95.8%. In January, attendance was at its lowest (91.7%) however, it has improved since then and is currently 92.3%.

Culzean's attendance since August has dropped by 3.6%. This is less than the decrease of attendance in the local authority (4.8%).

The DHT and PEF PT have been part of the "Improving Attendance Quality Improvement Programme" cohort 3. This has supported us to use Quality Improvement tools and focus on a targeted group of pupils to improve attendance.

The project aim was *"By 1st of June the identified 6 p5 pupils whose attendance has decreased steadily over a 4-year period and is between 80% and 89% will improve by an average of 2%."*

The average attendance of these 6 pupils was 83.5% in March. On the 1st of June it was 86.5% therefore achieving our project aim while improving the attendance of 5 out of 6 of the targeted p5 pupils.

The number of "interrupted learners" (attendance of 75% or below) is currently 9 pupils (3% of school roll). This number has reduced significantly since September when the number was 21 pupils.

The number of pupils with attendance between 76% and 89% is currently 60 pupils (22% of school roll). This is a reduction of 5 pupils since May 2025.

89% of pupils have achieved expected levels in Health & Wellbeing (SEEMIS Data)

Interventions offered include:

- LEGO Therapy
- Sensory Circuits
- Social and Communication Group
- BEAM outreach
- Sensory Room
- Family first funded Teacher/SA/Active Schools
- Stepping Stones Family Support
- LIAM
- AOT- managing anxiety and intrusive thoughts
- AOT – transition group
- SHRED

Views from pupils and staff have been gathered to support decisions about whether to stop or continue with specific interventions next session.

BEAM Outreach

Across the year, targeted intervention provided 30 children, in small groups or 1 to 1, with experiential learning opportunities in the outdoors. This intervention increased their engagement and motivation in learning, developed social and teamworking skills and supported improvements in attendance, behaviour and resilience.

Social & Communication Group

Training from AOT was provided to build capacity for school staff to lead their own Social & Communication group. Two groups of 4 pupils focussed on promoting appropriate social interactions with peers, alongside learning appropriate social cues, developing self-confidence and improving communication both verbal and non. This enabled them to improve and enjoy their relationships with peers both in and out with the classroom, resulting in less lost learning time when issues had to be dealt with.

Lego Therapy

Lego therapy aimed to improve communication skills, ability to follow instructions, to solve problems and achieve a common goal with peers. It also provided an opportunity to build peer relationships. Training from AOT was provided to build capacity for school staff to lead their own Lego Therapy Groups. 8 children from infants and 9 from P4-7 classes engaged with Lego therapy. From pre and post baseline assessments, the strands where pupils made the most progress were surrounding compromise, negotiation and reconciliation.

Sensory Circuits

Across the year 30 pupils engaged in sensory circuit routines consisting of alerting, organising, and calming activities. The pupils targeted for this intervention were those who were not in the green zone (Zones of Regulation) when transitioning back into class after break and lunch, with the aim of increasing their readiness to learn. Tracking and monitoring was in place to measure the impact of the sensory circuits and if they did not have the positive impact expected, alternative interventions were explored.

Next Steps

- Continue to work to provide targeted, rights-based support to improve attendance for vulnerable learners.
- Work with the South Ayrshire Learns team to improve the range and quality of outdoor learning experiences across our school.

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

Leadership of Change at Culzean Primary School & Early Years Centre is a significant strength, characterised by a highly collaborative culture, a clear strategic vision and a strong commitment to continuous improvement. The Senior Leadership Team (SLT) provides highly effective and well-informed strategic direction, cultivating an ethos of openness, integrity and trust that empowers staff to be innovative and confident in leading change. This has ensured that the school's merger, relocation and establishment as Culzean PS & EYC have been positive and well-managed.

A robust culture of self-evaluation is embedded across the school and early years. All staff engage in high-quality CLPL aligned to the School Improvement Plan, and this has resulted in consistent, reflective practice that drives improvement. Staff work collegiately within the school and early years centre, across the cluster and with the local authority to share effective practice, contributing to sustained improvement in learning, teaching and wellbeing.

Leadership is devolved effectively at all levels. Teachers and practitioners confidently lead aspects of school improvement and school staff take responsibility for pupil leadership groups that promote personal achievement and children's rights. This distributed approach has strengthened teamwork, enhanced professional agency and ensured that improvement priorities are owned collectively.

The school and early year's vision, values and aims were developed through meaningful consultation with staff, parents and pupils, ensuring they reflect the social, economic and cultural context of the community. These are now fully embedded in the life of the school early years centre and consistently promoted by all staff, contributing to a positive, nurturing ethos where almost all children can articulate how the values shape their wellbeing and learning. The collaborative creation of the new school uniform further strengthened the school's identity and sense of belonging.

Strategic planning for continuous improvement is strong. Improvement priorities are informed by a wide range of data and stakeholder views, and protected time is provided to ensure changes are purposeful and impactful. Staff value quality assurance processes, and senior leaders monitor learning effectively through sampling, observation and learner voice.

Pupil leadership is a notable strength, with children contributing meaningfully through groups such as Rights Respecting Schools, Digital Leaders, the Health and Wellbeing Committee and the Pupil Council. Older pupils play an active role in the life of the school, supporting younger learners and contributing to charity events and reading initiatives.

Culzean Primary School and Early Years Centre demonstrate highly effective leadership of change, underpinned by a shared commitment to excellence, equity and the highest possible outcomes for all learners. The strong culture of collaboration, distributed leadership and strategic clarity ensures that improvement is continuous, meaningful and deeply rooted in the needs of the school community.

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

2.3: Learning, Teaching and Assessment

Culzean Primary School and Early Years Centre demonstrate a consistently strong culture of learning, inclusion and continuous improvement, with clear evidence that its ethos, teaching, assessment and monitoring practices work together to secure positive outcomes for almost all learners.

Across the school and early years, a calm, nurturing and rights-respecting environment is firmly established, with highly positive relationships and meaningful pupil voice shaping the life and direction of the school. Learners are motivated, engaged and increasingly independent, benefiting from well-planned experiences, effective use of digital technologies and regular celebration of their achievements.

The quality of teaching and play is very good, underpinned by shared values, consistent expectations and collaborative professional practice. Staff use a wide range of teaching approaches, clear explanations and well-timed interventions to support progress. Co-created learning intentions and success criteria ensure that almost all learners understand the purpose of their learning, while high-quality feedback and observation inform next steps.

Assessment is used effectively and strategically. A broad range of formative and summative approaches provides robust evidence of progress, enabling staff to identify gaps, plan interventions and moderate standards across the campus and cluster. Regular analysis of data by teachers, practitioners and SLT ensures that supports are targeted appropriately and that attainment continues to rise.

Planning, tracking and monitoring processes are coherent, collaborative and responsive. Staff use authority frameworks and benchmarks to ensure progression, while tracking systems provide a comprehensive picture of each learner's attainment, wellbeing and wider achievements. Where barriers arise, evidence-based interventions and robust staged-intervention procedures lead to improved outcomes, supported by effective use of Pupil Equity Funding.

The evidence shows that Culzean Primary School and Early Years Centre provide a high-quality learning experience characterised by strong relationships, effective teaching and assessment and rigorous monitoring, resulting in sustained progress for almost all learners.

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

3.1 Ensuring well-being, equality and inclusion

Culzean Primary School and Early Years Centre demonstrate a deeply embedded culture of wellbeing, inclusion and positive relationships, resulting in a community where children feel valued, supported and able to thrive. The school and early year's strong sense of community, nurturing ethos and rights-based approach ensure that pupils experience a safe, caring environment characterised by trust, respect and meaningful participation. Staff and partners share a clear understanding of wellbeing, using GIRFEC indicators effectively to identify needs and engage in purposeful dialogue with pupils to help them overcome barriers. As a result, learners benefit from consistent, well-planned and responsive wellbeing support, including progressive Health and Well-Being lessons, tailored wellbeing plans and bespoke regulation strategies.

The school and early years fulfil its statutory duties with rigour and confidence. Child protection procedures are robust and well-understood, with all staff trained appropriately and clear systems in place for reporting concerns. Medication procedures are secure and consistently applied, ensuring the safety and wellbeing of all pupils.

Inclusion and equality are central to the school and early year's ethos and practice. Staff work proactively to provide equitable opportunities, adapting the curriculum and deploying highly trained support staff to meet individual needs. Strong multi-agency partnerships enable bespoke interventions for learners requiring additional support, while careful tracking ensures that children who are care-experienced, young carers or affected by poverty receive timely and targeted help. The Cost of the School Day policy further reduces financial barriers, supporting full participation for all families.

Transitions are well-planned and highly effective, with the campus environment contributing to smoother, less anxious moves between P7 and S1. Targeted opportunities funded through PEF enable identified learners to access wider experiences, strengthening engagement and wellbeing.

The evidence shows that Culzean Primary School and Early Years Centre provide a highly nurturing, inclusive and equitable environment where wellbeing is prioritised, statutory duties are met with rigour, and all learners are supported to participate fully and achieve positive outcomes.

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

Staged Intervention Information

Intervention Stage 2025/26	EYC	School
1	1	34
2	21	81
3	8	18
4	8	21
5	0	0
Percentage of school roll	41%	56%
Pupils with a CSP	0	0

Attendance Information %

	2023-24	2024-25	2025-26
Culzean PS	91.79	92.2	92.3
South Ayrshire	92.84	93.7	93.1

3.2: Raising Attainment and Achievement

Attainment in literacy and numeracy at Culzean Primary School is strong and improving, with the majority of children achieving expected levels in literacy and most achieving expected levels in numeracy. There is a well-established culture of support and challenge that ensures learners experience appropriate pace and progression, and staff are fully committed to raising attainment for all, including those most affected by disadvantage. Targeted interventions in literacy and numeracy are having a positive impact, enabling vulnerable learners to make good progress.

In literacy, most pupils (77%) across P1, P4 and P7 have achieved expected levels or beyond, reflecting a 6% improvement from the previous year. Listening and talking is a particular strength, with almost all or all pupils achieving expected levels at every stage. Reading and writing show strong performance across levels, with most pupils making good progress. The implementation of Read Write Inc. and Accelerated Reader is contributing to improved outcomes, particularly at Early and First Levels.

In numeracy, most pupils (79%) across P1, P4 and P7 have achieved expected levels, representing a 4% increase from the previous year. High-quality staff training in CPA, Number Talks and Thinking Classrooms has strengthened pedagogy and contributed to improved learner progress. Staff are increasingly confident in using a range of assessment data to inform judgements, and moderation activities have further enhanced accuracy and consistency.

Attainment over time shows a positive three-year trend, particularly in literacy, where overall attainment has continued to rise since the school merger. Robust tracking systems and regular professional dialogue ensure that progress is monitored closely, interventions are well-targeted, and next steps are clearly identified. Staged intervention plans are used effectively to support children not yet achieving expected levels, and these are reviewed regularly to ensure relevance and impact.

Learners' wider achievements are strong and well-celebrated. Children demonstrate confidence, enthusiasm and a willingness to take on leadership roles across the school. A wide range of opportunities, including pupil leadership groups, sports programmes, music tuition and creative activities, supports the development of transferable skills and personal interests. Staff value and track wider achievements to ensure that no child misses out.

Equity is a clear strength of the school. Staff understand the context and work proactively to remove barriers to learning. PEF funding is used strategically to provide targeted support in literacy, numeracy and wellbeing, contributing to accelerated progress for identified learners. Attendance is monitored rigorously, and the school is successfully closing the gap with the local authority average. Tracking of wellbeing and targeted interventions ensure that children who are care-experienced, young carers or affected by poverty receive timely and effective support.

Overall, attainment is strong and improving, learners achieve well across a broad range of experiences, and the school's commitment to equity ensures that all children are supported to make meaningful progress and achieve positive outcomes.

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		2025/26	
	% achieving 10	% achieving 8	% achieving 10	% achieving 8	% achieving 10	% achieving 8
Health and Wellbeing	82	97	74	97	67	87
Communication and Language	51	87	45	83	74	92
Maths and Numeracy	51	95	55	91	77	95

What are the key priorities for improvement in 2026/27?

Our key priorities for next session will be:

- Continue to establish a consistent, cohesive understanding of quality assessment practices and develop an overall assessment policy.
- To develop staff awareness of the Curriculum Improvement Cycle and its impact on our school.
- To implement South Ayrshire Reads (Year 2) to raise attainment in literacy.
- To improve the range and quality of outdoor learning experiences across our school.
- Included, Engaged and Involved: to provide targeted, rights-based support to improve the attendance of our vulnerable learners.
- Pupil Voice: to empower learners to actively participate in decisions about their learning, school improvement and wider community engagement.

Capacity for improvement

2025/26 was our third year as Culzean PS & EYC. Staff have collaborated very well to create a nurturing, inclusive and equitable environment for our young people. We have successfully built a new learning 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 quality learning and teaching.

On the 1st July 2026, Culzean Early Years Centre will become a standalone centre with a Manager and Depute Manager leading the EY team. We will continue to work closely with our colleagues in Early Years to continue to provide a seamless transition into primary school for our children.

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. We have capacity and positivity to successfully drive our school improvement next session.

Overall School Evaluations Session 2025/26

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